

**Sample GLOs ([Global Learning Outcomes](#)) Rubric**  
**Spring 2021**

<b>As part of their global learning at SDSU, students will:</b>	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<p><b>(GLO #1)</b>            Explore their <b>personal and cultural identities</b> through time in a global or glocal context</p>	<p>Exemplify <b>dual perspective-taking</b> and <b>critical reflections and analysis of the self</b> as both personal and cultural in relation to others in uneven processes and forces of globalization. For instance, demonstrate <b>critical consciousness</b> of one's place and position in the world as reflecting and reflected in how social and cultural forces enable and constrain one's experiences with and enactments of personal and cultural identities.</p>	<p>Articulate with an <b>expanded perspective</b> how social and cultural forces and structures complexly shape and are reflected in one's experiences with personal and cultural identities contextually in global learning. For instance, an individual can simultaneously experience an identity as a privilege while another as a disadvantage within one global learning context, or can experience the same identity as a privilege in one context but as an disadvantage in another context.</p>	<p>Recognize with <b>curiosity but a limited perspective</b> that how identities are simultaneously personal and cultural is contextually contingent and dependent. For instance, across contexts of global learning, an individual might be conscious of some identities all the time, some identities some of the time, and other identities only on occasions.</p>	<p>Show <b>minimal interest and awareness</b> that identities are not just personal or idiosyncratic but also shared and negotiated with cultural group members (e.g., nationality, race, gender, etc.) within a specific time and context. For instance, within a specific global learning context, not all individuals are accepted by/into the cultural groups they identify with.</p>
<p><b>(GLO #2)</b>            Examine the relationships between <b>language, culture, history, and power</b> as relevant to their area(s) of study.</p> <p><b>*Version of GLO #2</b>            Leads with culture as it relates to</p>	<p>Grounded in deeply historical and structural understandings of cultures and languages, articulate <b>new ideas or possibilities</b> of reimagining cultures for social justice and with social responsibility.</p>	<p>Comprehend cultures not just as plural and intersecting but, more importantly, as <b>linguistic and historical constructions</b> organized by unequal systems and structures of power as relevant and situated</p>	<p>Recognize <b>dynamic ways</b> in which cultures and languages are <b>connected</b> but pay limited attention to how one's experiences with and awareness of both cultures and languages are impacted by an</p>	<p>Understand "culture" <b>singularly and narrowly</b> such as equating it with nationality while paying little to no attention to how the language one speaks (or not) and one's</p>

language, history, and power. Instructors are encouraged to articulate their own version that leads with language, history, or power as most relevant to their courses.		within one's area of study.	understanding of histories and power relations within one's area of study.	understanding and awareness of histories and power relations affect experiences with cultures within one's area of study.
<b>(GLO #3)</b> Learn about and respond to at least one <b>global issue</b> that transcends national political borders or has distinct implications in different national contexts. (e.g. <a href="#">United Nations Sustainable Development Goals</a> framework)	<b>Apply</b> knowledge and skills to <b>implement</b> sophisticated, appropriate, and workable solutions to address complex global problems, addressing context and using <b>interdisciplinary perspectives</b> to propose <b>action</b> , independently or with others.	<b>Plan and evaluate</b> more complex solutions to confront the global issue, demonstrating knowledge of stakeholders, interests, and <b>multiple disciplinary perspectives</b> (such as cultural, historical, and scientific).	<b>Formulate</b> practical yet elementary solutions to confront the global issue that use at least <b>two disciplinary perspectives</b> (such as cultural, historical, and scientific).	<b>Define</b> one global issue in basic ways, including a <b>limited</b> number of perspectives and solutions.
<b>(GLO #4)</b> Increase <b>career readiness</b> by being able to articulate (e.g. in a job interview) skills gained and awareness developed through global learning, and how they will utilize this learning in practice.	Give examples of <b>intercultural and sociolinguistic skills and awareness</b> as these relate to complex diverse professional interactions, regardless of context.	Apply <b>new skills and awareness</b> to specific professional situations and/or how personal learning led to gaining these skills.	<b>Identify "job" skills as well as awareness</b> developed; not connected to specific personal learning experience.	Identify positive impact of global learning; may mention <b>generic or finite "job" skills</b> (e.g., competence, proficiency)

**Notes:**

--> Faculty members are strongly encouraged to customize the sample rubric for their own courses.