| **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:*  FINAL EXAM  Students are required to reflect on the causes of genocidal violence based on gender, sex, sexuality to determine ways to address  Students will document their comprehension, analysis and synopsis of course concepts in the exams, as well as apply dynamics of genocidal violence to current cases of mass violence.  *Evaluation Process:*  Scale of 30  *Minimum Criteria for Success:*  75% of students will score 21 points or higher on the rubric.  *Sample:*  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate awareness of interrelated socio-cultural, historical, political and economic dynamics contributing to genocidal violence based on gender, sex, and sexuality on a local, international and global level. |
| **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:*  RESEARCH PAPER  Artifact requires students to analyze, compare and contrast forms gendered violence between two genocide events. Students will produce a multi-perspective analysis of socio-cultural, political and economic factors pre-genocide to determine differences and similarities of processes of genocidal violence based on gender, sex, or sexuality.  Students have to support their arguments based on assigned readings and class lectures and reflect on ways to protect survivors or prevent future genocidal violence.  *Evaluation Process:*  Scale of 30  *Minimum Criteria for Success:*  75% of students will score 21 points or higher on the rubric.  *Sample:*  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to conduct a multi-perspective analysis comparing and contrasting local, global, international, and intercultural dynamics of genocidal violence from two different genocide events to determine the vulnerability of populations based on their gender, sex, and sexuality |
| **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:*  REACTION LOGS  Students are required to engage in weekly reaction logs using LMS tools to document their comprehension, analysis and synopsis of course concepts. Students will record their learning process and synthesize course concepts by applying the dynamics of gendered genocidal violence to current cases of mass violence.  *Evaluation Process:*  Scale of 20  *Minimum Criteria for Success:*  75% of students will score 15 points or higher on the rubric.  *Sample:*  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate acceptance of shared responsibility for addressing local, global, international and intercultural processes that leave individuals vulnerable to experience genocidal violence based on their gender, sex, or sexuality. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |