

| BA in International Relations Learning Outcomes | Level 1 – Beginning (50-59%) | Level 2 – Developing (60-69%) | Level 3 – Accomplished (70-79%) | Level 4 – Exemplary (80-100%) |
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| To be able to understand and discuss concepts and theories in international relations | A. Few unit objectives relating to concepts and theories are demonstrated. B. Topic is not fully covered. C. Few or no details. | A. Some unit objectives relating to concepts and theories are demonstrated. B. Covers topic in superficial manner. C. Few details are included. | A. Most unit objectives relating to concepts and theories are demonstrated. B. Topics are covered. C. Includes pertinent details. | A. All unit objectives relating to concepts and theories are demonstrated. B. Topics are covered in depth. C. Many pertinent details were included. |
| To become competent in communicating international relations ideas in written and oral form | A. Work is not organized, thorough or cohesive. B. Terms and concepts are not clarified for the audience. C. Few sources enhanced understanding of the topic. D. Presentation is of an inappropriate length. E. Very limited or no use of sources. | A. Work needs improvement with its organization, thoroughness and cohesiveness. B. Most terms and concepts are not clarified for the reader. C. Some sources enhanced understanding of the topic. D. Presentation is almost of appropriate length. E. Limited use of sources. | A. Work is organized, thorough and cohesive. B. Uses some original approach. Terms and concepts are clarified for the reader or audience. C. Sources used enhanced understanding of the topic. D. Presentation is of appropriate length. E. Used some appropriate source(s). | A. Work is highly organized, thorough and cohesive. B. Uses original approach effectively. Terms and concepts are fully clarified for the reader or audience. C. Sources used greatly enhanced understanding of the topic. D. Work is of appropriate length. E. Used multiple appropriate sources. |
| To demonstrate the capacity to critically think and engage in analysis individually and collaboratively about issues in international relations | A. Little evidence that the content has been evaluated, analyzed or synthesized. B. No evidence that additional materials were sought. C. No evidence that student can explain why materials were chosen. | A. Some evidence that content has been either evaluated or analyzed, but no evidence it has been synthesized. B. Some evidence that additional materials have been sought out. C. Little evidence that student can explain why materials were chosen. | A. Evidence that content has been adequately evaluated and analyzed, but not effectively synthesized. B. Clear evidence that student sought out additional source materials and made a good attempt to integrate them into a coherent statement. C. Some attempt to explain why materials were chosen. | A. Evidence that all content has been carefully analyzed, evaluated and synthesized. B. Substantial evidence that students sought out and found other relevant sources that have been carefully synthesized. C. Students can carefully explain or defend their reasons for choosing sources in their written work or presentation. |
| To become competent in addressing issues of diversity, ethics and multiculturalism | A. Little or no evidence of competence in diversity, ethics and multiculturalism. B. Finds it difficult to understand these matters. C. In general, does not interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability. | A. Inconsistently and/or inadequately demonstrates competence in diversity, ethics and multiculturalism. B. Identifies and describes the aspects of a number of cultures, including their own. C. Can work in diverse groups when given the opportunity. D. Appreciates the variety of peoples, cultures and beliefs. E. Is somewhat familiar with the historical struggle for equality and justice. | A. Adequately demonstrates a strong degree of competence in diversity, ethics and multiculturalism. B. Identifies many cultural and linguistic backgrounds and reflects upon cultural and linguistic prejudice. C. Understands cultural, linguistic and physical differences. D. Interacts respectfully with others in the classroom, including his/her instructor. | A. Consistently demonstrates a high degree of competence in diversity, ethics and multiculturalism. B. Strives to be understanding and respectful when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities. C. Proactively and compassionately influences others to respect diverse people and cultures. |

| <i>BSc in International Business Administration</i> | Level 1 – Beginning (50-59%) | Level 2 – Developing (60-69%) | Level 3 – Accomplished (70-79%) | Level 4 – Exemplary (80-100%) |
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| Learning Outcomes | | | | |
| Concepts— Demonstrate an understanding of business history, contexts, concepts, actors, and ideas | A. Few unit objectives relating to concepts and theories are demonstrated. B. Topic is not fully covered. C. Few or no details. | A. Some unit objectives relating to concepts and theories are demonstrated. B. Covers topic in superficial manner. C. Few details are included. | A. Most unit objectives relating to concepts and theories are demonstrated. B. Topics are covered. C. Includes pertinent details. | A. All unit objectives relating to concepts and theories are demonstrated. B. Topics are covered in depth. C. .Many pertinent details were included. |
| Multiculturalism and Global Diversity – Demonstrate appreciation for multiculturalism and global diversity | A. Little or no evidence of competence in diversity, ethics and multiculturalism. B. Finds it difficult to understand these matters. C. In general, does not interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability. | A. Inconsistently and/or inadequately demonstrates competence in diversity, ethics and multiculturalism. B. Identifies and describes the aspects of a number of cultures, including their own. C. Can work in diverse groups when given the opportunity. D. Appreciates the variety of peoples, cultures and beliefs. E. Is somewhat familiar with the historical struggle for equality and justice. | A. Adequately demonstrates a strong degree of competence in diversity, ethics and multiculturalism. B. Identifies many cultural and linguistic backgrounds and reflects upon cultural and linguistic prejudice. C. Understands cultural, linguistic and physical differences. D. Interacts respectfully with others in the classroom, including his/her instructor. | A. Consistently demonstrates a high degree of competence in diversity, ethics and multiculturalism. B. Strives to be understanding and respectful when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities. C. Proactively and compassionately influences others to respect diverse people and cultures. |
| Critical analysis— Demonstrate competent analytical and critical thinking | A. Little evidence that the content has been evaluated, analyzed or synthesized. B. No evidence that additional materials were sought. C. No evidence that student can explain why materials were chosen. | A. Some evidence that content has been either evaluated or analyzed, but no evidence it has been synthesized. B. Some evidence that additional materials have been sought out. C. Little evidence that student can explain why materials were chosen. | A. Evidence that content has been adequately evaluated and analyzed, but not effectively synthesized. B. Clear evidence that student sought out additional source materials and made a good attempt to integrate them into a coherent statement. C. Some attempt to explain why materials were chosen. | A. Evidence that all content has been carefully analyzed, evaluated and synthesized. B. Substantial evidence that students sought out and found other relevant sources that have be carefully synthesized. C. Students can carefully explain or defend their reasons for choosing sources in their written work or presentation. |
| Collaborative Problem-Solving and Communication – Demonstrate ability to | A Work is not organized, thorough or cohesive. B. Terms and concepts are not clarified for the audience. C. Few sources enhanced understanding of the topic. | A. Work needs improvement with its organization, thoroughness and cohesiveness. B. Most terms and concepts are not clarified for the reader. C. Some sources enhanced | A. Work is organized, thorough and cohesive. B. Uses some original approach. Terms and concepts are clarified for the reader or audience. C. Sources used enhanced | A. Work is highly organized, thorough and cohesive. B. Uses original approach effectively. Terms and concepts are fully clarified for the reader or audience. C. Sources used greatly enhanced |

understand others and problem-solve in a collaborative manner, and demonstrate competence in oral and written communication as it relates to business

D. Presentation is of an inappropriate length.
E. Very limited or no use of sources.
F. Almost no demonstration of collaborative work.

understanding of the topic.
D. Presentation is almost of appropriate length.
E. Limited use of sources.
F. Little demonstration of collaborative work.

understanding of the topic.
D. Presentation is of appropriate length.
E. Used some appropriate source(s).
F. Evidence of collaborative work (e.g., as in a team) is present and adequate.

understanding of the topic.
D. Work is of appropriate length.
E. Used multiple appropriate sources.
F. Ability to work very successfully with colleagues or in a team is strongly demonstrated.

| MA in International Relations Learning Outcomes | Level 1 – Beginning (50-59%) | Level 2 – Developing (60-69%) | Level 3 – Accomplished (70-79%) | Level 4 – Exemplary (80-100%) |
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| Mastery of concepts, theories and scholarship in international relations | A. Few unit objectives relating to concepts and theories are mastered. B. Topic is not fully covered. C. Few or no details. | A. Some unit objectives relating to concepts and theories are mastered. B. Covers topic in superficial manner. C. Few details are included. | A. Most unit objectives relating to concepts and theories are mastered. B. Topics are covered. C. Includes pertinent details. | A. All unit objectives relating to concepts and theories are mastered. B. Topics are covered in depth. C. .Many pertinent details were included. |
| Competence in analyzing and communicating international relations ideas in written and oral form | A Work is not organized, thorough or cohesive. B. Terms and concepts are not clarified for the audience. C. Few sources enhanced understanding of the topic. D. Presentation is of an inappropriate length. E. Very limited or no use of sources. | A. Work needs improvement with its organization, thoroughness and cohesiveness. B. Most terms and concepts are not clarified for the reader. C. Some sources enhanced understanding of the topic. D. Presentation is almost of appropriate length. E. Limited use of sources. | A. Work is organized, thorough and cohesive. B. Uses some original approach. Terms and concepts are clarified for the reader or audience. C. Sources used enhanced understanding of the topic. D. Presentation is of appropriate length. E. Used some appropriate source(s). | A. Work is highly organized, thorough and cohesive. B. Uses original approach effectively. Terms and concepts are fully clarified for the reader or audience. C. Sources used greatly enhanced understanding of the topic. D. Work is of appropriate length. E. Used multiple appropriate sources. |
| Capacity to collect data and engage in rigorous analysis and problem-solving | A. Little evidence that the content has been evaluated, analyzed or synthesized. B. No evidence that additional materials were sought. C. No evidence that student can explain why materials were chosen. | A. Some evidence that content has been either evaluated or analyzed, but no evidence it has been synthesized. B. Some evidence that additional materials have been sought out. C. Little evidence that student can explain why materials were chosen. | A. Evidence that content has been adequately evaluated and analyzed, but not effectively synthesized. B. Clear evidence that student sought out additional source materials and made a good attempt to integrate them into a coherent statement. C. Some attempt to explain why materials were chosen. | A. Evidence that all content has been carefully analyzed, evaluated and synthesized. B. Substantial evidence that students sought out and found other relevant sources that have be carefully synthesized. C. Students can carefully explain or defend their reasons for choosing sources in their written work or presentation. |
| Competence in addressing issues of diversity, ethics and multiculturalism | A. Little or no evidence of competence in diversity, ethics and multiculturalism. B. Finds it difficult to understand these matters. C. In general, does not interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability. | A. Inconsistently and/or inadequately demonstrates competence in diversity, ethics and multiculturalism. B. Identifies and describes the aspects of a number of cultures, including their own. C. Can work in diverse groups when given the opportunity. D. Appreciates the variety of peoples, cultures and beliefs. E. Is somewhat familiar with the historical struggle for equality and justice. | A. Adequately demonstrates a strong degree of competence in diversity, ethics and multiculturalism. B. Identifies many cultural and linguistic backgrounds and reflects upon cultural and linguistic prejudice. C. Understands cultural, linguistic and physical differences. D. Interacts respectfully with others in the classroom, including his/her instructor. | A. Consistently demonstrates a high degree of competence in diversity, ethics and multiculturalism. B. Strives to be understanding and respectful when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities. C. Proactively and compassionately influences others to respect diverse people and cultures. |

| Masters in International Business Learning Outcomes | Level 1 – Beginning (50-59%) | Level 2 – Developing (60-69%) | Level 3 – Accomplished (70-79%) | Level 4 – Exemplary (80-100%) |
|--|--|--|---|--|
| Mastery of Theories and Scholarship — Demonstrate mastery of the key literature, scholars, paradigms, and theories in the field of business as well as related fields in social sciences | A. Few unit objectives relating to concepts and theories are mastered. B. Topic is not fully covered. C. Few or no details. | A. Some unit objectives relating to concepts and theories are mastered. B. Covers topic in superficial manner. C. Few details are included. | A. Most unit objectives relating to concepts and theories are mastered. B. Topics are covered. C. Includes pertinent details. | A. All unit objectives relating to concepts and theories are mastered. B. Topics are covered in depth. C. Many pertinent details were included. |
| Ethics, Diversity, and Multiculturalism — Demonstrate an understanding of global ethical issues, diversity issues, and multicultural issues in business | A. Little or no evidence of competence in diversity, ethics and multiculturalism. B. Finds it difficult to understand these matters. C. In general, does not interact respectfully in groups whose membership includes such diverse human traits as language, culture, and physical ability. | A. Inconsistently and/or inadequately demonstrates competence in diversity, ethics and multiculturalism. B. Identifies and describes the aspects of a number of cultures, including their own. C. Can work in diverse groups when given the opportunity. D. Appreciates the variety of peoples, cultures and beliefs. E. Is somewhat familiar with the historical struggle for equality and justice. | A. Adequately demonstrates a strong degree of competence in diversity, ethics and multiculturalism. B. Identifies many cultural and linguistic backgrounds and reflects upon cultural and linguistic prejudice. C. Understands cultural, linguistic and physical differences. D. Interacts respectfully with others in the classroom, including his/her instructor. | A. Consistently demonstrates a high degree of competence in diversity, ethics and multiculturalism. B. Strives to be understanding and respectful when working in groups with people who have diverse cultural and linguistic backgrounds and different physical abilities. C. Proactively and compassionately influences others to respect diverse people and cultures. |
| Reasoning and Communication Abilities — Demonstrate the ability to reason critically and creatively about global themes and issues and to communicate these in written and oral form | A. Work is not organized, thorough or cohesive. B. Terms and concepts are not clarified for the audience. C. Few sources enhanced understanding of the topic. D. Presentation is of an inappropriate length. E. Very limited or no use of sources. | A. Work needs improvement with its organization, thoroughness and cohesiveness. B. Most terms and concepts are not clarified for the reader. C. Some sources enhanced understanding of the topic. D. Presentation is almost of appropriate length. E. Limited use of sources. | A. Work is organized, thorough and cohesive. B. Uses some original approach. Terms and concepts are clarified for the reader or audience. C. Sources used enhanced understanding of the topic. D. Presentation is of appropriate length. E. Used some appropriate source(s). | A. Work is highly organized, thorough and cohesive. B. Uses original approach effectively. Terms and concepts are fully clarified for the reader or audience. C. Sources used greatly enhanced understanding of the topic. D. Work is of appropriate length. E. Used multiple appropriate sources. |
| Data Collection, Analysis and Collaborative Problem Solving — Collect, analyze, and evaluate data using valid methodologies to formulate conclusions and offer explanations, and demonstrate ability to understand others and problem solve on global issues in a collaborative | A. Little evidence that the content has been evaluated, analyzed or synthesized. B. No evidence that additional materials were sought. C. No evidence that student can explain why materials were chosen. D. Almost no demonstration of collaborative work. | A. Some evidence that content has been either evaluated or analyzed, but no evidence it has been synthesized. B. Some evidence that additional materials have been sought out. C. Little evidence that student can explain why materials were chosen. D. Almost no demonstration of collaborative work. | A. Evidence that content has been adequately evaluated and analyzed, but not effectively synthesized. B. Clear evidence that student sought out additional source materials and made a good attempt to integrate them into a coherent statement. C. Some attempt to explain why materials were chosen. D. Evidence of collaborative work (e.g., as in a team) is present and adequate. | A. Evidence that all content has been carefully analyzed, evaluated and synthesized. B. Substantial evidence that students sought out and found other relevant sources that have been carefully synthesized. C. Students can carefully explain or defend their reasons for choosing sources in their written work or presentation. D. Ability to work very successfully |

manner

with colleagues or in a team is strongly demonstrated.