| **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:  Embedded Questions  Examples:  Short Essay: Compare and contrast the roles of a priest and that of a shaman. Provide examples of both roles in different cultural contexts exploring which practices are universal and which practices are culturally specific.  Magic and Witchcraft are found in many cultural contexts. Write a short essay describing the practical implications of the belief in magic or witchcraft in a particular culture. Explore the relationship between their beliefs and specific practices.  Evaluation Process:  Number of correct questions out of GL question pool.  Minimum Criteria for Success:  70% or greater correct of total  Sample:  All students will be evaluated. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate an understanding of the interrelatedness of beliefs and practices regarding magic, witchcraft and the supernatural in a variety of cultural 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 Essay  Evaluation Process:  This will be evaluated based on a rubric.  Minimum Criteria for Success:  Student receives at least 12 points or higher on the GL Perspective portion of their paper.  Sample:  All students will be evaluated. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will construct a multi-perspective analysis of a topic related to magic and religions. |
| **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. Discussions – See syllabus for topics. 2. Bi-weekly journaling -  Instructions: Choose a topic or topics covered during the allotted time period, usually covering one or two lessons, and relate it to your own life experiences and current beliefs. These journal entries are meant to be an informal expression of your personal reaction as you explore the topics covered in class and grapple with how this new knowledge may impact how you see yourself, your community and the world. Please feel free to respond honestly. You will not be graded based on your content or opinions. This is also an appropriate venue to ask questions about the course content or related ideas.  Evaluation Process:  1. This will be evaluated based on by a checklist of expectations.  2. This will be evaluated either complete or incomplete.  Minimum Criteria for Success:  1. 70% or greater 2. 70% or greater  Sample:  All students will be evaluated. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to engage in an ongoing dialogue about current global concerns in order to address problems arising from the interaction between global concerns and local religious beliefs and practices. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |