| **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:  Research paper—The research paper should be ten (10) to twelve (12) pages in length and develop a position that engages an issue or issues of human rights and/or global justice that emerge 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 professor to get prior approval for their proposed paper topic.  Evaluation Process: Rubric  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 develop and defend through argumentation and the presentation of evidence, reasons, examples, and responses to objections, a position on problems of human rights or global justice as they occur within national borders and in global, international, and intercultural 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:  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: Rubric  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 philosophical perspectives on human rights 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. | Assessment Activity/Artifact:  Students should demonstrate that they have used new/alternative media (postings on  Facebook, postings or responses on Web-  Pages or List-Serv devoted to human rights/global justice issues, weekly journal entries, etc…) to engage with global problems in ways that draw on the philosophical perspectives and/or practical proposals concerning human rights and global justice studied in course.    Evaluation Process: Rubric to be developed with student input  Minimum Criteria for Success: 90% participation  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will participate in course activity in which they raise questions and/or disseminate ideas and arguments concerning human rights and global justice to the global community through new/alternative media. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |