| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact:Paper 1(Paper will be related to required readings and to one of the New York Times articles in the folder “Recent News Articles of Interest” on the Course Content” page of this course’s site)Evaluation Process:Students will be writing a paper (paper 1). A rubric will be used to evaluate the global awareness aspect of their papers 1.Minimum Criteria for Success:75 percent of students will reach a grade of 75% or higher for paper 1.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of how much local African realities have been interrelated with global, international, and intercultural issues, movements, trends, and systems. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:Paper 2Students will be given short story or news article and asked to relate course content in discussion of the diverse perspectives involved in the story or news article in focus.Evaluation Process:Students will be writing a paper (paper 2). A rubric will be used to evaluate the global perspective aspect of their papers 2.Minimum Criteria for Success:75 percent of students will reach a grade of 75% or higher for paper 2.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| - Students will be able to take into consideration African, Western, and other perspectives when conducting analyses of African realities and history, as they are influenced by global and international forces, in ever growing intercultural contexts. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:Paper 3Students will be asked to show that they are able to propose solutions to specific problems taken from local, global and intercultural African socio-historical realities and from African history. Course content and news article will be in focus for question and answer.Evaluation Process:Students will be writing a paper (paper 3). A rubric will be used to evaluate the global engagement aspect of their papers 3.Minimum Criteria for Success:75 percent of students will reach a grade of 75% or higher for paper 3.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to propose solutions to specific problems taken from local, global and intercultural African socio-historical realities and from African history. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |