| **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:  In-class writing assignment asks students to interpret primary source evidence about the development and origins of global economy and understand economic, cultural and political relationships among different societies and cultures  Evaluation Process:  Assignments will be evaluated for their presentation and interpretation of evidence.  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 identify how various factors such as trade, migration, innovation and technology, conquest, disease and environmental exchange have given rise to an integrated world economy over the past five hundred plus years. (Global Awareness) |
| **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:  Final written paper requires students to address issues and problems of globalization, including immigration, economic inequality, environmental costs and impact, and political reactions.  Evaluation Process:  Assignments will be evaluated for the ability to find and use scholarly sources and develop and argument from sources to reach conclusion.  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 compare the impact of globalization on different peoples and societies and see how they have addressed the consequences. |
| **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:  In class presentation and written document challenges students to present their research finding, propose a solution for the problems or negative consequences of globalization they discover, note at least one objection or counter argument against their proposal, and defend their choices before an audience of their peers using historical thinking skills derived from the course readings.  Evaluation Process:  Students will be evaluated on their ability to engage with different perspectives on a controversy and to reach a resolution  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** |
| Work in teams to investigate and present different perspectives on a problem or controversy related to economic globalization attempt to reach a resolution about it. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |