| **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:  1) Essay type questions in homework and in  tests  2) Analysis of specific problems in group discussions  3) Individual or group research project.  Evaluation Process:  The instructor uses a rubric applied to students' written work including homework, exams, and class projects to assess students' global awareness.  Minimum Criteria for Success:  The minimum score for each rubric is 2.  Sample  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate knowledge of how the most significant developments in modern sciences originated as global answers to interrelated problems posed by different cultures and civilization through the centuries. |
| **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:  1) Essay type questions in homework and in  tests  2) Analysis of specific problems in group discussions  3) Individual or group research project.  Evaluation Process:  The instructor uses a rubric applied to students' written work including homework, exams, and class projects to assess students' global awareness.  Minimum Criteria for Success:  The minimum score for each rubric is 2.  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 economical and sociological reasons of different approaches to the theory of gravitation through history and nowadays. |
| **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:  1) Essay type questions in homework and in  tests  2) Analysis of specific problems in group discussions  3) Individual or group research project.  Evaluation Process:  The instructor uses a rubric applied to students' written work including homework, exams, and class projects to assess students' global awareness.  Minimum Criteria for Success:  The minimum score for each rubric is 2.  Sample  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to provide modern solutions to ancient problems and compare their solutions with the modern ones. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |