

## General Education Curriculum: Global Learning (GL) Rubric

The Global Learning (GL) rubric was developed through consultation with GL faculty, students, and the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for GL under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learnedness. The rubric is intended for evaluating and discussing student learning within the General Education curriculum, not for grading and not for evaluation of instructors.

GL is a Group Requirement (Inquiry Courses) of the General Education program at WSU. The overall goal of the inquiry courses is “to help introduce students to the different perspective, methodologies, and questions that shape the production of knowledge” (see [Academic Bulletin](#)).

GL has [three program learning outcomes](#). After successful completion of the GL requirement, students will be able to:

- (1) Analyze social, economic, cultural and/or political phenomena in a past or present global context.
- (2) Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts.
- (3) Compare their worldview to those in communities outside of the US.

### Glossary for Terms and Concepts Used in the Rubric

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Social/economic/cultural/political phenomena:** occurrences or situations that influence an individual’s or society’s behaviors, opinions, etc.
- **Global Context:** circumstances, locations, cultural movements, or economic systems that extend beyond the U.S.
- **Worldview:** an individual’s or society’s particular philosophy of life or conception of the world
- **Multiple Worldviews:** various philosophies of life or conceptions of the world that exist within a particular society or across different societies

### How to Use the Rubric

- Faculty teaching GL courses select one or more assignments that elicit the GL learning outcomes at the moderate level or higher.
- Faculty use the rubric to score their students’ work on the 4-point rubric scale.
  - Details for reporting the results for your course(s) are provided on the GEOC website.
- The rubric scale is implicational: A “moderate” score indicates that the student has met the criteria for “low” AND “moderate”. A “high” score indicates that the student has met the criteria for “low”, “moderate” AND “high”.

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<b>Learning Outcome</b>	<b>(High) Evaluate/Analyze</b>	<b>(Moderate) Explain/Relate</b>	<b>(Low) Identify</b>	<b>(No) Limited Evidence</b>
LO1: Explain social, economic, cultural, and/or political phenomena in a global context.	Evaluates explanations of social, economic, cultural, and/or political phenomena in a global context.	Explains social, economic, cultural, and/or political phenomena in a global context.	Identifies social, economic, cultural, and/or political phenomena in a global context.	Unable to identify social, economic, cultural, and/or political phenomena in a global context.
LO2: Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts	Analyzes the same historical, scientific, or cultural concept or phenomenon from multiple worldviews.	Explains how differing historical, scientific, and/or cultural factors or contexts shape people's worldview.	Identifies factors or contexts that shape worldviews.	Unable to identify factors or contexts that shape worldviews.
LO3: Relate their worldview to those in communities outside of the US.	Evaluates the factors or contexts that contribute to differences in those worldviews.	Relates their worldview to those in communities outside of the US.	Identifies their own worldview and those in communities outside of the US.	Unable to identify their own worldview and/or those in communities outside of the US.

Source: Appropriated and modified from the VALUE rubrics developed by the Association of American Colleges and Universities (AAC&U).  
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