

**PROGRAM ASSESSMENT REPORT**  
*East Central University*

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**Program Name:** History

**College/School Name:** College of Liberal Arts and Social Sciences

**Academic Year Assessed:** 2020-2021

**Assessment Report Requirements:**

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
  - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
  - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
  - Program Name Degree Level Asmt Report AY XXXX-XX
  - e.g., Art BFA Asmt Report AY 2020-21
  - e.g., Ed Leadership MEd Asmt Report AY 2020-2021

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- 9. Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:**

**UGRP\_ECU Unit Assessment Team >> General channel >> Files.**

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**Assessment Plan, Data, and Analysis**

**Mission Statements & Goals**

**EAST CENTRAL UNIVERSITY MISSION STATEMENT:**

**We educate and empower students to understand and transform our world.**

**PROGRAM GOAL(S):**

The History Department's major program goal is to develop critical thinking skills giving students opportunities for employment in fields such as teaching, industry, business, government and preparation for additional studies.

**ASSESSMENT ACROSS THE PROGRAM STATEMENT:**

The History program will assess its students at the beginning, midpoint, and end of the program. The History department plans for the beginning assessment data set to be drawn from an assessment instrument deployed in HIST 2483 by extracting instruments submitted by History first-semester freshmen. The midpoint assessment data set will be drawn from an assessment instrument deployed in HIST 2493 by extracting instruments submitted by History second-semester freshmen, sophomores, and first semester juniors. The end assessment data set will be drawn from instruments provided by HIST 3333 and HIST 3343.

**EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:**

YES.

- (Oklahoma Subject Area Test (OSAT) U.S. History/Oklahoma History/Government/Economics)
- (Oklahoma Subject Area Test (OSAT) World History/Geography)

**STUDENT LEARNING OUTCOME 1:**

Students should be able to research and write essays, lectures, lesson plans, and papers reflecting baccalaureate level writing skills in a style appropriate for the field of history.

- Students are expected to explore, evaluate, and examine issues, patterns, and themes in an historical context.
- Students should learn to weigh and interpret primary and secondary sources and present a sustained argument supported by the historical evidence.
- Students should become familiar with the major historiographical debates within the scholarly literature.
- Students are expected to develop research skills and complete research projects.

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- Students will be expected to clearly and efficiently express themselves through written communication skills.

#### **Criterion 1.1:**

Students will clearly and efficiently express themselves through written communication skills.

#### **Population/Course 1.1.1:**

All majors (senior portfolios gathered in HIST 3333: World History Vistas and HIST 3343: U.S. History Vistas examined).

#### **Instrument/Measurement:**

Portfolio of written assignments (including student generated essay test responses embedded in World History Vistas and U.S. History Vistas).

Scoring instrument per assignment:

5--excellent, with many notable strengths to engage readers

4--strong, with some notable strengths to engage readers

3--acceptable, a competent though basic performance

2--significant deficiencies which discourage reader access

1--inadequate for most rhetorical situations

Contextualization of data: World History Vistas and U.S. History Vistas Faculty evaluate a portfolio of student writing every semester based upon the scoring instrument provided. The average score is calculated and the number of students earning an acceptable (3) or better is recorded. These numbers therefore reflect the faculty's assessment of our students' competency in written composition.

#### **Standard:**

At least 75% of students scoring at acceptable or higher (in reflection of acceptable university fail/withdrawal policies).

#### **Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	1-5	4.46	91	22
2019-2020	3-5	4.36	100	14
2018-2019	1-5	4.21	95	19
2017-2018	ND	3.5	100	18
2016-2017	ND	4.29	94	17

NOTE: Score range data reported beginning 2017-2018 academic year.

#### **Analysis Table:**

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Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard is currently being met with 91% scoring acceptable or higher while the standard calls for only 75% scoring acceptable or higher.
3. Discuss possible reasons why the unit performed as it did this year.	Instruction, especially from Writing in History courses, focus on paper composition.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Students have consistently scored high on this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to collect data for this criterion; program may wish to revise standard in order to better distinguish trends.

#### **Population/Course 1.1.2:**

History and History (Teacher Certification) major second-semester freshmen, sophomores, and first-semester juniors enrolled in HIST 2493.

#### **Instrument/Measurement:**

Portfolio of written assignments collected in HIST 2493.

