

Objective 3.4: Engaged Global Citizens

Students will appreciate the world’s complexity; the interdependence of natural, social, economic, and political factors; and the deep challenges that can arise both on a local and global scale. Students will possess the knowledge, skills, and attitudes necessary to engage civically and work in cooperation with others toward creative responses to these challenges.

Outcomes 3.4

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Describe complex, boundary-spanning issues that involve diverse interests.	The student demonstrates incomplete knowledge of constructing research questions. Information not relevant to the main topic; information disorganized; missing details and/or examples; information is not factual/accurate; little evidence of critical thinking/reflection/insight	The student demonstrates some but not sufficient knowledge of constructing research questions. Information not relevant to the main topic; information disorganized; missing details and/or examples; information is not factual/accurate; little evidence of critical thinking/reflection/insight	The student demonstrates well-informed knowledge in constructing research questions. Information clearly linked to the main topic; provides some supporting details/examples; information is factual/correct and relevant for the most part; demonstrates some critical thinking/reflection/insight	The student demonstrates an excellent ability to construct research questions. Information linked to the main topic; includes several supporting details/examples; accurate use of information and course concepts; information is relevant; demonstrates a superior level of critical thinking/reflection/insight
Analyze a complex boundary-spanning issue, taking into account the various perspectives of those involved.	The student demonstrates little to no analytical skills to (1) articulate a definition of what it means to work at this interface (“boundary spanning”) and the types of activities it encompasses; (2) present	The student demonstrates some analytical skills but not sufficient to (1) articulate a definition of what it means to work at this interface (“boundary spanning”) and the types of activities it encompasses; (2) present a value proposition of these	The student clearly demonstrates analytical skills to (1) articulate a definition of what it means to work at this interface (“boundary spanning”) and the types of activities it encompasses; (2) present	The student demonstrates excellent analytical skills to (1) articulate a definition of what it means to work at this interface (“boundary spanning”) and the types of activities it encompasses; (2) present a value proposition of these efforts to build better

	a value proposition of these efforts to build better relationships between science and policy; and (3) identify opportunities to more effectively mainstream boundary-spanning activities.	efforts to build better relationships between science and policy; and (3) identify opportunities to more effectively mainstream boundary-spanning activities.	a value proposition of these efforts to build better relationships between science and policy; and (3) identify opportunities to more effectively mainstream boundary-spanning activities.	relationships between science and policy; and (3) identify opportunities to more effectively mainstream boundary-spanning activities.
Design a project in cooperation with others that addresses a complex, boundary-spanning issue.	The student demonstrates incomplete knowledge of the law, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region. There is no evidence showing the student can identify basic ethical dimensions of local or national decisions that have a global impact.	The student demonstrates some knowledge of the law, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region. The student may identify basic ethical dimensions of local or national decisions that have a global impact.	The student demonstrates basic knowledge of the law, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region. Explains the underlying ethical, social, and environmental consequences of local and national decisions on global systems based on one's sense of personal responsibility to address global issues	The student demonstrates detailed knowledge of the law, history, culture, politics, and/or economics of at least one non-U.S. culture, country, or global region. Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions available to address a global issue informed by one's sense of personal and global responsibility.