| **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:  Exam #1: essay assessment of student learning of introductory materials (primary sources and theoretical readings).  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 describe the interrelatedness of religion and violence in multiple historical, regional, cultural, and religious 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:  Essay assignment: In class we have discussed the /SIS phenomenon as described by William Mccants in The /SIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State; we have also analyzed and discussed Mark Juergensmeyer's Terror in the Mind of God: The Global Rise of Religious Violence (41h ed.).  In this assignment, your task is to put together and analyze the ISIS case according to Juergensmeyer's theories.  How well do Juergensmeyer's analyses of the "logic" of religious violence fit with the /S/S case? In what ways do his analyses and theories apply, and in what ways do they not apply to /SIS? Your essay should take the form of a critical evaluation of the applicability of Juergensmeyer's theories to the /SIS phenomenon as you understand it, based on your reading of Mccants' book.  Evaluation Process:  Grading rubric  Minimum Criteria for Success:  70% of greater  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze from multiple perspectives a case in which religion and violence intersect, considering a range of contributing factors. |
| **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:  IS Project and Presentations  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 analyze, develop, and propose solutions to the problem of religion and violence on local, global, international, and intercultural levels. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |