| **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:  Essay Assignment  Students will construct an evidence-based argument demonstrating how a particular disease, medical innovation, or health care system was shaped by global historical forces including colonial contact, migration, and industrialization. In the beginning of the semester, each student will be assigned a country in the Global South, the most frequent sites of “global health” campaigns. The first paper will focus on the 18th or 19th century, when the student’s assigned nation may have been a kingdom, a set of Indigenous communities or tribes, or a colony. Drawing on course concepts and independent research, students will identify a health practice or problem in their nation or its historical antecedent, place it in historical context, and structure a historical argument around it.  Evaluation Process:  Papers will be evaluated based on the following criteria:   * Evidence of thoughtful research and understanding of course concepts, including the value systems, economic structures, and power dynamics that underpin health campaigns that transcend geopolitical borders * Qualities of a well-argued and clearly written essay, including: a strong thesis that responds to the essay prompt; thoughtful and critical analysis; a clear structure, with an effective introduction and conclusion, and body paragraphs that show logical transition from one paragraph to the next   Minimum Criteria for Success:  A minimum grade of C.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural forces in the shaping of modern medicine and global health. They will demonstrate an understanding of the historical forces that have structured efforts to contain, eradicate, and prevent disease and to improve, enhance, and maintain health across geopolitical borders. |
| **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:  Essay Assignment  Building on previous work, in their final paper, students will use course concepts (i.e., the production of medical knowledge, “humane imperialism,” structural violence, postcolonial and globalization theory) to demonstrate how a historical perspective can be used to interpret a contemporary health problem or practice in their assigned nation.  Evaluation Process:  The final paper will be assessed according to the following criteria:   * Utilizes a comparative, historical approach to a contemporary health issue, including contextual evidence and analytical reflection on the interaction of local and global forces * Demonstrates a critical awareness of change over time as well as continuities in the shaping of health and medicine on a global scale * Qualities of a well-written essay, including: a strong thesis that responds to the essay prompt; thoughtful and critical analysis; a clear structure, with an effective introduction and conclusion, and body paragraphs that show logical transition from one paragraph to the next   Minimum Criteria for Success:  A minimum grade of C on this assignment.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to employ multiple perspectives to analyze problems of health across local, global, international, and intercultural settings. |
| **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:  Reflection Activity: “Global Health at Home”  Once throughout the semester, students will write a short reflection that engages with course concepts beyond the classroom, and into our immediate context of Miami, a “global city,” shaped in profound ways by its proximity to Latin America and the Caribbean. The assignment requires students to identify a particular health issue in their local environment, and examine the ways in which course concepts and a historical perspective may shed light on this problem. Along with turning in a written reflection (250-500 words), students will give short presentations (10 minutes) on their global-health-at-home findings to the class.  Evaluation Process:  Students will be assessed on their ability to:   * Bring their understanding of course concepts beyond the classroom * Bring their particular experiences, interests and engagement with their local community on issues of health into the classroom * Provide historical context to the information gathered on their topic * Draw their own analytic conclusion about the topic presented   Minimum Criteria for Success:  Completion of the assignment. Students will be given feedback, but the assignment is pass/fail.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Recognizing the multicultural roots of modern medicine, students will be able to demonstrate willingness to engage in local, transnational, and intercultural problem solving with regard to issues of health, illness, and the provision of medical care. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |