| **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:  Final Comparative Paper  Evaluation Process:  Students will be writing two papers on a single indigenous-imperial context and a final comparative paper. A rubric will be used to evaluate the global awareness aspect of student papers.  Minimum Criteria for Success:  75 percent of students will reach a grade of 75% or higher for final paper.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate knowledge of the interconnectedness the development of imperial systems that displaced indigenous peoples across the globe in the past and global First Peoples’ responses and agency in the present. |
| **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 learn to conduct a multi-perspective analysis of local, global, international, and intercultural problems | Assessment Activity/Artifact:  2 papers plus final COMPARITIVE paper. Analyses of 4 films depicting indigenous peoples in 4 different global context.  Evaluation Process:  Students will be writing two shorter and one longer final paper. A rubric will be used to evaluate the global perspective aspect of student papers.  Minimum Criteria for Success:  75 percent of students will reach a grade of 75% or higher for the final paper.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems based on evidence from both indigenous and imperial sources. |
| **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:  Final team-based debate about the problems facing contemporary indigenous populations and possible solutions. Final comparative paper.  Evaluation process: the papers, film responses, and group activities in class will gauge the understanding students have gained of racism, stereotyping, economic and legal injustice, and of indigenous peoples’ resistance to and protest of discrimination.  Minimum Criteria for Success:  75 percent of students will reach a grade of 75% or higher for the final paper.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will develop and debate local, global, and/or intercultural issues of First Peoples, past and present. Students will debate possible social innovations to address issues of reparations, human rights, and law. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |