

Rubric for Global Citizenship and Multicultural Understanding Learning Outcome 2 (GSS)

Learning Outcome: Students will be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

#	Learning Outcome	Unsatisfactory	Satisfactory	Notes
1	Define problems and issues appropriate to the field of study and identify theoretical frameworks and approaches for interpreting, defining, analyzing, and evaluating these problems and issues.	<ol style="list-style-type: none"> 1. Does not identify the key problems and issues of the field of study. 2. Does not identify causes of the problems/issues. 3. Does not identify consequences of the problems/issues. 4. Does not identify accepted theoretical frameworks and approaches. 	<ol style="list-style-type: none"> 1. Identifies the key problems and issues of the field of study. 2. Identifies causes of the problems/issues. 3. Identifies consequences of the problems/issues. 4. Identifies accepted theoretical frameworks and approaches used by scholars to analyze these problems/issues. 	A satisfactory rating requires 3 or more satisfactory items in column 3.
2	Demonstrate an awareness of and appreciation for the diversity of human experiences.	<ol style="list-style-type: none"> 1. Does not identify types of diversity that are relevant to the field of study. 2. Does not explain the consequences of diversity. 3. Does not describe how diversity eventuates into social inequality. 	<ol style="list-style-type: none"> 1. Identifies types of diversity that are relevant to the field of study. 2. Explains the consequences of diversity. 3. Describes how diversity does or does not eventuate into social inequality. 	A satisfactory rating requires 2 or more satisfactory items in column 3.
3	Demonstrate an awareness of how social/behavioral processes and relationships take shape in, and vary across, regional/geographical contexts.	<ol style="list-style-type: none"> 1. Does not identify key social/behavioral processes and relationships in the field of study. 2. Does not discuss variation of the processes and relationships across regional/geographical contexts. 3. Does not discuss why processes and relationships vary across regional/geographical contexts. 	<ol style="list-style-type: none"> 1. Identifies key social/behavioral processes and relationships in the field of study. 2. Discusses variation of the processes and relationships across regional/geographical contexts. 3. Discusses why processes and relationships vary across regional/geographical contexts. 	A satisfactory rating requires 2 or more satisfactory items in column 3.