| **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:  Class participation in group discussions based on weekly homework. The homework has the form of reading comprehension questions and analysis and evaluation questions that encourage critical thinking.  Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1 to 10.  Minimum Criteria for Success: The minimum criteria for success is 6 or higher.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate knowledge of their own cultural heritage and the nature and extent of language and culture variation in the Spanish-speaking world. |
| **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:  One composition where students examine their own personal use of Spanish and English, as well as the societal uses and perceptions of Spanish within Miami.  Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1 to 10.  Minimum Criteria for Success: The minimum criteria for success is 7 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 from multi­perspectives the many local, international, and intercultural differences among Spanish speakers in Spain, Latin America, and in the United States. |
| **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:  Elaboration of a community project in the form of a video and a webpage. Students will address issues such as being multicultural, identity tags, bilingualism and bilingual education, maintenance of heritage ties, Latinos in the U.S., attitudes towards Spanglish, etc. Students will explore these topics by means of interviewing members of the Latino communities and researching the topics in a more academically way. All will be brought together in the format of a website.  Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a scale from 1 to 10.  Minimum Criteria for Success: The minimum criteria for success is 7 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 collaborate and engage in local, global, international, and/or intercultural problem solving involving Hispanic societies by applying their cultural knowledge and practical skills. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |