| **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 discussions  Evaluation 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 better  Sample: 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 Bibliography  Evaluation 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 better  Sample: 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 assignment  Evaluation 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 better  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 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* | | |