Faculty Name:

Course: PAD4141, Citizen Participation and Community Empowerment

Academic Unit: Public Policy & Administration Degree Program: Bachelor of Public Policy and Service Semester Assessed: Fall 2022

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| **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:  Reflection Memo: How important is dissent in creating vibrant communities? What lessons should residents in the U.S. take away from these global examples?  Evaluation Process:  This learning outcome will be evaluated by the means of a rubric that scores on a scale of 0- 10.  Minimum Criteria for Success:  The minimum criterion for success is a score of 7 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 demonstrate knowledge of the interrelatedness of issues, trends, and systems within local and global public government- and citizen-initiated participation mechanisms. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

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| **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:  Watch and Debate Session Group Activity 1: Can the U.S. follow Estonia’s lead in e- government?  Evaluation Process:  This learning outcome will be evaluated by the means of a rubric that scores on a scale of 0- 10.  Minimum Criteria for Success:  The minimum criterion for success is a score of 7 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 conduct a multi-perspective analysis and comparison of U.S. public participation and a problem/s associated with government service delivery mechanisms with those used in other countries. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

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| **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:  Watch and Debate Session Group Activity 2: Participatory Constitutionalism  Students will propose solutions pertaining to the revision of constitutions by analyzing the idea of citizen participation based on global examples.  Evaluation Process:  This learning outcome will be evaluated by the means of a rubric that scores on a scale of 0- 10.  Minimum Criteria for Success:  The minimum criterion for success is a score of 7 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  the willingness to engage in problem-solving through a group debate on methods of public participation on an important local, global, and/or intercultural problem.  . |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |