| **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* | | |