| **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:  In-Class Team Based Synthesis Activities on Synchretism and Hybridization of Religion, Cultures and Music.  Evaluation Process:  Students will take quizzes consisting of multiple choice, and short answers taken  individually (60% of grade), then again through discussion as a Team (40% of grade) throughout the semester.  Minimum Criteria for Success:  Students will score 60% or higher in the semester’s weighted column total for Team Based Synthesis Activities.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to assess how global issues and trends are interrelated and expressed through the hybridization of music and religious traditions. |
| **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:  Team Based Learning Activity based on the film, *Sita Sings the Blues,* and article, “Sita’s Sins,” and engage in critical analysis regarding ideas of cultural appropriation, individual interpretation, and evolution and adaptation of the *Ramayana.*  Evaluation Process:  Students will take a quiz consisting of multiple choice, and short answers taken  individually (60% of grade), then again through discussion as a Team (40% of grade).  Minimum Criteria for Success:  Students will score 60% or higher.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze topics in religious music from multiple perspectives: local, global, international, intercultural. |
| **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:  Think Pair Share or small Team Based Discussion and Activity Students will read, watch/listen to Qawwali Sufi music focusing on modern Qawwali Fusion that underlies a movement for understanding between groups of Indian Muslims and Jews. Students will then discuss Qawwali and music in general as a means of bridging communication between conflicting religious and cultural groups and compose an individual reflective abstract.  Evaluation Process:  Students will be evaluated using a rubric with a scale from 1-10.  Minimum Criteria for Success:  Students will score 6 or above  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate willingness to think critically about religious music as a means for combating extremism and fostering acceptance and tolerance in the contemporary world. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |