



# UNIVERSITY OF WISCONSIN WHITEWATER

## ACADEMIC ASSESSMENT

### HISTORY EDUCATION

#### MISSION STATEMENT

The Department of History supports the University of Wisconsin System's mission to develop in its students "heightened intellectual, cultural, and humane sensitivities...professional and technological expertise; and a sense of value and purpose." As students in a liberal arts discipline, history majors and minors are expected to develop:

- An understanding of the subject matter of history that is broad geographically, temporally, and thematically;
- An understanding of historical methods that allows them to independently analyze and assess historical source material from a variety of critical perspectives; and
- The research, writing, and cognitive skills needed to perform at a high level as lifelong learners and to enter or pursue advanced training in professional fields such as teaching, public history, law, journalism, and business.

In addition to providing a high-quality undergraduate program for its majors and minors, the History Department is also dedicated to:

- Enriching the educational experience of all UW-W students through the provision of courses (face-to-face, online, and travel study) that contribute to goals of general education, including the cultivation of an understanding of diversity and international perspectives;
- Contributing to the expansion of knowledge by encouraging and facilitating original research by faculty, academic staff, and students; and
- Serving the needs of the university and broader communities in southeastern Wisconsin through internship programs, in-service training for teachers, and other forms of professional and public service.

#### STUDENT LEARNING OUTCOMES

*Student learning outcomes (SLOs) are statements of what a student will know or be able to do when they have completed a program. They represent the knowledge and skills a program has determined are most important for students to gain from that program. The most useful SLOs are specific and measurable so the program can accurately assess the degree to which students have achieved each outcome, and they align with college and institution mission and values. Data on achievement of SLOs is used to make improvements in the program and increase student success.*

Students who graduate from UW-Whitewater with a degree in History Education will meet the following student learning outcomes:

Subject Matter Objectives:

- Knowledge of ancient, medieval, and modern history of western civilization.
- Knowledge of the history of the United States since its pre-colonial origins, encompassing both its internal development and relationships with the world.
- Knowledge of the history of one or more of the following regions: Latin America, Asia, Africa, or the Middle East.
- An understanding of historical methods, the evolution of the discipline of history, theories of historical inquiry, and major historiographic debates.

Cognitive Development Objectives:

- The ability to explain historical change and continuity in terms of periodization, causation, motivation, consequences, and multiple agents of change.
- The ability to apply abstractions to historical particulars, analyze and evaluate historical sources, including inferences that can be drawn from those sources, and synthesize historical evidence into new patterns.

Skills Objectives:

- The ability to locate, assess, order, and communicate pertinent historical data using appropriate electronic and traditional research methods.
- The ability to pose a meaningful historical question, and then design and execute an analytical research project to investigate that question.
- The ability to write persuasive and polished historical essays [prose] with proper citation of sources.

In addition, students who minor in History Education will also meet the following education standards from the Interstate New Teacher Assessment and Support Consortium (INTASC):

- **[Standard 1: Content Pedagogy]** He or she must understand the central concept and structure of discipline and it must be created in such a way that students can learn from it effectively.
- **[Standard 2: Student Development]** The teacher must be able to understand the student's ability to grasp things and must come up with the methods that can offer better personality development of the students.
- **[Standard 3: Diverse Learners]** The teacher must know that the students have different capabilities of learning and based on that must train them.
- **[Standard 4: Multiple Instructional Strategies]** The teacher must be able to understand and use a variety of instructional strategies so that they are able to solve problems, think critically and show better performance.
- **[Standard 5: Management and Motivation]** The teacher must be able to understand individuals and create a learning environment to encourage positive social interactions, self-motivation and active learning engagement.

- **[Standard 6: Technology and Communication]** The teacher should use verbal, non-verbal and media communication to impart knowledge in the students for their better understanding of the subject matter.
- **[Standard 7: Planning]** It is highly recommended that the teacher must be able to plan various things for students such as curriculum, community and students, and knowledge of subject matter.
- **[Standard 8: Assessment]** The teacher assesses the students formally or informally to evaluate the social, intellectual and physical development of the students.
- **[Standard 9: Reflective Practice: Professional Development]** The teacher is considered a reflective practitioner who can evaluate the effects of the choices and actions on others and prepares students to face the world professionally as well.
- **[Standard 10: School and community Involvement]** The last standard of [INTASC standards](#) is to develop the relationship amongst students, colleagues, society, parents and various other agencies to support learning and well-being.