| **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:****Discussion:** Discuss “does culture matter in mediation?” and the impact of culture on how disputants perceive each other or the mediator, and vice versa. **Evaluation Process:**Using a grading rubric, the instructor will evaluate the assignment for content and reflection, etc. Also, using qualtrics a “student feedback survey” will be administered in this class for continuous improvement, relating to course content and reading materials, etc. **Minimum Criteria for Success:**80 percent of class will achieve at least a “C” grade or higher on this written assignment and demonstrate an increase awareness of conflict analysis. **Sample:**The sample will consist of the entire class. | *To be entered after each time course is taught* |
| **Course Learning Outcomes** |
| Students will be able to: Discuss how Geert Hofstede’s cultural dimensions (i.e., power, distance, individualistic/collectivist culture, and time) can impact the mediation process.  |
| **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 develop a multi-perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact:****Assignment:** Identify cultural variations in mediation modelsused in the North America (i.e., narrative, transformative, problem -solving, etc.) and those used in other parts of the world. **Evaluation Process:**Using a grading rubric, the instructor will evaluate the assignment for content and reflection, etc. Also, using qualtrics a “student feedback survey” will be administered in this class for continuous improvement, relating to course content and reading materials, etc.**Minimum Criteria for Success:**80 percent of class will achieve at least a “C” grade or higher on this written assignment **Sample:**The sample will consist of the entire class. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to: Analyze the North American mediation models as it applies to 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 Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Activity/Artifact:** **Presentation/Discussion:** Present and discuss various intercultural communication modes between high and low context cultures (i.e., direct vs indirect speech and expressive vs. passive speech, etc.).**Evaluation Process:**Using a grading rubric, the instructor will evaluate the assignment for content and reflection, etc. Also, using qualtrics a “student feedback survey” will be administered in this class for continuous improvement, relating to course content and reading materials, etc.**Minimum Criteria for Success:**80 percent of class will achieve at least a “C” grade or higher on this written assignment **Sample:**The sample will consist of the entire class. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to: Apply communication theories to understand how “listening interculturally” and intercultural communication among diverse groups (or disputants) impact the mediation process.  |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |