| **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:  Students will write a blog post focusing on a policy issue they selected and addresses the following:  *This week we learned about globalization. Write a blog post that explains how populations in different parts of the country or internationally are connected through this policy issue. For instance, if your topic is poverty, how does poverty in South Florida affect those outside of our area? In other countries?*  Evaluation Process:  Policy Blog Rubric (4 pts).  Minimum Criteria for Success:  Students will achieve 3pts (75%)  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to identify, describe and compare the social conditions and major social policies existing within the United States and internationally. |
| **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:  Four Policy Research Reports that require students to identify a peer-reviewed research article on a policy or policy issue and respond to questions about: the research that was conducted; the stakeholders and perspectives related to that policy; and how policymakers should use the findings from the study to make decisions about policy.  Evaluation Process:  Policy Research Rubric (50 pts)  Minimum Criteria for Success:  A score of B (42pts) on Policy Research Report  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate critical skills in the developmental phases of policy analysis, resource allocations, multiple stakeholder analysis, and contingency forecasting. |
| **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 engage in a small-group discussion on the following topic:  In Session 2 of this week's lectures, there are two ethical dilemmas presented that are based on real-life events. Based on what you learned about globalization and international social work, what are your thoughts and opinions about these cases? What should social workers involved in these cases do?  Evaluation Process:  Group Discussion Rubric (4 pts).  Minimum Criteria for Success:  Students will achieve 3pts (75%) 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 define the role of advocacy in the context of infinite social demands and finite resources as well as the role that policy advocacy will play in their future social work practice. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |