

## History Department

### Program Learning Outcomes for History

Students earning the BA in History will:

1. Display knowledge of fundamental themes and narratives in history. This implies the ability to:
  - Discuss diverse time periods, peoples, situations, and societies;
  - Perceive past events and issues in an appropriate historical context;
  - Comprehend the interplay of change and continuity;
  - Grasp the complexity of historical causation;
  - Appreciate the nature of judgments about the past;
  - Read critically to differentiate fact and conjecture, evidence and assertion, and thereby to frame useful questions.
2. Conduct original historical research. This implies the ability to:
  - Design analytical and historiographically significant research questions;
  - Research and analyze historical evidence from both primary and secondary sources;
  - Construct an interpretation that answers the questions posed in the project;
  - Situate the interpretation in the historiography of the topic being analyzed.
3. Communicate historical knowledge and explanations to others. This implies the ability to:
  - Present a historical interpretation in a well-organized, readable, and logical manner;
  - Follow proper rules of grammar and syntax, and accepted style of the profession (Chicago Manual of Style).

Curriculum Matrix for History. The following table represent the sequence of courses and the level of learning.: I = Introduce; D = Develop/Practice, M = Mastery.

Course	Program Learning Outcome 1: Knowledge of fundamental themes and narratives in History			
	Student can discuss diverse time periods, peoples, situations, and societies	Students can identify past events and issues in an appropriate historical context	Students can explain and discuss the interplay of change and continuity and the complexity of historical causation in their writing	Student read critically to differentiate fact and conjecture, evidence and assertion, and thereby to frame useful questions
HIST 151 & 152	I	I	I	I
HIST 280 & 284	I,D	I,D	I,D	I,D
HIST 300 & 301	D	D	D	D
HIST 389, 390 & 393	D	D	D	D
HIST 391	I,D	I,D	I,D	I,D
All other HIST 300 level courses	D	D	D	D
HIST490 & 491	M	M	M	M
All other HIST 400 level courses	D,M	D,M	D,M	D,M
HIST X94	D	D	D	D
HIST X99	D,M	D,M	D,M	D,M

The following rubric is intended for assessments of essay exams and final papers at the 300- and 400-level.

SCALE	Program Learning Outcome 1: Knowledge of fundamental themes and narratives in History
4—Exceptional	Student can develop complex analyses of diverse time periods, peoples, situations, and/or societies with exceptional insight into the historical context and historical causation, and avoids falsehoods and conjecture.
3—Competent	Student can develop basic analyses of diverse time periods, peoples, situations, and/or societies; student is able to articulate cause and effect; student mainly relies on fact and evidence.
2—Emerging	Student can narrate a fundamental description of diverse time periods, peoples, situations, and/or societies but provides little insight and may not always refer to facts or evidence. Limited understanding of cause and effect.
1--Beginning	Student cannot articulate analyses of diverse time periods, peoples, situations, and/or societies with insight. Is unable to narrate cause and effect and relies mostly on conjecture.

Course	Program Learning Outcome 2: Conduct original historical research			
	Students can design analytical and historiographically significant research questions	Students can independently research and analyze historical evidence from both primary and secondary sources	Students can construct an interpretation that answers the questions posed in the project	Students can situate the interpretation in the historiography of the topic being analyzed
HIST 151 & 152	I	I	I	I
HIST 280 & 284	I,D	I,D	I,D	I,D
HIST 300 & 301	D	D	D	D
HIST389, 390 & 393	D	D	D	D
HIST 391	I,D	I,D	I,D	I,D
All other HIST 300 level courses	D	D	D	D
HIST490 & 491	M	M	M	M
All other HIST400 level courses	D,M	D,M	D,M	D,M
HIST X94	D	D	D	D
HIST X99	D,M	D,M	D,M	D,M

Course	Program Learning Outcome 3: Communicate historical knowledge to various audiences	
	Students can present a historical interpretation in a well-organized, readable, and logical manner	Students can follow proper rules of grammar and syntax, and accepted style of the profession (Chicago Manual of Style)
HIST 151 & 152	I	I
HIST 280 & 284	I,D	I,D
HIST 300 & 301	D	D
HIST 389, 390 & 393	D	D
HIST 391	I,D	I,D
All other HIST 300 level courses	D	D
HIST 490 & 491	M	M
All other HIST 400 level courses	D,M	D,M
HIST X94	D	D
HIST X99	D,M	D,M

For Program learning Outcomes 2 and 3, the Department uses the [GE Rubric for Information Literacy](#).

### Rubric for Information Literacy

	Document Conventions	Appropriateness of Sources	Evaluating Sources*	Integrating Sources*
4 (Advanced)	Properly documents citations and sources	All sources are relevant, credible and appropriate	Demonstrates a clear understanding of the materials' criteria for inclusion: authority, timeliness, and accuracy	Synthesizes information with a clear sense of direction/purpose
3 (Competent)	Few errors with citation format	Most of the sources are relevant, credible and appropriate	Demonstrates an adequate examination of the information	Adequately synthesizes information but conclusions or interpretations may seem obvious
2 (Emerging)	Incorrect use of required citation format	Most sources are neither relevant nor credible	Reflects an attempt to examine the information	Exhibits problems in synthesizing information
1 (Beginning)	<ul style="list-style-type: none"> <li>No citations and bibliography</li> <li><b>Note: Any evidence of plagiarism automatically drops the score for this column to a 0.</b></li> </ul>	No relevant or credible sources	Reflects no effort to examine the information	Reflects no synthesis of information

\*These columns simultaneously assess critical thinking