| **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. Research Paper—The research paper should be 10-12 pages and develop a position that engages a timely issue of environmental concern that emerges from reflection on course readings and course-embedded essential questions. Papers should demonstrate clarity and coherence of exposition, comprehension of ideas and concepts, quality of research, and rigor of analysis and argumentation. Students must meet with the professor to get approval for their proposed paper topic.  2. New/Alternative Media (e.g. postings on Facebook, postings or responses on Web-pages, YouTube, or a List-serv devoted to the environment, weekly journal entries, etc.)—To engage with environmental problems in ways that draw on the philosophical perspectives and/or practical proposals studied in course.  Evaluation Process:  Rubric  Minimum Criteria for Success:  Paper—75%  New Media Project—90%  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to develop and defend through argumentation and the presentation of evidence, reasons, examples, and response to objections, a position on problems of humanity's relationship to the environment as they arise in local, national, international, and global 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 Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:  1. Research Paper—The research paper should be 10-12 pages and develop a position that engages a timely issue of environmental concern that emerges from reflection on course readings and course-embedded essential questions. Papers should demonstrate clarity and coherence of exposition, comprehension of ideas and concepts, quality of research, and rigor of analysis and argumentation. Students must meet with the professor to get approval for their proposed paper topic.  2. Final Exam—The final exam should demonstrate the student’s knowledge of course-embedded essential questions, course readings, and the ability to address those questions and readings in well-structured and reflective essays.  Evaluation Process:  Rubrics  Minimum Criteria for Success:  75%  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze various perspectives on environmental philosophies in terms of their essential concepts, assumptions, and justifications. |
| **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. | 1. Research Paper—The research paper should be 10-12 pages and develop a position that engages a timely issue of environmental concern that emerges from reflection on course readings and course-embedded essential questions. Papers should demonstrate clarity and coherence of exposition, comprehension of ideas and concepts, quality of research, and rigor of analysis and argumentation. Students must meet with the professor to get approval for their proposed paper topic.  2. New/Alternative Media (e.g. postings on Facebook, postings or responses on Web-pages, YouTube, or a List-serv devoted to the environment, weekly journal entries, etc.)—To engage with environmental problems in ways that draw on the philosophical perspectives and/or practical proposals studied in course.  Evaluation Process:  Rubric  Minimum Criteria for Success:  Paper—75%  New Media Project—90%  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will evaluate and/or recommend measures designed to ameliorate a situation connected to existing environmental crises, such as species extinction, climate change, deforestation, water use, population growth, world poverty, women's rights, indigenous rights, and resource depletion. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |