| **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:1 Lab Reports 1 & 2 - Overall assessment of student’s understanding in *global trends* within the interdisciplinary discipline of cell and tissue engineering, along with sound scientific interpretations. 2. 3-Page Paper-Assessment of student’s logical arguments on subjective themes in cell and tissue engineering in a “for” and “against” context, with evidences from the world-wide scientific literature.Evaluation Process:1. For Lab Reports 1& 2, Grading Rubric:i) Completeness of report and ability to follow instructions.ii) Scientific Writing Style and Organization.iii) Convincing interpretations with evidence-based logic and supporting references. (Results and Discussion)iv) Ability to summarize the study (Abstract).v) Recognition of study limitations and future directions.2. For the 3-Page Paper, the rubric will be based on:- following instructions prescribed in the assignment.- clarity and organization of write-up.- Clear representation of the objective and more subjective components of the scientific topic chosen, based on in-class discussions as well as reports from the scientific literature.Minimum Criteria for Success:1. For the Lab Reports, students will receive at least 75% of the maximum possible score.2. For the 3-Page Paper, students will achieve at least 80% of the total number of point possible.Sample: All students will be assessed | *To be entered after each time course is taught.* |
| **Course Learning Outcome** |
| Students will demonstrate knowledge of the interrelated dynamics (social-cultural, political, economic, etc.) that shape the diverse thinking of multiple figures in diverse cultural 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 Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:1 Lab Reports 1 & 2 - Overall assessment of student’s understanding in *global perspectives* within the interdisciplinary discipline of cell and tissue engineering, along with sound scientific interpretations. 2. 3-Page Paper-Assessment of student’s logical arguments on subjective themes in cell and tissue engineering in a “for” and “against” context, with evidences from the world-wide scientific literature.Evaluation Process:1. For Lab Reports 1& 2, Grading Rubric:i) Completeness of report and ability to follow instructions.ii) Scientific Writing Style and Organization.iii) Convincing interpretations with evidence-based logic and supporting references. (Results and Discussion)iv) Ability to summarize the study (Abstract).v) Recognition of study limitations and future directions.2. For the 3-Page Paper, the rubric will be based on:- following instructions prescribed in the assignment.- clarity and organization of write-up.- Clear representation of the objective and more subjective components of the scientific topic chosen, based on in-class discussions as well as reports from the scientific literature.Minimum Criteria for Success:1. For the Lab Reports, students will receive at least 75% of the maximum possible score.2. For the 3-Page Paper, students will achieve at least 80% of the total number of point possible.Sample: All students will be assessed | *To be entered after each time course is taught.* |
| **Course Learning Outcome** |
| Students will be able to analyze the multiple causal forces that shape the perspectives of historical individuals/persons — economic, political, sociological, technological, cultural, etc.—and their resulting differing perspectives. |
| **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:1 Lab Reports 1 & 2 - Overall assessment of student’s *engagement with local, national and international scientific author problem-solving* within the interdisciplinary discipline of cell and tissue engineering, along with sound scientific interpretations. 2. 3-Page Paper-Assessment of student’s logical arguments on subjective themes in cell and tissue engineering in a “for” and “against” context, with evidences from the world-wide scientific literature.Evaluation Process:1. For Lab Reports 1& 2, Grading Rubric:i) Completeness of report and ability to follow instructions.ii) Scientific Writing Style and Organization.iii) Convincing interpretations with evidence-based logic and supporting references. (Results and Discussion)iv) Ability to summarize the study (Abstract).v) Recognition of study limitations and future directions.2. For the 3-Page Paper, the rubric will be based on:- following instructions prescribed in the assignment.- clarity and organization of write-up.- Clear representation of the objective and more subjective components of the scientific topic chosen, based on in-class discussions as well as reports from the scientific literature.Minimum Criteria for Success:1. For the Lab Reports, students will receive at least 75% of the maximum possible score.2. For the 3-Page Paper, students will achieve at least 80% of the total number of point possible.Sample: All students will be assessed | *To be entered after each time course is taught.* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to engage in negotiation in order to reach evidence-based conclusions. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught.* |