

**Global Cultures Perspective**

**Learning Outcome 1: Ability to define essential terminology, concepts, events and/or people important to the culture(s).**

(Source of Assessment: Flexible including exams, quizzes and short essays)

<b>Learning Outcome</b>	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>Unscorable</b>
<b>Ability to define essential terminology, concepts, events and/or people important to the culture(s).</b>	Correctly identifies, defines, and/or uses nearly all of the essential terminology, concepts, events, and/or people important to the culture(s) relevant for the assignment  Suggested % 85%-100% of items scored	Correctly identifies, defines, and/or uses most of the essential terminology, concepts, events, and/or people important to the culture(s) relevant for the assignment  Suggested % 70%-84% of items scored	Correctly identifies, defines, and/or uses some of the essential terminology, concepts, events, and/or people important to the culture(s) relevant for the assignment  Suggested % 60%-69% of items scored	Correctly identifies, defines, and/or uses few of the essential terminology, concepts, events, and/or people important to the culture(s) relevant for the assignment  Suggested % < 60% of items scored	Evidence does not measure learning outcome

**Learning Outcome 2: Ability to explain the significance to the culture(s) of essential terminology, concepts, events and/or people.**

(Source of Assessment: Flexible including exams, quizzes and essays)

<b>Learning Outcome</b>	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>Unscorable</b>
<b>Ability to explain the significance to the culture(s) of essential terminology, concepts, events and/or people.</b>	<p>Explicitly explains the importance to the culture(s) of essential terminology, concepts, events and/or people</p> <p>Discussion is clear, comprehensive and thorough with numerous examples of the importance of the articulated implications</p>	<p>Implicitly explains the importance to the culture(s) of essential terminology, concepts, events and/or people</p> <p>Discussion demonstrates a general grasp and contains several examples</p>	<p>Cursory explanation of the importance to the culture(s) of terminology, concepts, events and/or people</p> <p>Discussion may be narrow in scope or might describe events without much discussion of the significance to the culture(s)</p>	<p>Explanation of the importance to the culture(s) is minimal or unstated</p> <p>Discussion does not explain the significance to the culture(s) of essential terms, concepts, events and/or people</p>	<p>Evidence does not measure learning outcome</p>

**Learning Outcome 3: Ability to explain the values, attitudes and beliefs of the culture(s) and discuss conflict, difference, and/or change within the culture(s).**

(Source of Assessment: Essay Recommended)

<b>Learning Outcome</b>	<b>4 Thorough</b>	<b>3 Adequate</b>	<b>2 Limited</b>	<b>1 Weak</b>	<b>Unscorable</b>
<p><b>Ability to explain the values, attitudes and beliefs of the culture(s) and discuss conflict, difference, and/or change within the culture(s).</b></p>	<p>Provides numerous examples of key beliefs, values and/or attitudes that are common to the culture(s)</p> <p>and</p> <p>Provides detailed and articulate explanation of a conflict, difference, and/or change within the culture or between the dominant culture and co-culture(s)</p>	<p>Provides some examples of key beliefs, values and/or attitudes that are common to the culture(s)</p> <p>and</p> <p>Provides an example of conflict, difference and/or change within the culture or between the dominant culture and co-culture(s), but is not thorough in explanation</p>	<p>Provides few examples of key beliefs, values and/or attitudes that are common to the culture(s)</p> <p>or</p> <p>Discusses conflict, difference and/or change</p> <p>or</p> <p>is cursory at both</p>	<p>Provides minimal or no examples of beliefs, values and/or attitudes</p> <p>and</p> <p>Does not discuss conflict, difference and/or change in the culture(s)</p>	<p>Evidence does not measure learning outcome</p>