Scoring instrument per assignment:

5--excellent, with many notable strengths to engage readers

4--strong, with some notable strengths to engage readers

3--acceptable, a competent though basic performance

2--significant deficiencies which discourage reader access

1--inadequate for most rhetorical situations

Contextualization of data: Faculty evaluates a portfolio of written assignments for every student in HIST 2493. Second-semester freshmen, sophomores, and first-semester juniors were then extracted to provide the population for the data. The average score is calculated and the number of students earning an acceptable (3) or better is recorded. These numbers therefore reflect the faculty's assessment of our students' competency in written composition.

#### **Standard:**

At least 75% of students scoring at acceptable or higher (in reflection of acceptable university fail/withdrawal policies).

#### **Data Table:**

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<b>Academic Year</b>	<b>Range of Scores</b>	<b>Mean of Scores</b>	<b>Percent Pass Rate</b>	<b>n</b>
2020-2021	4-5	4.5	100%	2
2019-2020	ND_COVID19	ND_COVID19	ND_COVID19	ND_COVID19
2018-2019	3-4	3.5	100%	6
2017-2018	ND	ND	ND	ND
2016-2017	ND	ND	ND	ND

NOTE: Data collection on this instrument began in 2018-2019 academic year.

**Analysis Table:**

<b>Analysis Question</b>	<b>Analysis Response</b>
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard is currently being met with 100% scoring acceptable or higher while the standard calls for only 75% scoring acceptable or higher.
3. Discuss possible reasons why the unit performed as it did this year.	Significant instruction focused upon written composition in coursework.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Not many years of data yet available.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to collect data.

**Criterion 1.2:**

Student performance in writing on a subject in American history in a timed-test context.

**Population/Course:**

Teacher Certification majors who take the exam

**Instrument/Measurement (See Appendix A for detailed explanation of U.S. History OSAT):**

Writing section on the OSAT exam for U.S. History.

Contextualization of Data: These data represent student scores on the constructed response (essay portion) of the Oklahoma teacher certification exam for U.S. History.

**Standard:**

At least 80% of students pass the Constructed Response portion of the exam (section is scored with 240 as passing; 80% reflects acceptable levels for program accreditation).

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**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND	222	57%	7
2019-2020	199-249	224	50%	2
2018-2019	199-249	224	50%	2
2017-2018	ND	235	57%	7
2016-2017	ND	224	44%	9

NOTE: Score range data is only intermittently reported.

**Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NOT MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently students are not meeting this standard with only 57% passing this section of the test.
3. Discuss possible reasons why the unit performed as it did this year.	The instrument requires students to compose an essay response to a question that may be drawn from any topic in American history so it may be hit or miss.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Our students consistently struggle to meet the standard in this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to focus on preparing students for "cold question" essays in U.S. History Vistas course.

**Criterion 1.3:**

Student performance in writing on a subject in world history in a timed-test context.

**Population/Course:**

Teacher Certification majors who take the exam.

**Instrument/Measurement (See Appendix B for detailed explanation of World History OSAT):**

Writing section on the OSAT exam for World History.

Contextualization of Data: These data represents student scores on the constructed response (essay portion) of the Oklahoma teacher certification exam for World History.

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**Standard:**

At least 80% of students pass the Constructed Response portion of the exam (section is scored with 240 as passing; 80% reflects acceptable levels for program accreditation).

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND	225	75%	4
2019-2020	240	240	100%	1
2018-2019	ND	ND	ND	0
2017-2018	ND	ND	ND	0
2016-2017	ND	216	40%	5

NOTE: Score range data is only intermittently reported.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	NOT MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Standard is not currently being met and fell just short of the 80% passage rate set by the standard with a 75% passage rate.
3. Discuss possible reasons why the unit performed as it did this year.	The instrument requires students to compose an essay response to a question that may be drawn from any topic in American history so it may be hit or miss. This year was a near miss.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Previous years show mixed results. Some years no students took the exam. Other years had passage rates as low as 40%.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to focus on preparing students for "cold question" essays in World History Vistas course.

**Criterion 1.4:**

Student satisfaction with instruction in history major.

