# General Education Assessment and Review Form historical Studies 5/22

Please attach/ submit additional documents as needed to fully complete each section of the form.

## i. Course Information

Department: Course Number:   
  
Course Title:

Type of Request: New\* One-time Only Renew Change Revise w/ Assessment Remove   
Course offered: Fall Spring Intermittent Summer Winter Multiple sections Next Offered:   
\*If course does not exist in the catalog, an [e-curr](https://www.umt.edu/winapps/adminfin/eCurr) form is also required.

Justification for course level   
Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

addITIONAL INFORMATION (FOR oche DATABASE):

In which [MUS Core Category](https://mus.edu/Transfer/MUScore.asp), does this course fit?   
Does the course include content regarding cultural heritage of American Indians?

## II. Endorsement / Approvals

\* Instructor: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_  
 Phone / Email:   
Program Chair: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_  
Dean: Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_

\*Form must be completed by the instructor who will be teaching the course. If there are multiple sections or instructors, the form must be completed by the lead instructor or the department chair. It would be helpful for first-time faculty assigned to teach general education courses to be informed of the requirements.

## III. Description and Purpose

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See [Preamble](http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx)

## IV. Criteria

Briefly explain how this course satisfies the criteria for the group.

The primary purpose of courses in this perspective is to explore the historical contexts and narratives of human behavior, ideas, institutions, and societies through an analysis of their patterns of development or differentiation in the past. These courses are wide-ranging in chronological, geographical, or topical focus. They introduce students to methods of inquiry that enable them to understand and evaluate the causes and significance of events, texts, or artifacts.

## V. Student Learning OUTCOMES and ASSESSment

|  |  |  |
| --- | --- | --- |
| learning outcome | Briefly Describe the content taught for each learning outcome . | describe how each learning outcome is measured.  Provide specific examples of assignments, rubrics or test questions that directly measure the extent to which students have achieved each learning outcome below. (See [example](https://www.umt.edu/faculty-senate/documents/forms/GenEd/AAST_141_Gen_Ed_Form_-_Fall_2019_-_H_designation.pdf).) Attach or provide a web link to relevant assessment materials if applicable. |
| 1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts. |  |  |
| 2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events. |  |  |

## VI. Assessment REPORT

**General Education Assessment Report** If this information is not yet available, Section VI.A-D must be completed after the next offering (re-submit the entire form with these sections completed by the curriculum deadline). Your course will be granted provisional status until the report is received. Report not required for one-time-only general education offerings.   
  
**A. Achievement Targets**  
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

**Assessment findings and action plans / use of data**

|  |  |  |
| --- | --- | --- |
| learning outcome | B. Assessment findings **What were the results/findings, and what is your interpretation/analysis of the data?** (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (NOT overall course grades). The most useful data indicates where students’ performance was stronger and where it was weaker. Attach charts/tables if applicable. | C. Assessment Action Plans / use of Data Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon the findings. Please include a timeframe for the changes. |
| 1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts. |  |  |
| 2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events. |  |  |

## VII. Syllabus and submission

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221, faculty.senate@mso.umt.edu. **The learning goals for the Historical Studies Group must be included on the syllabus**. An electronic copy of the original signed form is acceptable.