| **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:*WEEKLY DISCUSSIONSStudents are required to engage in weekly online discussions using various tools (Group Discussion Board; VoiceThread; Padlet.com) to document their comprehension, analysis and synopsis of course concepts. Discussion prompts will require students to create mind maps to record learning process, as well as develop video reflections and make connections to their own social environment.*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 demonstrate awareness of interrelated socio-cultural, historical, political and economic dynamics generating and reinforcing gendered violence 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:*COIL GROUP PROJECTStudents from FIU and the COIL partner will do research together on an assigned topic in study groups. Throughout the semester, students will record videos, take pictures, or take screenshots from news/movies/videos that urge a particular way of thinking about gender violence, locally and globally. At the end of the semester, students will create a digital story of the group’s research, connect their findings to course concepts and articles examined in class.*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 demonstrate the ability to develop a multi-perspective analysis of different forms of gendered violence against a global, intercultural background, by comparing and contrasting national, international and global legal frameworks.  |
| **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:*FINAL RESEARCH PAPERArtifact requires students to analyze and evaluate one form of gender violence in a country of their choice (not U.S.), assembling a multi-perspective analysis of socio-cultural, political and economic factors reinforcing gender violence, while at the same time examining the existing legal framework.Students have to compare their research results to, and contrast them with assigned readings, class lectures, and group discussions to identify the challenges and possible course of actions to fight gender 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 experiences of gender violence. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |