| **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:  Exams- Students will complete two exams that ask questions about the interrelatedness of local, global, international, and intercultural issues, trends, and systems from psychological perspectives  Evaluation Process:  Answers will be graded as correct or incorrect.  Minimum Criteria for Success:  Students must answer at least 60% of the questions correctly to pass.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to *Identify the interrelatedness of local, global, international, and intercultural issues, trends, and systems from psychological perspectives.* |
| **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:  -Small and large group discussions/activities  -Guest speakers  -Course videos  -A paper where students reflect on the above experiences  Evaluation Process:  Rubric/guidelines will be provided  Minimum Criteria for Success:  Students must be in class in order to witness/be a part of the activities and the guest speakers; students must meet 60% of the guidelines to pass the paper portion  Sample: All students will be assessed. | *To be entered after each time course is taught* | |
| **Course Learning Outcome** |
| Illustrate an ability to engage in a multi-perspective psychological analysis of local, global, international, and intercultural psychological and behavioral problems. |
| **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:  Petitions for Global Problems- All students will be assigned to a group and allowed to choose any problem that is relevant to psychology from a global perspective. Students will then be asked to create online petitions for their global problem (where they outline the problem and the proposed changes they are making). Each student then has to select one person in their lives and share the petition with them as well as ask them prompts that are provided by the Professor. Each student will then write a paper about this experience as well as the petition process in general. Last, all student groups will present their petitions to the class.  Evaluation Process:  Rubric/guidelines will be provided.  Minimum Criteria for Success:  Every student has to be active in making the petition, interviewing their own person, and be present for their group presentations. Students must meet 60% of these guidelines to pass.  Sample: All students will be assessed. | | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to provide evidence of engagement in local, global, international, and intercultural problem solving using psychological theories and methodologies. |
| **Use of Results for Improving Student Learning** | | | |
| *To be entered after each time course is taught* | | | |