**Population/Course:**

History majors who take the Office of Institutional Effectiveness Student Satisfaction Survey

**Instrument/Measurement:**

Office of Institutional Effectiveness Student Satisfaction Survey: Critical thinking skill satisfaction within major program

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Statement Evaluated by Students and Explanation of Numerical Scale:

"My major program is teaching me critical thinking skills needed in my area of study."

Level of Satisfaction

- 1) Not at all Satisfied
- 2) Somewhat Not Satisfied
- 3) Neutral
- 4) Somewhat Satisfied
- 5) Very Satisfied

#### **Standard:**

At least 60% somewhat satisfied or very satisfied that the program is teaching critical thinking skills needed in history.

#### **Data Table:**

Academic Year	Range of Scores	History Program Students Reporting "Very Satisfied" or "Somewhat Satisfied" that the program is teaching critical thinking skills needed in history as an area of study	Percent Pass Rate	n
2020-2021	5	7	100%	7
2019-2020	3-5	14	78%	18
2018-2019	3-5	7	87%	8
2017-2018	ND	8	89%	9
2016-2017	ND	4	80%	5

NOTE: Score range not available until 2018-2019 academic year.

#### **Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently the standard is being met with 100% of students indicating "very satisfied" or "somewhat satisfied".
3. Discuss possible reasons why the unit performed as it did this year.	Students believe that the program is doing reasonably well at teaching critical thinking skills.

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4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Generally there has been a consistent level of satisfaction indicated by the surveys.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to look for trends regarding student views as indicated by the surveys.

#### **STUDENT LEARNING OUTCOME 2:**

Students should be able to understand a common body of Historical knowledge.

#### **Criterion 2.1:**

Student demonstration of understanding of the common body of American History knowledge necessary to teach at the secondary education level.

#### **Population/Course:**

Teacher Certification majors who take the exam

#### **Instrument/Measurement (See Appendix A for detailed explanation of U.S. History OSAT):**

American History component of the Oklahoma Teacher Certification Exam.

Contextualization of Data: These data represent student scores on multiple choice component of the Oklahoma teacher certification exams for U.S. history. As an exam that tests the entire range of U.S. history it is a good indication of mastery of historical content.

#### **Standard:**

At least 80% of students passing the American History section of the Teacher Certification Exam (section is scored with 240 as passing; 80% reflects acceptable levels for program accreditation).

#### **Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND	279	100%	7
2019-2020	266-271	269	100%	2
2018-2019	261-282	271	100%	2
2017-2018	ND	257	86%	6
2016-2017	ND	265	100%	9

NOTE: Score range data is only intermittently reported.

#### **Analysis Table:**

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Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently meeting the standard with 100% passage rate.
3. Discuss possible reasons why the unit performed as it did this year.	Program is doing a good job of equipping students with content knowledge needed to pass the exam.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	A 100% passage rate has not been unusual over the last 5 years although it has not always been achieved. The exam only reports the score for American History and does not reflect sub-scores for different chronological eras, complicating analysis.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The program should continue to monitor this data to ensure that the passage rate remains high.

**Criterion 2.2:**

Student demonstration of understanding of the common body of World History knowledge necessary to teach at the secondary education level.

**Population/Course:**

Teacher certification majors who take the exam.

**Instrument/Measurement (See Appendix B for detailed explanation of World History OSAT):**

World History component of the Oklahoma Teacher Certification Exam.

Contextualization of Data: These data represent student scores on multiple choice component of the Oklahoma teacher certification exams for World history. As an exam that tests the entire range of World history it is a good indication of mastery of historical content.

**Standard:**

At least 80% of students passing the World History section of the Teacher Certification Exam (section is scored with 240 as passing; 80% reflects acceptable levels for program accreditation).

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND	260	100%	4
2019-2020	242	242	100%	1
2018-2019	ND	ND	ND	0

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2017-2018	ND	ND	ND	0
2016-2017	ND	245	80%	5

NOTE: Score range data is only intermittently reported.

**Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently meeting the standard with 100% passage rate.
3. Discuss possible reasons why the unit performed as it did this year.	The program does a good job of equipping students with content knowledge needed to pass the exam.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Student performance on the exam has been consistently good when data has been available.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to monitor the data and ensure that passage rates remain high.

**Criterion 2.3:**

Student demonstration of understanding of the common body of knowledge in American History appropriate for History Major graduates.

**Population/Course:**

All history and history (teacher certification) majors.

