| **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:Small groups read assigned articles about specific local and global issues and how this impacts teaching, learning and policy decisions in education. Students prepare to lead a class dialogue. Groups use questions and active learning activities to lead class discussion of one of week's topics about local issues that are interrelated to issues reflected in assigned readings.Evaluation Process:Peer & Professor designed rubric for guiding and evaluating class presentations.Minimum Criteria for Success:Presentation demonstrates through questions and activities an understanding of a particular topic within a context of developing global perspectives in education.A score of at least a 3 on class rubric.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 education and global challenges. |
| **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:Students will discuss perspectives on culture, impact of culture in the education system, social issues impacting education, role of educators in society, (how roles are different according to culture values). Evaluation Process:Student & Professor designed rubric for effective reflective writing with consideration also given to evaluation of an adequate discussion of multi-perspective analysis.Minimum Criteria for Success:(1-3) On a five point scale on rubric, student scores at least a 3 demonstrating an ability to analyze an issue through multiple lenses.Sample: All students will be assessed. | *To be entered after each time course is taught*  |
| **Course Learning Outcome** |
| Students will be able to construct a multi-perspective analysis of an issue of social justice of education. |
| **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:In small groups students implement course of action as a response to the problem-posing discovered through their action research project. Students create a WebQuest inquiry project and Curriculum/Unit Plan that serves a targeted grade level and meets appropriately revised Global Learning student outcomes as explored in the course. Present WebQuest inquiry project and unit plan to class. Write reflective final self and group analysis.Evaluation Process:Peer & Professor designed rubric for guiding and evaluating Service Learning Project or Curriculum/Unit Plan.Minimum Criteria for Success:Presentation demonstrates critical thinking and evidence of action. Reflective analysis serves as synthesis of course material and final processes.A score of at least a 3 on class rubric.Sample: All students will be assessed. | *To be entered after each time course is taught*  |
| **Course Learning Outcome** |
| Students will identify and implement a course of action to solve a problem that impacts school and society. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught*  |