| **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:  Essay Topic:  Choose any NRM and deconstruct the beliefs and practices and try to connect it with older, more mainstream religions. Also, discuss why you think people are attracted to the religion. What do NRMs have that more traditional religions seem to lack?  Evaluation Process:  Grading Rubric  Minimum Criteria for Success:  70 % or greater  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to situate New Religious Movements within interrelated contemporary and historical 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:  Discussion Topic:  Your text discusses several theories, including their own theory, on why people are attracted to NRMs. Explore some of the main reasons (spiritual, social networking, economic, emotional, etc.) why people might choose to join an NRM rather than a traditional religion. Make an argument about why you think most people would join an NRM. Imagine that you are writing from the perspective of someone in the religion. Try to convince others about why your position is correct.  Evaluation Process:  Grading Rubric  Minimum Criteria for Success:  70% or greater  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to develop an analysis of a core religious concept (e.g., the nature of God, reincarnation, karma, justice, etc.) via the perspective of multiple New Religious Movements. |
| **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:  Discussion Topic:  In chapter three of their book, *New Religions as Global Cultures*, Hexham and Poewe frame their argument that New Religions are examples of “Global Cultures”, and contain both local or regional aspects, as well as global aspects. They argue that these New Religions have developed in response to modernity and all the accompanying technological and social changes it brought.  One especially controversial issue related to these globalized New Religions is that of cultural appropriation versus cultural appreciation. Create an argument either for or against the borrowing of cultural symbols, practices, beliefs or ideas. Use examples from your own life, or from your community. Try to convince your classmates why your perspective on the issue is the correct one.  Evaluation Process:  Grading Rubric  Minimum Criteria for Success:  70% or greater  Sample:  All students will be assessed. | *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 as manifested in New Religious Movements*.* |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |