| **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:The first paper requires students to consider how gender and/or racial norms developed through interactions of local and imperial circumstances and inter-cultural contact and conflict.Evaluation Process:The paper will be evaluated based on the following: • Strong thesis that answers the question, addresses local and imperial perspectives on gender and/or racial norms, and goes beyond the obvious.• Paragraphs with topic sentence, evidence, conclusion.• Understanding of the historical context the early US, the world, and their connections. • Intro and conclusion.• Required number of sources (minimum), use of sources related to both the US and areas beyond the US.Minimum Criteria for Success:A minimum grade of a C on the assignment.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will construct an argument based on evidence demonstrating how local and extralocal events (regional, inter-regional, inter-cultural, international, and global, as appropriate) shaped the interactions of two or more groups in early American history.  |
| **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:Paper two requires students to consider multiple perspectives on the early American republic. Evaluation Process:The paper will be evaluated based on the following: • Strong thesis that answers the question, addresses multiple perspectives from Early America and makes a firm argument.• Paragraphs with topic sentence, evidence, conclusion.• Paragraphs that make an argument.• Understanding of the historical context of both perspectives and the relevant history that contributed to them.• Intro and conclusion.• Required number of sources (minimum), use of sources related to both perspective.Minimum Criteria for Success:A minimum grade of a C on the assignment.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will construct an argument based on evidence that integrates multiple perspectives on a historical issue in early American history.  |
| **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:Paper 3 requires students to reach a conclusion about historical controversy about the early American Republic.Evaluation Process:The paper will be evaluated based on the following: • Strong thesis that answers the question, addresses both sides of the controversy, and goes beyond the obvious.• Paragraphs with topic sentence, evidence, conclusion.• Paragraphs that make an argument and are analytical.• Understanding of the historical context of both perspectives and the relevant history that contributed to them.• Intro and conclusion.• Required number of sources (minimum), use of related to both sides of the controversy, and analysis of those sources.- The ability to express ideas clearly and concisely. Minimum Criteria for Success:A minimum grade of a C on the assignment.Sample:All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to adopt different perspectives on a historical problem or controversy in early American history and attempt to reach a resolution about it. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |