GLOBAL ENGAGEMENT DIMENSIONS:	Exceptional (4)	Accomplished (3)	Competent (2)	Emergent (1)
Understanding a Global Environment	Student demonstrates knowledge of current and historical contexts (political, historical, cultural, humanitarian, environmental, etc.) and/or a comparative view of their academic field to define complex global problems and articulate collaborative solutions.	Student demonstrates knowledge of current and historical contexts or a comparative view of their academic field to define global problems; student articulates unrefined solutions.	Student demonstrates emerging knowledge of current and historical contexts or differences between disciplinary approaches in defining global problems; student articulates solutions that are flawed or incomplete.	Student demonstrates limited awareness of contextual or disciplinary differences in defining global problems; student attempts to articulate solutions.
Applying Knowledge to Global Contexts	Student applies knowledge and skills to design and/or implement appropriate, workable solutions that address complex global problems either locally or abroad.	Student applies knowledge and skills to design and/or implement unrefined solutions that address global problems either locally or abroad.	Student exhibits developing knowledge and skills necessary to design or implement solutions that address global problems.	Student defines global challenges in basic ways; presents solutions that are limited by a lack of knowledge or skills.
Global Identity and Inclusion	Student effectively addresses significant issues based on articulating their identity in a global context, shifting the frame of reference from their own background; student demonstrates an understanding of multiple world views to minimize the effects of ethnocentricity.	In addressing issues, student articulates their identity in a global context, with an awareness of how their own background forms their frame of reference; student demonstrates comprehension that multiple world views minimize the effects of ethnocentricity.	Student articulates their understanding that identity exists in a global context, with an emerging awareness of how their own background forms their frame of reference; student acknowledges the value of multiple world views.	Student minimally demonstrates understanding that identity exists in a global context, and begins to articulate how their own background forms their frame of reference; student acknowledges multiple world views.
Personal Responsibility in a Global Context	Student presents informed and responsible responses to challenges in global systems with an awareness of the impact of privilege and oppression; evaluates the local and broader consequences of individual and collective interventions; responds to specific cultures of communities and organizations in pursuing shared goals.	Student presents responses to challenges in global systems with an awareness of the impact of privilege and oppression; analyzes the local and broader consequences of interventions; acknowledges specific cultures of communities and organizations in pursuing goals.	Student attempts to present responses to challenges in global systems with some awareness of the impact of privilege and/or oppression; acknowledges the consequences of interventions; exhibits awareness of variatons in community and organizational cultures.	Student identifies challenges in global systems with developing awareness of the impact of privilege and/or oppression; attempts to understand the consequences of interventions; exhibits developing awareness of variatons in community and organizational cultures.

RHED GOAL **Effective communication**	Students demonstrate a thorough understanding of context, audience, purpose, and format that is responsive to the occasion, communicating ideas clearly and appropriately.	□ Extensively □ Somewhat □ Minimally or not at all
RHED GOAL **Drawing explicit connections between co-curricular and academic experiences**	Students identify or synthesize connections between classroom experiences and experiences of other kinds, deepening their understanding of their academics and broadening their points of view.	□ Extensively □ Somewhat □ Minimally or not at all
RHED GOAL **Reflection on skills and qualities related to the distinction**	Students demonstrate self-awareness in their learning, and evaluate the changes in their knowledge, skills, or disposition in relation to the dimensions above.	□ Extensively □ Somewhat □ Minimally or not at all