**Instrument/Measurement:**

Departmental American History Content Proficiency Exam.

Contextualization of data: These data reflect student scores on a departmentally generated American history exam. These exams were created by the department to measure student content mastery in American history based upon the faculty's identification of essential information that our students should know.

**Standard:**

At least 75% of students should perform at 60% or better (in reflection of acceptable university fail/withdrawal policies).

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
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2020-2021	90-100	95	100%	11
2019-2020	86-98	92	100%	16
2018-2019	86-100	92	100%	18
2017-2018	ND	86	100%	18
2016-2017	ND	90	100%	11

NOTE: Range of scores was not recorded until 2018-2019 academic year.

**Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	YES
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Program met the standard with 100% of students scoring at the required level.
3. Discuss possible reasons why the unit performed as it did this year.	Program does a good job of equipping students with the content knowledge needed to do well on this exam.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Students have consistently scored high on these exams.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to monitor the data to ensure that a high passage rate continues.

**Criterion 2.4:**

Student demonstration of understanding of the common body of knowledge in World History appropriate for history major graduates.

**Population/Course:**

All history and history (teacher certification) majors.

**Instrument/Measurement:**

Departmental World History Content Proficiency Exam.

Contextualization of data: These data reflects student scores on a departmentally generated World history exam. These exams were created by the department to measure student content mastery in American history based upon the faculty's identification of essential information that our students should know.

**Standard:**

At least 75% of students should perform at 60% or better (in reflection of acceptable university fail/withdrawal policies).

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**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	62-98	88	100%	18
2019-2020	43-91	68	78%	18
2018-2019	48-90	80	60%	15
2017-2018	ND	87	100%	18
2016-2017	ND	66	73%	15

NOTE: Range of scores was not recorded until 2018-2019 academic year.

**Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The program continues to meet this standard with 100% scoring at the required level.
3. Discuss possible reasons why the unit performed as it did this year.	The program does a good job of equipping students with the content knowledge needed to do well on this exam.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Over the last several years there has been some variation in the data but no discernable trends.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to monitor the data to ensure that passage rates remain high.

**STUDENT LEARNING OUTCOME 3:**

Students should be able to conduct original research that leads to a project contributing to historical knowledge.

**Criterion 3.1:**

Student demonstration of ability to conduct research using primary sources.

**Population/Course:**

All History and History (Teacher Certification) majors enrolled in HIST 3883: Writing in History.

**Instrument/Measurement:**

End notes from student produced research paper evaluated using the Chicago Manual Style in the student produced paper from HIST 3883.

Scoring instrument per assignment:

5—excellent work reflecting professional level of citation accuracy

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- 4—good work reflecting near professional level of citation accuracy
- 3—average work reflecting general competence but some flaws in citation accuracy.
- 2—below average work reflecting some significant deficiencies in citation accuracy
- 1—unacceptable or inadequate work with many significant failures in citation accuracy

Contextualization of data: These scores are based upon faculty evaluation of student research papers created in the Writing in History course that all majors must take in order to graduate from the program. This criterion evaluates those papers for their use of properly formatted citations of sources. This instrument is used for four criteria because it is required of all majors and is effective for measurement of various skills found in multiple criteria. The Writing in History paper represents the culmination of a semester of work that includes independent research of a historical topic and composition of a paper as would be suitable for publication in a scholarly journal.

**Standard:**

At least 75% of students score a 3 or better on measurement of this instrument (in reflection of acceptable university fail/withdrawal policies).

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	3-5	3.75	100%	16
2019-2020	2-5	4.53	94%	17
2018-2019	3-5	3.91	100%	11
2017-2018	ND	3.27	94%	18
2016-2017	ND	4.62	100%	17

NOTE: Range of scores not recorded until 2018-2019 academic year.

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently the program is meeting the standard with 100% scoring a 3 or better.
3. Discuss possible reasons why the unit performed as it did this year.	Writing in history courses are structured to address this criterion among others.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Our students have been doing consistently well on this criterion.

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5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)

Continue to monitor student performance to ensure the program is addressing this criterion.

#### **Criterion 3.2:**

Student demonstration of ability to place research in historical context.

#### **Population/Course:**

All History and History (Teacher Certification) majors enrolled in HIST 3883: Writing in History.

#### **Instrument/Measurement:**

Text of student produced research paper from HIST 3883.

Scoring instrument per assignment:

5—excellent work reflecting professional contextualization of research topic

4—good work reflecting near professional contextualization of research topic

3—average work reflecting general competence but some flaws in contextualization of research topic.

2—below average work reflecting some significant deficiencies in contextualization of research topic

1—unacceptable or inadequate work with many significant failures in contextualization of research topic

Contextualization of data: These scores are based upon faculty evaluation of student research papers created in the Writing in History course that all majors must take in order to graduate from the program. This criterion evaluates those papers for their placement of research in its historical context. For instance, if the student researches the activities of an individual, has that student placed these activities in the social and political context of their time. This instrument is used for four criteria because it is required of all majors and is effective for measurement of various skills found in multiple criteria. The Writing in History paper represents the culmination of a semester of work that includes independent research of a historical topic and composition of a paper as would be suitable for publication in a scholarly journal.

#### **Standard:**

At least 75% of students score a 3 or better on measurement of this instrument (in reflection of acceptable university fail/withdrawal policies).

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**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	3-5	3.68	100%	16
2019-2020	2-5	4.53	94%	17
2018-2019	3-5	4.09	100%	11
2017-2018	ND	3.44	94%	18
2016-2017	ND	4.57	100%	17

NOTE: Range of scores not recorded until 2018-2019 academic year.

**Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently the program is meeting the standard with 100% scoring a 3 or better.
3. Discuss possible reasons why the unit performed as it did this year.	Writing in History course is structured to address this criterion among others.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Our students have been consistently performing well in this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to monitor student performance in this criterion to confirm that students are meeting program expectations.

**Criterion 3.3:**

Student demonstration of ability to write a paper that communicates the thesis and the conclusions of the research in mechanically proficient prose.

**Population/Course:**

All History and History (Teacher Certification) majors enrolled in HIST 3883: Writing in History.

**Instrument/Measurement:**

Text of student produced research paper from HIST 3883.

Scoring instrument per assignment:

5—excellent work reflecting professional communication of thesis and conclusions in mechanically proficient prose.

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- 4—good work reflecting near professional communication of thesis and conclusions in mechanically proficient prose.  
3—average work reflecting general competence but some flaws in communication of thesis and conclusions in mechanically proficient prose.  
2—below average work reflecting some significant deficiencies in communication of thesis and conclusions in mechanically proficient prose.  
1—unacceptable or inadequate work with many significant failures in communication of thesis and conclusions in mechanically proficient prose.

Contextualization of data: These scores are based upon faculty evaluation of student research papers created in the Writing in History course that all majors must take in order to graduate from the program. This criterion evaluates those papers for their communication of the thesis and conclusions of their research in effective prose. This instrument is used for four criteria because it is required of all majors and is effective for measurement of various skills found in multiple criteria. The Writing in History paper represents the culmination of a semester of work that includes independent research of a historical topic and composition of a paper as would be suitable for publication in a scholarly journal.

#### **Standard:**

At least 75% of students score a 3 or better on measurement of this instrument (in reflection of acceptable university fail/withdrawal policies).

#### **Data Table:**

<b>Academic Year</b>	<b>Range of Scores</b>	<b>Mean of Scores</b>	<b>Percent Pass Rate</b>	<b>n</b>
2020-2021	3-5	3.63	100%	16
2019-2020	3-5	4.65	100%	17
2018-2019	3-5	4.09	100%	11
2017-2018	ND	3.50	100%	18
2016-2017	ND	4.28	100%	17

NOTE: Range of scores not recorded until 2018-2019 academic year

#### **Analysis Table:**

<b>Analysis Question</b>	<b>Analysis Response</b>
1. Was your standard met or not met for the year?	MET
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently the program is meeting the standard with 100% scoring a 3 or better.
3. Discuss possible reasons why the unit performed as it did this year.	Writing in History course is structured to address this criterion among others.

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4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Our students are consistently doing well in this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to monitor student performance in this criterion to assure that the program is meeting its goals.

#### **Criterion 3.4:**

Student demonstration of ability to evaluate and critique historical writing through the identification of the thesis; use of primary and secondary sources; and writing style.

#### **Population/Course:**

All History and History (Teacher Certification) majors enrolled in HIST 3883: Writing in History.

#### **Instrument/Measurement:**

Text of student produced research paper from HIST 3883.

Scoring instrument per assignment:

5—excellent work reflecting professional identification of the thesis; use of primary and secondary sources; and writing style.

4—good work reflecting near professional identification of the thesis; use of primary and secondary sources; and writing style.

3—average work reflecting general competence but some flaws in identification of the thesis; use of primary and secondary sources; and writing style.

2—below average work reflecting some significant deficiencies in identification of the thesis; use of primary and secondary sources; and writing style.

1—unacceptable or inadequate work with many significant failures in identification of the thesis; use of primary and secondary sources; and writing style.

Contextualization of data: These scores are based upon faculty evaluation of student research papers created in the Writing in History course that all majors must take in order to graduate from the program. This criterion evaluates those papers for their evaluation of historical writing and use of sources. For instance, did students use a critical eye in interpreting primary accounts or did they just accept them as “the truth” without question. Were students adept in their analysis of sources by successfully identifying the argument and thesis of the author or was their analysis deficient in some manner. This instrument is used for four criteria because it is required of all majors and is effective for measurement of various skills found in multiple

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criteria. The Writing in History paper represents the culmination of a semester of work that includes independent research of a historical topic and composition of a paper as would be suitable for publication in a scholarly journal.

**Standard:**

At least 75% of students score a 3 or better on measurement of this instrument (in reflection of acceptable university fail/withdrawal policies).

**Data Table:**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	3-5	3.56	100%	16
2019-2020	2-5	4.53	94%	17
2018-2019	3-5	3.63	100%	11
2017-2018	ND	4.10	94%	18
2016-2017	ND	4.28	100%	17

NOTE: Range of scores not recorded until 2018-2019 academic year.

**Analysis Table:**

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	YES
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	Currently the program is meeting the standard with 100% scoring a 3 or better.
3. Discuss possible reasons why the unit performed as it did this year.	Writing in History course is structured to address this criterion among others.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Our students have been consistently performing well in this criterion.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Continue to monitor student performance in this criterion in order to assure that the program is meeting its goals.

Summary Table of Student Learning Outcomes/Criteria/Instruments				
Student Learning Outcomes	Criteria/Instrument (modify table to fit your plan)	Direct/Indirect Measure	Met	Not Met
SLO1: Students should be able to research and write	1.1.1: Student performance on writing assignments related to the major (writing portfolio).	Direct	X	

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essays, lectures, lesson plans, and papers reflecting baccalaureate level writing skills in a style appropriate for the field of history.	1.1.2: Student performance on writing assignments related to the major (midpoint assessment cohort).	Direct	X	
	1.2: Student Performance on the American History constructed response on the Oklahoma Teacher Certification Exam.	Direct		X
	1.3: Student Performance on the World History constructed response on the Oklahoma Teacher Certification Exam	Direct		X
	1.4: Student response to survey on satisfaction with instruction in history major.	Indirect	X	
SLO2: Students should be able to understand a common body of Historical knowledge.	2.1: Students should be able to understand a common body of American History knowledge necessary to teach at the secondary education level.	Direct	X	
	2.2: Students should be able to understand a common body of World History knowledge necessary to teach at the secondary education level.	Direct	X	
	2.3: Students should be able to understand a common body of knowledge in American History.	Direct	X	
	2.4: Students should be able to understand a common body of knowledge in World History.	Direct	X	
SLO3: Students should be able to conduct original research that leads to a project contributing to historical knowledge.	3.1: Students should be able to do conduct research using primary sources.	Direct	X	
	3.2: Student should be able to place research in historical context.	Direct	X	
	3.3: Students should be able to write a paper that communicates the thesis and the conclusions of the research in mechanically proficient prose.	Direct	X	
	3.4: Students should be able to evaluate and critique historical writing through the identification of the thesis; use of primary and secondary sources; and writing style.	Direct	X	

<b>Student Information for this Academic Year</b>	
Total, <i>unduplicated</i> number of students assessed this academic year	39
Program census for Fall	59
Program census for Spring	57

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Total number of Fall Program graduates	4
Total number of Spring/Summer graduates	6
Mean major GPA of Fall graduates	3.22
Mean major GPA of Spring/Summer graduates	3.01

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

**Faculty Meeting:**

*Faculty Meeting* (email discussion of data, June 28, 2021 and following)

Faculty (Scott Barton, Chris Bean, Brad Clampitt, Houston Mount and Greg Sutton) exchanged information on data results and assessment process for 2020-2021 academic year

*Faculty Meeting* (email discussion of data, July 11, 2020 and following)

Faculty (Scott Barton, Chris Bean, Brad Clampitt, Houston Mount and Greg Sutton) exchanged information on data results and assessment process for 2019-2020 academic year

*Faculty Meeting* (email discussion of data, September 11, 2019)

Faculty (Brad Clampitt, Houston Mount) exchanged information on data results for 2018-2019 academic year.

