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| **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:Country File AssignmentStudents will be divided into groups. Each group will be assigned a Western European country.Students will research the history, geography, political system, cultural traditions of the country and present it to the class.Evaluation Process: Presentation demonstrates through questions and activities an understanding of the topic, within the context of developing global awareness of Western European Politics.Instructor designed rubric, specific to this assignment, for guiding and evaluating class presentations will be used. Rubric will score on a scale of 1-5, with 5 being Excellent.Minimum Criteria for Success: The minimum criterion for success is a score of 3 or higher on 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 knowledge of the geography of Western Europe, its interconnectedness with historical legacies, and its impact on contemporary global political practices. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

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| **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:**Class Debate: Terrorism**Students will read the assigned articles, with divergent views, on the complex issue of terrorism. They will be divided into groups and debate the issue as to what distinguishes a terrorist from a revolutionary.Evaluation Process:Instructor devised 5 point rubric for guiding and evaluating the debate, with 5 being excellent.Minimum Criteria for Success:Students’ arguments “for” or “against” the motion demonstrates their understanding of the topic within the context of developing global perspective on this issue. The minimum criterion for success is a score of 3 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 develop a multi-perspective understanding of political trends and systems through a study of comparative politics and be conversant with local, global and intercultural issues confronting the experiment that is the European Union. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |

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| **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:Travel Blog: Students undertake a virtual journey from Syria, navigating different pathways to entering Europe as a migrant/refugee. They document their journey demonstrating an awareness of the issues that migrants encounter at the local, global and transnational level and reflect on how this experience changed their global perception and understanding of cultures.Evaluation Process:Students will be evaluated against an instructor devised rubric specific to this assignment.Scores range from 1 – 5, with 5 being excellent.Minimum Criteria for Success:Students’ engagement with the topic and their first person account. The minimum criterion for success is a score of 3 or higher on 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 willingness to engage in problem solving by conducting research, analyzing the impact of transnational issues on local policies, develop written and oral presentation skills not only on information, ideas, problems, solutions but also their conclusions and underpinning knowledge and rationale. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |