| **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:*Students will choose (with guidance of professor) a socio-culturally useful plant and write a profile of this plant. These plants could be food plants or those useful for other socioeconomic reasons (e.g. cut flowers, medicinal plants). They will research the evolutionary history of this species–where it is native to, what other species it is closely related to, the biogeographic history of this group of plants–and the use of this plant by both Indigenous communities and non- Indigenous societies.*Evaluation Process:Students will provide an annotated bibliography due one month before the final paper, and feedback will be provided based on the breadth of topics and relevance of the bibliography. The final “Plant Profile” paper will be assessed for structure and content, depth of engagement, thoroughness of research, and use of source material (peer-reviewed literature as well as non-academic literature where relevant). In addition to assessment based on content, feedback will be given about content, depth of engagement with the topic, and writing style (structure/organization, grammar).Minimum Criteria for Success: *10-page paper with at least 10 references that addresses all topics (evolutionary history, use and importance of the plant to both Indigenous and non-Indigenous societies).*Sample:*All students will be assessed.* | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| *Students will demonstrate an understanding of the interrelatedness of specific plants’ socioeconomic and/or ethnobotanical relevance across different local and global 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:*Groups of students will be assigned to a different case study of an ecological system threatened by development. Each student will be assigned to a different stakeholder position (e.g. f*inance minister, activist, indigenous community leader, farmer, corporation (e.g. mining)) and will be tasked with representing this position throughout this multi-week assignment. They will be assessed on how convincingly they represent this position and how well they engage with their counterpart ideas and negotiate with their counterparts.Evaluation Process: 1.Students will provide an annotated bibliography that addresses the ecology and biogeochemistry of the ecosystem and its economic importance Research; 2.Students will write a 1-page position paper; 3.Students will participate in a debate in classMinimum Criteria for Success:Students must complete all three components satisfactorily. They will receive feedback on the annotated bibliography that should be incorporated into their 1-page position paper. The position paper should clearly articulate their argument based on the facts at hand. Their debate performance will be assessed for how closely it is based on their position paper, how convincing their argument is, and whether they effectively engage with other students’ opinions.Grading of each assignment will be done on a 10-point scale relevant to each type of assignment.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will conduct a multi- perspective analysis of an ecosystem challenged by different stakeholder interests, which impact local, regional, and global ecological and socioeconomic dynamics. |
| **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:Having role-played different stakeholder positions, students will complete a post- debate reflection (2-pages) that discusses their new perspectives after seeing other stakeholder positions. If students’ positions were unaffected by new perspectives, then they will reflect on why new information/perspectives did not change their own positions.Evaluation Process:Instructor will grade students on their critical engagement with different viewpoints presented during the debate, reflection on these other perspectives, and how these other perspectives influenced one’s own positionGrading will be done on a 10-point scale for each criterion (critical engagement, reflection on changes in one’s own perspective, grammar/style).2-page reflection on position after debateMinimum Criteria for Success:Students must complete the assignment by showing how their views/positions changed after engaging with other perspectives at different scales (community, regional, national). They will be graded on a 10-point scale that assesses both their own understanding of their ideas and how they could be influenced by other stakeholders. They will be asked to reflect not only on what happened in the debate, but also on how their performance (both presentation style and content) may be improved in order to have better represented their stakeholder position. They will be asked to reflect on what hurdles or roadblocks may have prevented broader consensus and agreement and how these hurdles may be overcome.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 solving challenges ecosystems face from different local, regional, and global stakeholders. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |