

Learning Outcomes for an AOC in History	Content Knowledge	Communication Skills	Critical Thinking
1. Students can find, select and interpret various types of historical evidence carefully.	X		X
2. Students can place both primary and secondary sources in appropriate historical and historiographical context, with attention to chronology, geography, and methodology.	X		X
3. Students can understand, synthesize, and engage with the ideas of others.	X	X	X
4. Students can identify and evaluate continuity and change, causality and coincidence, voice and agency.			X
5. Students can accept and/or resolve differing perspectives or conflicting evidence responsibly.		X	X
6. Students can formulate a persuasive analytical argument, and use evidence to support it.		X	X
7. Students can present their ideas clearly and professionally to audiences both familiar and unfamiliar with a given topic, in both oral and written format.		X	

Measures to track student progress:

Beginning and continuing students in courses are evaluated on the basis of homework assignments, essay exams, short written responses to assigned texts, short papers, term papers, oral presentations, small and large group work, and participation in class discussions. This combination of evaluative tools allows each student to gain a picture of his or her progress in acquiring both the vocabulary of history and the scholarly approaches used by the field. Evaluative comments are summarized at the end of each semester in a narrative course evaluation.

A member of the History faculty (usually the student's academic advisor) reviews all aspects of a student's work in the fifth term before s/he is allowed to declare History as his/her area of concentration; again when s/he submits a Thesis Prospectus in the sixth term; and again at his/her baccalaureate exam via a progress chart available to all interested students (attached, page 3).

Academic Activities	Corresponding Outcomes
A. Completion of a clearly-written and persuasively-argued thesis incorporating the original analysis of primary sources and comprehensive secondary research on his/her chosen topic.	1–7
B. A successful oral defence of the structure and concepts of the thesis—as well as positioning it in broader historical perspective—in the baccalaureate exam.	2–7
C. A satisfactory evaluation in Historical Methods.	1–7
D. Compilation of a transcript featuring historical breadth (courses in a range of periods and geographical areas) and depth (both introductory and advanced courses).	2–5
E. Compilation of a transcript featuring a relevant range of courses in complementary disciplines in the humanities, social sciences, and/or natural sciences.	2–5
F. Familiarity with a range of global perspectives through competence in a second language, and/or off-campus study and travel.	4, 5, 7
G. Experience working with primary sources in an archive, museum, library, or other historical institution, either through an internship or independent research.	1, 2, 4
H. Publication of his/her work, or presentation of same at an academic conference.	6, 7