| **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:  *Research paper of approx. 2,000 words, due at the end of the semester. Students will work with the instructor over the course of the semester to refine their research topics and locate academic primary and secondary sources as well as other resources (e.g. local experts or practitioners).*  Evaluation Process:  *Instructor will read and provide feedback on the research paper.*  Minimum Criteria for Success:  *A passing grade of C or better on the paper, measuring three criteria (content, argument, and reflection/evaluaton)*  Sample:  *All students will be assessed.* | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| *Students will research and write a paper on a topic of their choice that engages issues germane to one or more Indic religious traditions in theological, philosophical, historical or contemporary 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:  *Students will spend a day observing the tenets of an Indic ethics system, documenting their choices and reflecting on how it affected their perspective in order to understand how religious perspectives affect the way people engage with the world. Students will produce a written or video narrative of their day as well as a written reflection on the choices they were forced to make and how that helped them to understand the motivations of those who follow these tents as religious vows.*  Evaluation Process:  *Instructor will read and provide feedback on this assignment.*  Minimum Criteria for Success:  *A grade of C or better on the assignment.*  Sample:  *All students will be evaluated.* | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| *Students will be able to engage Indic religious perspectives by attempting to practice the tenets of an ethical system by engaging in mindfulness and non-harm for a full day and then documenting and reflecting on the experience.*  *Students will be able to engage in dialogue with the Jain Samanis on FIU’s faculty before engaging in their own day to understand their perspectives on how and why they choose to engage in the world by following Jain monastic vows.* |
| **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:  *Students will create their own videoed “ur”-tellings of the Ramayana, which are then re-told by their classmates, and then the re-telling is reflected upon by the original group.*  Evaluation Process:  *Students will show their tellings in class before other groups re-tell their original telling; the original groups will then reflect on their reactions to their classmates retellings in classroom dialogue.*  *he instructor will also provide feedback on each group’s work to tell their own version of the story, to re-tell another group’s telling, and to reflect on their reactions to another group’s re-telling of their “original” telling.*  Minimum Criteria for Success:  *An average grade of C or better on each of the three parts of the assignment.*  Sample:  *All students will be assessed as a group and as individauals with peer assessment of their contribution to the group’s work.* | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| *Students will reflect on the nature of the Ram Janmabhoomi/Babri Mosque conflict by understanding the the Ramayana story as a religious epic and engaging with the history of its re-tellings to interrogate the motivations of Hindu nationalist and secular claims about the site and the epic as religious scripture. By creating their own tellings and having their classmates re-tell their version of the story, and then reflecting on the re-telling, students may see who benefits from politicall claims to stories and the right to re-tell stories.* |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |