| **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:*Paris Climate Accord Project: For this exercise, students will choose one of the 196 countries who signed Paris Agreement (countries cannot be doubled) and submit a report on the country’s efforts on meeting the agreed upon statutes. Student will then create a presentation as a representative of the country they have chosen and give and update the class (other countries) on their climate mitigation strategies.*Evaluation Process:*Rubric that covers grammar, research, presentation and application of knowledge and concepts discussed in class*Minimum Criteria for Success:•Presentation (5 minutes) in class (5 points): 3.5 •Report (10 points): 7 Sample:*All students will be assessed*  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| *Students will understand how climate change is interrelated with urban conditions locally and globally, and how cities around the world are responding with policy initiatives.* |
| **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:*Climate Outcomes Group Project/ Paper: Groups of 4 will be assigned a climate change outcome/issue and will submit a paper on the issue with global examples and provide potential mitigation strategies and suggestions.*  *Topics include:**• Waste management* *• Flooding**• Forest Fires**• Air pollution* *• Land quality*Evaluation Process:*Rubric that covers grammar, research, presentation and application of knowledge and concepts discussed in class.* Minimum Criteria for Success:*Project is worth 10 points. Minimum criteria for success would be 7 points.* 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 of urban policy problems associated with resilience and sustainability using a variety of data types and software platforms.* |
| **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:*Final Policy Alternatives Memo: The final deliverable for the course is a Policy Alternatives Memo that analyzes an urban resilience and/or sustainability issue, offers feasible policy options, and proposes the best solution.*Evaluation Process:*Rubric that covers grammar, research, presentation and application of knowledge and concepts discussed throughout the semester.* Minimum Criteria for Success:*Final project is worth 15 points so minimum criteria for success would be 11.5 points.* Sample:*All students will be assessed*  | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| *Students will create policy proposals to assist public-service organizations to address challenges of urban resilience and sustainability that cross local and global contexts.* |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |