## Undergraduate Degree Program

**Program - SIPA History SLO (BA)**

### Mission Statement

Students will understand past times and cultures and also contextualize the world in which we live based on that understanding through a knowledge base in the discipline. Students will be trained in critical thinking skills, research, and writing.

### History Outcomes

**FIU graduates should be able to achieve the following:**

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<tr>
<th>Content Knowledge and Skills (including Technology)</th>
<th>Direct Measures</th>
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<tbody>
<tr>
<td><strong>Disciplinary Knowledge</strong></td>
<td>Procedure:</td>
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| Graduates will use appropriate primary and secondary sources to demonstrate an understanding of events, people, and/or ideas and their correct historical context. | **Assessment Instrument:** Rubric  
**Assessment Method:** A team of faculty members will assess the final papers and research presentations asking:  
1-Does the presentation demonstrate a thorough understanding of the historical context and topic, with precise explanation of key concepts?  
2-Does the paper demonstrate a detailed understanding of the historical period under consideration through explanation of historical terms and inclusion of specific dates, places, and people as appropriate?  
3-Does the student assemble creative and varied historical sources, both primary and secondary?  
4-Does the paper demonstrate proficiency with the appropriate technology required to conduct research (library catalog, journal and primary source databases, etc)?  
**Course Assessed:** N/A  
**Sampling:** One seminar class or 10% or students in senior seminar classes, whichever is greater.  
**Minimum Criteria for Success:** Students will achieve acceptable or better. Acceptable is a "yes" response to at least 2 of the 4 questions. |

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<tr>
<th><strong>Critical Thinking</strong></th>
<th><strong>Direct Measures</strong></th>
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| Graduates will evaluate the evidence/arguments in a variety of primary and secondary sources, and synthesize and analyze these sources in such a way that they are able to reach new conclusions that are not immediately obvious from the sources. | **Assessment Instrument:** Rubric  
**Assessment Method:** A team of faculty will evaluate senior seminar research papers and presentations asking:  
1-Does the presentation clearly articulate the topic, question, and argument made in the research?  
2-Does the paper identify and summarize a historical problem or question?  
3-Does the paper identify problems or holes in the primary or secondary literature?  
4-Does the paper analyze the sources in an innovative and sophisticated way?  
**Course Assessed:** N/A  
**Sampling:** One seminar class or 10% or students in senior seminar classes, whichever is greater.  
**Minimum Criteria for Success:** Students will achieve acceptable or better. Acceptable is a "yes" response to at least 2 of the 4 questions. |
<table>
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<th>Communication (Oral or Written)</th>
<th>Direct Measures</th>
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<td><strong>Oral Communication</strong></td>
<td><strong>Procedure:</strong></td>
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| Graduates will present their research, structuring and explaining it in a way that clearly communicates their topic, question, argument, and evidence, and in a way that the audience can follow and is engaged. | **Assessment Instrument:** Rubric  
**Assessment Method:** A team of faculty will attend the presentations for a senior seminar and consider:  
1- Does the presentation demonstrate a thorough understanding of the historical context and topic, with precise explanation of key concepts?  
2- Does the presentation clearly articulate the topic, question, and argument made in the research?  
3- Is the presentation organized so that main points are clear, supporting evidence provided, and transitions create clear progress towards a conclusion?  
4- Does the presentation capture the audience’s attention?  
**Course Assessed:** N/A  
**Sampling:** One seminar class or 10% or students in senior seminar classes, whichever is greater.  
**Minimum Criteria for Success:** Students will achieve acceptable or better. Acceptable is a "yes" response to at least 2 of the 4 questions. |
| **Written Communication**        | **Procedure:**  |
| Graduates will write a paper that has a clear thesis, evidence organized into logical sections, and a conclusion, and that demonstrates the ability to use English for written expression at the college level. | **Assessment Instrument:** Rubric  
**Assessment Method:** A team of faculty will assess the final presentations and papers from a research seminar asking:  
1- Does the introduction clearly state the argument of the paper in a clear and clearly identifiable thesis statement?  
2- Does each paragraph clearly contribute to the main thesis?  
3- Does each paragraph contribute to the argument of the paper?  
4- Is the paragraph not only clear in meaning but also largely free of grammar/ punctuation errors, wording issues, or typos?  
**Course Assessed:** N/A  
**Sampling:** One seminar class or 10% or students in senior seminar classes, whichever is greater.  
**Minimum Criteria for Success:** Students will achieve acceptable or better. Acceptable is a "yes" response to at least 2 of the 4 questions. |