| **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: One of six 2-page response papers. The papers will be assessed according to how well they can compare and contrast the experiences of various nations and chart the implications of health issues domestically and in view of relations between nations. Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on the rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
|  Students will be able to demonstrate an understanding of diverse experiences of Latin American nations over time as they grappled with public health issues and contextualized their national identity within changing global and local narratives of science, biomedicine, and illness/wellness. |
| **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: One of two analytical essays. The papers will be assessed according to how well students can consider public health policies from the perspectives of different sectors within a society as well as the divergent impact of illness and disease by social features (class, race, gender, age). Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric. 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 the social impact of health, illness, and disease and understand the origins and implications of transnational health organizations and public health policies. |
| **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: One of two analytical essays. The papers will be assessed according to how well students can articulate health and illness as international historical problems, utilizing the 5 analytical frameworks of historical inquiry (contingency, context, change over time, chronology, and causality). Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1-5.Minimum Criteria for Success: The minimum criteria for success is an average score of 3 or higher on rubric. Sample: All students will be assessed.  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to conceptualize problems from multiple angles and identify how historians approach reconstructing social, political, and health policy issues in their time and context. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |