Millikin University

Student Learning in IN350 Global Issues Sequential Requirement (University Studies)

Assessment Report 2012-2013

by Dr. Shabana Mir, IN350 Global Issues Coordinator

Assessment Team:
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Global Issues is the final of six courses in the sequential component of University Studies. Students entering as freshmen typically take the Global Issues course in the junior year. The IN350 Global Issues courses explore topics of global importance and build on the skills students have developed in previous sequential university studies courses (i.e., IN140, IN150, IN151, IN250, and IN251).

Dr. Cheryl Hilgenberg served as IN350 Coordinator from January 21, 2011 through June 1, 2012. Thereafter, Dr. Carmella Braniger served in this capacity until Dr. Shabana Mir's arrival at Millikin in August 2013, whereupon Dr. Mir assumed responsibilities.

On February 1, 2012, the Council on Curriculum approved revised learning goals for the sequential courses that were implemented in Fall 2012.

Valuable data from the assessment process will be analyzed to improve the continued implementation and assessment practices.

Learning Goals

The course description for IN350 courses for 2012 is as follows:

Global Issues courses, taken during the junior year, explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.).

IN350 Learning Outcome Goals:

The student will be able to:

1. Analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on her/his responsibilities as a democratic citizen in a global environment.

Achievement of IN350 learning outcomes facilitates advancement of the university mission to prepare students for professional success, democratic citizenship in a global environment, and a personal life of meaning and value.

The IN350 courses facilitate students' global awareness, which is foundational for professional success, democratic citizenship, and a personal life of meaning and value and complements learning in the major to achieve the university mission.

Snapshot

Enrollment and Sections Data 2012-2013

	Enrollment	**Sections**
Fall 2012	434	18
PACE Fall 2012	102	6
Combined Fall 2012	536	24
Spring 2013	361	17
PACE Spring 2013	123	6
Combined Spring 2013	484	23
Total 2012-2013	**1020**	**47**

Comparison enrollment data 2011-2013

Semester	**Enrollment**
Fall 2012	536
Fall 2011	339
Fall 2010	275
Spring 2013	484
Spring 2012	308
Spring 2011	299

The total number of sections offered in the year 2012-2013 was 47, compared to 42 the previous year. 1020 students were enrolled this year.

Total IN350 Fall 2012 enrollment was 536 students. This is higher by 197 and 261 than the 339 and 275 students enrolled in all sections in Fall 2011 and Fall 2010 respectively.

In Spring 2013, 23 sections of IN350 Global Issues were taught with 484 students enrolled. Total enrollment in spring semester 2013 was higher than that of the previous years' enrollment (308 and 299 in 2011 and 2012 respectively).

Global Issues course offerings in the academic year 2012-2013 provided a broad range of choices for students. Faculty from a variety of disciplines offered courses as diverse as Literature of Totalitarianism; Global Approaches to Medicine and Health; Politics of the Veil; Indian Popular Cinema; Japanese Culture and World History; Global Environmentalism, and Women in Global Conflict. Many sections were offered

on campus, and some offered travel experiences to international destinations such as Spain and Dominican Republic.

The Learning Story

The academic year 2012-2013 was the first year for implementation of the new IN350 Global Issues learning goals that were approved by the Council on Curriculum on 1 February 2012. The focus of Global Issues courses is to guide students in thinking beyond the local and national environment to explore a topic of global importance.

The Nyberg Summer Seminar Project 2008 report developed three learning threads that were identified in the 2007 Nyberg report for focus in the sequential elements of the University Studies program: reflection, writing, and ethical reasoning. These three threads are evident in the IN350 learning goals and are integrated in each of the IN350 courses. The courses are designed to be writing intensive which means students are expected to critically analyze a topic of global importance through substantive research that includes primary sources resulting in a research paper with multiple drafts and guided revision. Students apply ethical reasoning to make a judgment on global issues and reflect on their responsibilities as a democratic citizen in a global environment.

The diversity of courses offered throughout the year presents opportunities to view the world from a different perspective and consider issues from a different cultural viewpoint. The skills or writing, reflection on democratic citizenship, and ethical reasoning that students learn in the IN350 Global Issues courses and the understanding from a different perspective of important topics affecting our world help students achieve the university mission of professional success and democratic citizenship in a global environment. Application of ethical reasoning fosters the development of a life of meaning and value.

Assessment Methods

A review of student artifacts that utilized a goals-focused rubric approved by IN350 Assessment Team 2012-2013 (see Appendix A) was the method of assessment to determine achievement of the IN350 learning goals implemented the previous academic year.

All faculty teaching an IN350 course were asked to instruct students to submit artifacts and assignments that were to be used to assess achievement of IN350 learning goals. Faculty assisted in the assessment process by submitting a significantly larger number of student artifacts for assessment this year.

As in the 2011-2012 academic year, artifacts from both traditional and PACE courses were submitted and assessed this year. In 2012-2013, 41 out of 47 sections submitted student artifacts.

	IN350 Sections	Sections that Submitted Artifacts[1]	Artifacts assessed
Fall 2012 traditional	18	16	69
PACE Fall 2012	6	5	25
Total Fall 2012	**24**	**21**	**94**
Spring 2013	17	15	53

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[1] Sections with only 1 student enrolled each were not included in the section count, but the students were included in the semester's enrollment numbers.

traditional			
PACE Spring 2013	6	5	23
Total Spring 2013	**23**	**20**	**76**
Total 2012-2013	**47**	**41**	**170**

For the Fall 2012 semester, of 24 sections (both traditional and PACE), all but 3 sections submitted artifacts. In comparison, 4 sections of IN350 submitted artifacts during the Fall 2011 semester, and 2 sections in Fall 2010.

With a total of 23 sections (PACE plus traditional), all but 3 sections submitted artifacts for Spring 2013 (compared to 16 sections out of a total of 19 that submitted artifacts in Spring 2012, and 6 sections in Spring 2011).

In comparison, a total of 19 sections submitted artifacts for assessment in 2009-2010; in 2010-2011, 8 sections submitted artifacts; and in 2011-2012, 20 sections submitted student artifacts.

The IN350 Assessment Team for 2012-2013 represented a range of disciplinary areas and campus experience. The team conferred on email and met May 22nd to discuss the assessment process. This year, almost all artifacts submitted were provided as electronic versions via the newly established Moodle course management site. Artifacts were uploaded by students at Moodle folders set up for each learning goal (Global Issues/Writing; Ethical Reasoning; Democratic Citizenship). Instructions on uploading artifacts were provided at the start of the academic year to all faculty for distribution to students. Four faculty submitted artifacts via email (2 faculty submitted artifacts after the team had concluded deliberations: these artifacts were assessed by the coordinator). Samples were randomly selected from each section that submitted artifacts, printed, and divided among the three team members and coordinator for assessment.

The 2011-2012 IN350 Assessment Rubric was reviewed and revised by the Assessment Team to clarify and sharpen the criteria already present within the goal statements. (See Appendix A for a comparison of the assessment rubrics for 2011-2012 and 2012-2013). After discussion, the assessment team members used the same assessment tool for consistency.

Prior to meeting as a team, the coordinator selected and printed sample artifacts from each section of IN350, and brought these artifacts to the assessment meeting. Depending on the rate of student submission of artifacts, the coordinator's goal was to randomly select 2 artifacts from each course for each learning goal. In all, 6 artifacts were drawn from courses where enough students had uploaded artifacts to relevant folders. In courses where 1 or 2 artifacts were uploaded by 1 student each to represent between 1-3 learning goals, and/or students had not uploaded artifacts to certain folders, fewer artifacts were drawn to represent these courses.

Since all IN350 students per semester uploaded artifacts to a common 'pool' within the Moodle shell for the relevant learning goal, the coordinator identified and selected artifacts for each course and each learning goal. This process entailed first locating each course within MU Online, pulling up the classlist, then locating individual students' artifacts within each of the Moodle folders for Global Issues/Writing, Ethical Reasoning, and Democratic Citizenship respectively (student papers did not always identify the course title).

In applying the rubric with a maximum score of 5.0, the group set benchmarks for a rating of green, yellow, and red in 2010-2011; these benchmarks were continued in 2011-2012. A mean score of 3.5—5.0 would be considered meeting expectations and would be awarded the green designation indicating excellence; a mean score of 2.0—3.4 would be designated yellow or adequate; and a mean score of 1.9

or below would be designated as red or nominal. Artifacts were assessed by individual team members and results returned to the coordinator for analysis. The coordinator analyzed assessed artifacts and produced the assessment report. The report was submitted on July 8 2012.

Assessment Data

The IN350 Assessment Team reviewed 94 artifacts from the 20 sections that submitted artifacts in Fall 2012 in the traditional delivery format and PACE altogether. The following tables present the assessment results for Fall 2012 traditional and PACE semester. Fall 2010 and 2011 data is presented for comparison trend data in the next table since it reflects the previous learning goals.

2012-2013 total assessment results

IN350 Learning Goal	2012-2013 Mean Rating	2012-2013 Overall Assessment
1. Analyze a topic of global Importance (writing)	3.9	Green
2. Use ethical reasoning to make judgment about global issue	3.7	Green
3. Reflect on your responsibilities as democratic citizen in global environment	3.7	Green

Comparison data:

IN350 Learning Goal	2011-2012 Mean Rating	2011-2012 Overall Assessment	2010-2011 Mean Rating	2010-2011 Overall Assessment
1. Analyze a topic of global importance (writing thread)	3.14	Yellow	2.38	Yellow
2. Reflect on issue's effect on them	3.9	Green	2.55	Yellow
3. Engage in democratic citizenship	3.8	Green	*Not assessed*	

Fall 2012 (traditional term) assessment results

IN350 Learning Goal	Fall 2012 Mean Rating	Fall 2012 Overall Assessment
1. Analyze a topic of global importance (writing)	3.5	Green
2. Use ethical reasoning to make judgment about global issue	4.1	Green

IN350 Learning Goal		
3. Reflect on responsibilities as democratic citizen in global environment	2.9	Yellow

Fall 2012 PACE assessment results

IN350 Learning Goal	Fall 2012 Mean Rating	Fall 2012 Overall Assessment
1. Analyze a topic of global importance (writing)	3.7	Green
2. Use ethical reasoning to make judgment about global issue	3.1	Yellow
3. Reflect on responsibilities as democratic citizen in global environment	3.6	Green

Fall 2012 combined assessment results

IN350 Learning Goal	Fall 2012 Mean Rating	Fall 2012 Overall Assessment
1. Analyze a topic of global importance (writing)	3.6	Green
2. Use ethical reasoning to make judgment about global issue	3.6	Green
3. Reflect on responsibilities as democratic citizen in global environment	3.3	Yellow

Comparison data for the previous 2 years

IN350 Learning Goal	Fall 2011 Mean Rating	Fall 2011 Overall Assessment	Fall 2010 Mean Rating	Fall 2010 Overall Assessment
1. Analyze a topic of global Importance (writing)	3.4	Yellow	2.5	Yellow
2. Reflect on issue's effect on them	3.4	Yellow	3.3	Yellow
3. Engage in democratic citizenship	3.8	Green	Not assessed	

Spring 2013 Assessment Results

The IN350 Assessment Team assessed a total of 75 artifacts from the 19 IN350 sections that submitted materials for Spring 2013. The following tables display the findings of the team. Data from 2011 and 2010 is provided below for comparison.

Spring 2013 (traditional term) results

IN350 Learning Goal	Spring 2013 Mean	Spring 2013 Overall

	Rating	Assessment
1. Analyze a topic of global Importance (writing)	3.8	Green
2. Use ethical reasoning to make judgment about global issue	3.4	Yellow
3. Reflect on your responsibilities as democratic citizen in global environment	3.5	Green

PACE Spring 2013 Assessment results

IN350 Learning Goal	Spring 2013 Mean Rating	Spring 2013 Overall Assessment
1. Analyze a topic of global Importance (writing)	4.5	Green
2. Use ethical reasoning to make judgment about global issue	4.3	Green
3. Reflect on your responsibilities as democratic citizen in global environment	4.5	Green

Spring 2013 combined assessment results

IN350 Learning Goal	Spring 2013 Mean Rating	Spring 2013 Overall Assessment
1. Analyze a topic of global Importance (writing)	4.2	Green
2. Use ethical reasoning to make judgment about global issue	3.8	Green
3. Reflect on your responsibilities as democratic citizen in global environment	4.0	Green

Comparison data

IN350 Learning Goal	Spring 2012 Mean Rating	Spring 2012 Overall Assessment	Spring 2011 Mean Rating	Spring 2011 Overall Assessment
1. Analyze a topic of global Importance (writing)	2.96	Yellow	2.36	Yellow
2. Reflect on issue's effect on them	3.80	Green	2.42	Yellow
3. Engage in democratic citizenship	3.74	Green	Not assessed	

Analysis of Assessment Results

1. Excellence in all learning goals in overall assessment results

In examining the success of meeting IN350 Global Issues learning goals for the entire 2010-2011 academic year, the data indicate a strong and steady improvement since 2010 and 2011. From the

Yellow (adequate) results of 2010-2011, and the mixed (Yellow and Green) results of 2011-2012, 2012-2013 has seen a solidly excellent result in terms of overall outcomes this year.

This is not surprising, given growing faculty experience in terms of the learning goals. Learning Goals reflected in this assessment were implemented in IN350 courses in Fall 2012. Faculty have assiduously sought to remain abreast of University Studies structural change and revisions in the Global Issues learning goals, and have clearly demonstrated their keen involvement in the pedagogical mission and the assessment activity.

It should be noted, however, that during previous years, a number of changes had taken place in University Studies: new learning goals had been implemented; faculty were in the process of revising course syllabi and assignments; there was transition in the IN350 Coordinator leadership mid-year, and the rate of artifact submission was not high. These factors must be weighed in accounting for the "adequate" scores of previous years.

In 2012-2013, several factors may have facilitated high scores. The rate of artifact submission has hit a record high, demonstrating the success of the Moodle site for artifact submission designed by Rachel Bicicchi; a new Global Issues coordinator was hired in Fall 2012, thus addressing the issue of leadership transition in previous years, and faculty development events and other means (such as regular informational emails) have been utilized to clarify learning goals and the process of artifact submission for faculty and students. Two of the faculty members on the current 2012-2013 Assessment Team, Prof. Hilgenberg and Prof. O'Conner, also participated on the IN350 Assessment Team last year. The team agreed upon a more clearly designed rubric, which made application of standards easier. Invaluable in the design of this rubric and the process of assessment were Drs. Hilgenberg's and O'Conner's prior assessment experiences, as well as Drs. Srinivasan's and Dr. Mir's fresh vision and IN350 teaching experience.

2. Room for further improvement
The numbers remind us, however, that there is potential for further improvement, since the results this year place the success in meeting learning goals at the beginning range of excellence (3.7, 3.7, and 3.9).

3. Variation across semesters
Despite overall excellence, the average scores for the Fall and Spring semesters, traditional and PACE, show some variation. The PACE Spring 2013 semester shows most consistently excellent results. Each of the other three categories – PACE Fall 2012, and the traditional semesters of Fall 2012 and Spring 2013 – feature one learning goal each that shows adequate performance and two learning goals that show excellent performance.

4. Learning Goal#1 shows consistent excellence
A breakdown of the assessment data by semester shows that students show marked excellence in their achievement of the learning goal #1 across all semesters. This indicates that students are performing well in their written analysis of global issues in IN350 courses. In 2010-2011 and 2011-2012, students were adequately meeting expectations in learning goal 1, but not at the level of excellence. This year, students demonstrate excellence in meeting learning goal 1, showing improvement from the previous two years.

The assessment team felt that, while written analysis of global issues was the strongest point of the Global Issues artifacts, some of the common issues with this learning goal were as follows:

a. Substantive analysis can be improved upon to ensure that research papers are fleshed out by student analysis and discussion.
b. Even when an assignment is focused on U.S. phenomena, students should reflect on the global implications or parallels of such phenomena.

c. The writing intensive purpose of IN350 requires some emphasis in some cases.
d. In some cases, students do not provide references and citations for their claims.

Faculty can be invited to provide and suggest relevant resources and development activities for IN350 instructors.

5. <u>Ethical Reasoning: room for improvement</u>
In 2011-2012, an ethical focus was not a learning goal in its own right. Instead, ethical issues were integrated into the written analysis learning goal and appeared in goal #2 to some degree. In 2012-2013, ethical reasoning became learning goal #2 in itself.

Unsurprisingly therefore, in the area of ethical reasoning, a new learning goal for Global Issues, the data show additional room for improvement in students' ability to engage in ethical reasoning to make a judgment about a global issue. In Spring 2013 (traditional term) and PACE Fall 2012, student performance is adequate (Yellow). The overall results for 2012-2013 show excellence.

The assessment team felt that students would benefit from further clarity on a) the construction of an argument and counter-arguments, and b) on the need to make a judgment. This is an area that could be a focus of faculty development events and additional resources. The construction of assignments could be further sharpened to encourage students to go beyond the presentation of facts on the one hand and emotive discourse on ethical issues on the other. Reasoning is not pure reflection alone, though reflection can and should be an integral part of reasoning.

A powerpoint presentation that provides a basic introduction to ethical reasoning has been widely circulated among IN350 instructors and uploaded to the Moodle site for University Studies resources.

6. <u>Democratic Citizenship: some room for improvement</u>

Fall 2012 (traditional) and combined scores are adequate (Yellow), while Spring 2013 (PACE and traditional) and PACE Fall 2012 scores all show excellence (Green). The yellow rating indicates that strategies to improve student achievement of learning goals needs to be explored.

An assessment team member recommended clarity on whether the student must speak to their personal responsibilities or can they be more general in their reflection of what is means to be a "democratic citizen". As of now, the assessment rubric for democratic citizenship contains certain standards that are frequently absent from student artifacts, namely:
a) Understanding of community activism
b) Evaluation of diverse opinions

Improvement Plan

1. Maximizing use of the Moodle site for student artifact collection: The establishment of an electronic site for collection of student artifacts using the Moodle course management system has resulted in an increase of artifacts submitted for assessment. In the coming year, consistency in the process of artifact collection and assessment processes will be more likely to produce a representative sample of artifacts. In the case of faculty who have made grades contingent upon students uploading artifacts to Assessment folders, high rates of compliance have been achieved; in a few cases, low or zero rates of compliance have been observed. Timely communication with faculty as they are developing courses will encourage them to incorporate assessment practices into their courses, and to guide and require students to upload artifacts to the proper Assessment folders.

2. Rendering the Moodle artifact collection site more effective and user-friendly: Assessment Team members recommended that University Studies should determine the underlying principle of artifact collection and structure Moodle folders accordingly. It needs to be determined if a random sampling from all artifacts, regardless of section, is acceptable. This would indicate that the goal of assessment is to sample the entire IN350 population of artifacts as a whole rather than sections. In this case, the Moodle shells would not need to be altered.

However, if it is determined that all sections and learning goals must be separately sampled, then the Moodle assessment shells need to be set up by section (this has been done in the past) so it is easier to get samples from each section; this would eliminate the cumbersome search for artifacts from three large and undifferentiated "pools" in the Moodle folders (wherein students frequently fail to correctly identify the course, instructor, and semester on the artifact).

One assessment team member recommended that faculty should be asked to ensure that students upload one artifact for each learning goal.

2. Faculty involvement in assessment: Early and more frequent contact has been made with faculty because of the accelerated courses that begin at several different points during the semester: this practice should continue. For improved achievement of IN350 learning goals, faculty members teaching IN350 courses need to engage in dialogue to share ideas and have input into the assessment process. Through faculty development events, faculty voice has been elicited by the University Studies program as a whole: this practice should be continued and strengthened. It is recommended that the assessment team be enlarged to five members to incorporate additional faculty input and to strengthen faculty investment in the IN350 Global Studies program. For instructor information, the Assessment Rubric is available at the Moodle site for University Studies.

3. Faculty awareness of learning goals: Informal discussions with faculty suggested that there was some confusion among some faculty regarding the revision of learning goals and the need to revisit course syllabi. This issue was addressed by means of University Studies faculty development workshops where the 2012 learning goals and the focus of Global Issues were clarified and discussed. Increased effort needs to be directed at establishing conversations with all IN350 faculty to improve understanding of the revised IN350 learning goals (adopted 2-1-12) and discuss artifacts that can accurately reflect student learning in these areas. Additional events for Global Issues will be beneficial in the future. Also, helpful resources for faculty in Global Issues have been provided at the Moodle site for University Studies.

4. Faculty Dialogue regarding the teaching of IN350 Global Issues: In terms of developing faculty investment and a curricular core for Global Issues, it is felt that the conversation about Global Issues would benefit from wider faculty input. Since IN350 Global Issues is an interdisciplinary course, represented in a variety of subject areas, such a wider conversation is essential. Opening up a broader dialogue across campus would also facilitate clarification and sharpening of the assessment rubric.

The assessment of learning goals should accurately reflect student learning in IN350 courses in ways that foster innovative, creative teaching-learning strategies that are stimulating and challenging to students and faculty alike. The annual IN350 Assessment Report is found on the Millikin Assessment page and is available to all faculty members. Strategies to facilitate student learning and achievement of the IN350 learning goals will hopefully result in improved achievement of goals in the coming years.

Millikin University
University Studies

IN 350 Global Issues Assessment Rubric

IN 350 Global Issues Assessment Rubric 2013

Semester _____

Goal	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)	Score
1. Analyze a topic of global importance through the use of discipline-appropriate sources.	The student analyzes, rather than just summarizes, relevant evidence concerning a topic of global importance. The student demonstrates a consistent ability to use discipline-appropriate sources. The student makes few, if any, errors in documentation and/or grammar and mechanics.	The student has made an attempt to analyze, but in large part, merely summarizes the relevant evidence, concerning a topic of global importance. The student demonstrates an inconsistent ability to use discipline-appropriate sources. The student makes some errors in documentation and/or grammar and mechanics.	The student summarizes only, there is no attempt to analyze relevant evidence concerning a topic of global importance. The student demonstrates no attempt to use discipline-appropriate sources. The student makes many errors in documentation and/or grammar and mechanics.	
2. Use ethical reasoning to make a judgment about some aspect of a global issue.	The student demonstrates an excellent understanding of the ethical problem through a well-positioned argument. The student makes a clear ethical judgment about some aspect of a global issue.	The student demonstrates an adequate understanding of the ethical problem, while attempting to use an argument. The student makes an adequate attempt to make an ethical judgment about some aspect of a global issue.	The student demonstrates a nominal understanding of the ethical problem, with very little attempt to use an argument. The student makes little to no attempt to make an ethical judgement.	
3. Reflect on your responsibilities as a	The student demonstrates an excellent understanding of	The student demonstrates an adequate understanding of their responsibilities	The student demonstrates a nominal understanding of	

democratic citizen in a global environment.	their responsibilities as democratic citizens in a global environment by reflecting on most of the following: knowledge about public affairs; analysis of news and information; analysis of public policies; evaluation of diverse opinions; understanding of community activism.	as democratic citizens in a global environment by reflecting on some of the following: knowledge about public affairs; analysis of news and information; analysis of public policies; evaluation of diverse opinions; understanding of community activism.	their responsibilities as democratic citizens in a global environment by reflecting on few, if any of the following: knowledge about public affairs; analysis of news and information; analysis of public policies; evaluation of diverse opinions; understanding of community activism.	

IN350 Global Issues Assessment Rubric 2011-2012
Applying 2010-2011 Learning Goals

Goal	Excellent (5 points)	Adequate (3 points)	Nominal (1 point)	Score
1. Analyze a topic of global importance and associated ethical/social justice issues through substantive research, including examination of primary sources.	An excellent analysis demonstrates the student's consistent ability to use discipline-appropriate primary sources. The student interprets, rather than summarizes, relevant evidence. Students formulate a well-positioned and well-supported argument by critically synthesizing multiple perspectives on a topic of global importance and associated ethical/social justice issues through substantive research, including examination of primary sources.	An adequate analysis demonstrates the student's inconsistent attempt to use discipline-appropriate primary sources. The student may make errors in documentation and/or grammar and mechanics. Student may summarize in large part rather than synthesize diverse points of view on a topic of global importance and associated ethical/social justice issues through research, including examination of primary sources.	A nominal analysis demonstrates no attempt to edit or document. There are many errors in documentation and/or grammar and mechanics. The research is inadequate and/or fails to analyze a topic of global importance and associated ethical/social justice issues.	
2. Reflect on how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	An excellent reflection demonstrates a deep understanding of how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	An adequate reflection demonstrates an average ability to understand how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	A nominal reflection demonstrates no attempt to understand how a topic of global importance affects them as democratic citizens of a global community as well as how their behavior relates to the topic locally and globally.	

3. Engage in activities characteristic of democratic citizenship in a global environment	Excellent democratic citizenship is demonstrated by significant participation in democratic processes, demonstration of knowledge about public affairs, analysis news and information, analysis of public policies, evaluating diverse opinions, supporting free speech, etc. (Statement 3/25/10)	Adequate democratic citizenship is demonstrated by some participation in democratic processes, demonstration of knowledge about public affairs, analysis news and information, analysis of public policies, evaluating diverse opinions, supporting free speech, etc.	Nominal democratic citizenship is characterized by weak understanding of the importance of participation in democratic processes, demonstration of knowledge about public affairs, analysis news and information, analysis of public policies, evaluating diverse opinions, supporting free speech, etc.	

Appendix B

IN350 Global Issues Course Sections and Instructors

Fall 2012 (traditional) course sections and instructors

Environ & Early Eng Lit-London	Michael W. George
Global Politics of the Veil	Shabana Mir
Global Politics of the Veil	Shabana Mir
Indian Popular Cinema	Purna Banerjee
Global Apprch to Medicine Hlth	Jennifer R. Schultz-Norton
Japanese Culture & Wrld Hist.	Elisheva A. Perelman
China & World:Mongols to Mao	Elisheva A. Perelman
Hitler and Third Reich	Timothy M. Kovalcik
Contemp Global Drama-London	Stephe Harrop
Sociology of Globalization	Eric S. Roark
Culture of Chinese Arts/Music	Ming Tu
Hist -Medicine: Five Epidemics	Elisheva A. Perelman
Business in Dominican Republic	Larry E. Stapleton
Global Politics of the Veil	Shabana Mir
Literature of Totalitarianism	David A. Matthews
Foreign Policy& Hisp Caribbean	Luis F. Peralta
Environmental Sociology	Kenneth H. Laundra
Transcultural Global Health	Cheryl S. Hilgenberg

PACE Fall 2012 course sections and instructors

Women & Sustainability-World	Maire E. Foxx
Africa and Film	Timothy M. Kovalcik
Int'nl Graphic Novels/Violence	Michelle Jewett
Intercultural Comm/Global Citz	Brandon O. Hensley
Bollywood	Purna Banerjee
Transcultural Global Health	Cheryl S. Hilgenberg

Spring 2013 (traditional) course sections and instructors

Global Approaches: Med & Healthcare	Jennifer R. Schultz-Norton
Environmental Advocacy	W T. Duncanson

Sub-Saharan Africa:1950-2000	Timothy M. Kovalcik
Global Environmentalism	Roslyn J. O'Conner
Anthropology as Activism	Shabana Mir
International Literature	Purna Banerjee
Two Koreas:Peninsula-20thCent.	Elisheva A. Perelman
Anthropology as Activism	Shabana Mir
Anthropology as Activism	Shabana Mir
Women in Global Conflict	Amber N. Lusvardi
Women in Global Conflict	Amber N. Lusvardi
Intn'l Conflict & Security	Jennifer A. Giardina
Genocide & Film	Timothy M. Kovalcik
Monsters&Mod:Horror&Japan Hist	Elisheva A. Perelman
Europe Meets Australia	Elisheva A. Perelman
Postcolonial Drama & Film	Thomas M. Robson
Ed. Equity, Access, and Reform	Christina M. Magoulias

PACE Spring 2013 course sections and instructors

Genocide & Film	Timothy M. Kovalcik
Islamic World	Roger D. Monroe
Holocaust in History & Lit	David A. Matthews
Exiles & Others	Anne M. Matthews
Global Nutrition	Wissam M. Hasnain
U.S. Foreign Policy	Andrea S. Graff