

LINDENWOOD

UNIVERSITY

GLOBAL ADVOCATE RUBRIC

GLOBAL ADVOCATE: Global advocates seek to understand the perspectives of diverse populations and consider the global impact of their decisions. They appreciate diverse perspectives and demonstrate compassion and understanding of individual and cultural differences.

	Accomplished 4	Proficient 3	Developing 2	Emerging 1
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated and skillfull understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates minimal understanding of the complexity of elements important to members of another community or culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Cultural and Historical Empathy</i>	Skillfully interprets intercultural experiences (gained through interpersonal interactions or through literature, history, art, music, etc.) from the perspectives of own and more than one worldview and demonstrates ability to recognize the emotional dimensions of another group.	Demonstrates adequate ability to view the experience of others (gained from interpersonal interactions or from literature, history, art, music, etc.) through more than one worldview.	Demonstrates partial or developing ability to view the experience of others (gained from interpersonal interactions or from literature, history, art, music, etc.) through a perspective other than their own cultural worldview.	Demonstrates minimal ability to view the experience of others (gained from interpersonal interactions or from literature, history, art, music, etc.) through any perspective other than their own cultural worldview.

Skills <i>Articulation of one's position</i>	Articulates skillfully (through written, verbal, or artistic formats) one's cultural differences coherently, comprehensively, and appropriately through one's chosen medium. This articulation is effectively coherent (readers/viewers can understand the overall argument/main ideas), comprehensive (student demonstrates thoroughly using examples/techniques and/or research and/or observations), and appropriate (student follows standard conventions/is aware of audience needs) through one's chosen medium.	Articulates adequately (through written, verbal, or artistic formats) one's understanding of cultural differences. This articulation is adequately coherent (readers/viewers can understand the overall argument/main ideas), comprehensive (student demonstrates thoroughly using examples/techniques and/or research and/or observations), and appropriate (student follows standard conventions/is aware of audience needs) through one's chosen medium.	Articulates partially(through written, verbal, or artistic formats) one's understanding of cultural differences. This articulation may be lacking in one or more areas: coherence (readers/viewers can understand the overall argument/ main ideas), comprehensiveness (student demonstrates thoroughly using examples/techniques and/ or research and/or observations), or appropriateness (student follows standard conventions/is aware of audience needs).	Articulates ineffectively (through written, verbal, or artistic formats) one's understanding of cultural differences. This articulation lacks in every one of the following areas: coherence (readers/viewers can understand the overall argument/ main ideas), comprehensiveness (student demonstrates thoroughly using examples/techniques and/or research and/or observations), and appropriateness (student follows standard conventions/is aware of audience needs) through one's chosen medium.
Attitudes <i>Curiosity</i>	Expresses authentic interest in learning about other cultures or communities, asking complex questions and seeking out and articulating answers to these questions that reflect multiple cultural perspectives.	Expresses adequate interest in learning about other cultures or communities, asking deeper questions and seeking out answers to these questions.	Expresses partial interest in learning more about other cultures or communities, asking simple or surface questions about other cultures or communities.	Expresses minimal interest in learning more about other cultures or communities.
Attitudes <i>Openness</i>	When confronting (through personal interactions, literature, art, history, etc.) a culturally different other, one skillfully suspends judgments and seem open and eager to learn.	When confronting (through personal interactions, literature, art, history, etc.) a culturally different other, one has adequate success suspending judgment in valuing their interactions with other communities.	When confronting (through personal interactions, literature, art, history, etc.) a culturally different other, one has partial success suspending any judgment and is aware of own judgment and expresses a willingness to change.	When confronting (through personal interactions, literature, art, history, etc.) a culturally different other, one has minimal ability to suspend any judgment but is unaware of their own judgment/limitations.