

SLO Report History MA Program

Oct. 29, 2013

In consultation with Helen Bergland (March 11, 2013), the History Department has agreed to discuss revising the SLOs for the History MA and to practice “embedded assessment” for History 501: Introduction to Historical Studies and History 550: Graduate Research Seminar for the 2013-2014 school year.

Michael F. Conlin, Graduate Director, History MA Program

Current EWU History MA SLOs:

Students will:

- understand historical studies, including historical methodology and selected aspects of modern historiography;
- demonstrate factual and bibliographic mastery and the ability to interpret institutional and cultural change in two historical fields;
- conduct effective library research and write a major graduate research paper;
- think critically about historical information and historical problems.

Sample SLOs from other university’s graduate History programs:

University of Wyoming

Students who graduate with an M.A. in History will be able to:

1. produce written work that incorporates consideration of the relevant historiography along with the theory that informs it;
2. construct original historical arguments based on primary source material research;
3. demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively; and
4. develop an ability to convey verbally their thesis research and relevant historiography and theory.

Students who graduate with an M.A.T. in History will be able to:

1. demonstrate the significance of historical topics with reference to broader historical context, historiographic trends, or contemporary relevance;
2. construct original historical arguments using a blend of primary and secondary source material;
3. demonstrate a superior quality of writing both in terms of mechanics and in developing an argument effectively; and
4. convey a broad understanding of historical material suitable for teaching.

From <http://www.uwyo.edu/history/learning-outcomes/>

Cal Poly Pomona

The aim of the MA degree is to create a program of rigor and currency, clearly attractive to both teachers who wish to enhance their knowledge of history and gain greater competence in their teaching, as well as students who may wish to proceed with advanced studies or seek positions with research libraries, or simply study history for its own sake in the most up-to-date environment.

I. A: Student Learning Outcomes of the History MA Program

1. Broad Historical Knowledge

Students will demonstrate that they have gained a broad perspective on the past that enables them to better understand and evaluate the complexities of historical societies, cultures, and individuals, as well as history's relevance to our own times.

2. In-Depth Specialization

Students will demonstrate that they have acquired a clear, advanced, and sophisticated understanding of major themes, problems, issues, and debates in the specialized fields of study in which they will take their comprehensive exams.

3. Critical/Historical Thinking

Students will engage in critical/historical thinking as evidenced by their ability to evaluate factors, forces and players in the themes and subjects under study and to discern global interconnections in world history.

4. Research Skills

Students will demonstrate the research skills required of a beginning professional historian using history methodology and historiography to explore various topics and themes, including social, economic, cultural, political, and technological history.

5. Oral and written communication skills

Students will demonstrate beginning professional historian level proficiency in oral and written communication skills.

From <https://www.class.csupomona.edu/his/programs/2-uncategorised/43-ma-program-curriculum-map>

Marquette University

For the M.A.

Learning Outcome #1. Construct syntheses of factual and historiographical information in two distinct fields of history

The measure used is the comprehensive examination—an eight-hour written examination, with six hours devoted to the student's major field and two hours to a minor field

Learning Outcome # 2. Use historical research tools and methods to write article-length papers on original, historical topics

The measure used was the final M.A. Essay, usually a revised and expanded seminar paper evaluated by the faculty adviser with the DGS using the rubric developed by the graduate faculty

From Georgia Southern University

Student Learning Outcomes for the MA in History. Students will:

Students will demonstrate ability to present and support extended oral arguments about important ideas and concepts of 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 complexities of historical causation.
- Effectively communicate historical arguments to non-specialists.

Students will develop skills in both the mechanics and structure of writing to effectively and skillfully present historical research and argumentation. This implies the ability to:

- Write clearly and effectively about complex ideas;
- Effectively use narrative to tell important stories;
- Follow proper rules of grammar and syntax;
- Use proper Turabian (Chicago Style) forms of citation.

Students will construct original historical arguments based upon competent research in primary materials and present these arguments effectively in a final Thesis or Non-Thesis Project. This implies the ability to:

- Work successfully in archives and other repositories of primary materials;
- Construct convincing interpretations based upon secondary and primary sources and place those interpretations within the historiography of the subject;
- Present historical interpretations and arguments in a well-organized, readable, and logical manner;

- Complete a thesis or other project that reflects the best practices of historians.

Students will demonstrate orally an understanding of the historiography and theory relevant to a thesis or non-thesis project research, and an ability to place work within those historiographical and theoretical frameworks as shown by a Thesis or Non Thesis Project.

This implies the ability to:

- Explain clearly the process or framework used to reach conclusions;
- Place conclusions within a larger historical and historiographical context;
- Defend conclusions reasonably when challenged;
- Consider openly new points of view.

From <http://class.georgiasouthern.edu/history/student-learning-outcomes-for-the-ma-in-history/>