| **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: Blog questions; class discussionsEvaluation Process:• Address the question or response posed .• Demonstrate an understanding ·of the reading and be historically accurate.• Includes reasoning and evidence.• Demonstrate critical thought about the reading, moving beyond the obvious or surface meaning and working to pull together different texts that class or across classes.• Consider the reading in light of what we have previously learned and read in the course.• Respond respectfully and thoughtfully to classmates.Minimum Criteria for Success: A grade of C or betterSample: All students | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate knowledge of the interrelatedness of local, regional, inter-regional, and intercultural issues, trends, and systems with regard to the economies, politics, religion, culture and intellectual movements of 15th and 15th c. Italy. |
| **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: Annotated BibliographyEvaluation Process:• Successful identification of the correct number of diverse scholarly secondary sources related to the student's chosen topic.• Successful identification, interpretation, and articulation of the argument and evidence of each source• Successful identification and articulation of the ways the arguments intersect with one another.• Successful articulation of the student's own perspective on the issue, based on careful consideration and analysis of the various author's arguments and evidence. Minimum Criteria for Success: A grade of C or betterSample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to understand and analyze a variety of scholarly perspectives on an issue related to Italy during the Renaissance. |
| **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: Rewriting history assignmentEvaluation Process:• A good understanding of the Renaissance, in the nuance as explored in the class.• A critical understanding of Western Civilization/ European History.• This should be clearly written for students at the survey level.Minimum Criteria for Success: A grade of C or betterSample: 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 contemporary local, global, international, and intercultural problem solving related to the writing of history. |
| **Use of Results for Improving Student Learning** |
| *To be entered after each time course is taught* |