

STUDY ABROAD LEARNING OUTCOMES

International Education Council 11/13/2019

Criteria	Exceeds Expectations = 4	Meets Expectations = 3	Needs Improvement = 2	Inadequate = 1
<p>Knowledge of cultural worldview frameworks</p> <p>AAC&U Intercultural Knowledge & Competence</p>	Demonstrates sophisticated understanding of the complexity of elements important to members of another 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 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 culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
<p>Understanding Global Systems</p> <p>AAC&U Global Learning</p>	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
<p>Cultural Self-awareness</p> <p>AAC&U Intercultural Knowledge & Competence</p>	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness, comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with
<p>Applying Knowledge to Contemporary Global Contexts</p> <p>AAC&U Global Learning</p>	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

STUDY ABROAD LEARNING OUTCOMES

International Education Council 11/13/2019

<p>Cultural Diversity</p> <p>AAC&U Global Learning</p>	<p>Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.</p>	<p>Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.</p>	<p>Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.</p>	<p>Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.</p>
<p>Independence</p> <p>AAC&U Independence</p>	<p>Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</p>	<p>Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.</p>	<p>Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.</p>	<p>Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.</p>