*Faculty Meeting* (September 6, 2019)

Faculty (Chris Bean, Scott Barton, Houston Mount) met and exchanged information on data results for 2018-2019 academic year.

*Faculty Meeting* (email discussion of data, September 9, 2018)

Faculty (Scott Barton, Houston Mount) exchanged information on data results for 2017-2018 academic year.

*Faculty Meeting* (May 1, 2018)

Faculty (Scott Barton, Brad Clampitt, Houston Mount, Greg Sutton) exchanged information on assessment plans for 2017-2018 academic year.

*Faculty Meeting* (August 10, 2017)

Faculty (Scott Barton, Chris Bean, Brad Clampitt, Tom Cowger, Houston Mount, Greg Sutton) convened to discuss the current assessment plan as well as tasks that need to be carried out to gather data for a successful assessment plan in the 2017-2018 academic year.

*Faculty Meeting* (July 20, 2017)

Faculty (Scott Barton and Houston Mount) met with Assessment Director Dr. Robin Roberson address various details regarding the current assessment plan.

*Faculty Meeting* (July 19, 2017)

Last revised 7/22/2021 Roberson

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Faculty (Scott Barton and Houston Mount) met and discussed assessment plan to develop a discussion agenda for meeting with Assessment Director Dr. Robin Roberson.

#### *Faculty Meeting (May 2, 2016)*

Department met with Director of Assessment to discuss upcoming assessment changes, including incorporating new instruments for purpose of general education assessment.

#### **Sharing with Stakeholders:**

1. Stakeholders for this Program include: students, graduates, alumni, faculty, internship supervisors (especially schools with student teachers), employers (especially the school systems).
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:  
[https://myecu.ecok.edu/ICS/Institutional\\_Reporting/Assessment\\_Reporting\\_and\\_Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz)

### **SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES**

<b>Academic Year</b>	<b>Summary of Actions/Changes from Report</b>
<b>2020-2021</b>	<ul style="list-style-type: none"><li>• No changes to data collection. Continue to collect, monitor and analyze assessment data. (2020-2021)</li><li>• Report adapted to new Microsoft Word template from former Xitracs format. (2020-2021)</li></ul>
<b>2019-2020</b>	<ul style="list-style-type: none"><li>• No changes to data collection. Continue to collect, monitor and analyze assessment data. (2019-2020)</li></ul>
<b>2018-2019</b>	<ul style="list-style-type: none"><li>• University and College mission statements updated (2018-2019).</li><li>• Criterion revised and rubric added to Student Learning Outcome 1 (7.1 and 7.1.1 and 7.1.2) (2018-2019).</li></ul>

## PROGRAM ASSESSMENT REPORT

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	<ul style="list-style-type: none"> <li>Instrument 7.1.2 altered to HIST 2493 from HIST 1123 because students are not taking HIST 1123 as sophomores in large enough numbers to provide adequate data (2018-2019).</li> <li>Contextualization of data moved from analysis subsections to instrument subsections throughout report and additional details added (2018-2019).</li> <li>Course sections added to identify instrument population where appropriate (2018-2019)</li> <li>Score ranges added to table data per request by the University Assessment Committee (2018-2019)</li> </ul>
<b>2017-2018</b>	<ul style="list-style-type: none"> <li>New instrument was added to reflect midpoint assessment data for HIST 1123 (see Criterion 7.1.2) (2017-2018).</li> <li>Revision of Criteria to better distinguish from Instruments (2017-2018).</li> <li>Changes in planned beginning and midpoint assessment, originally drawn from HIST 1113, HIST 1123, HIST 2483, HIST 2493, HIST 2513, HIST 2523 and HIST 2613. Now only HIST 2483, and HIST 1123 will be used beginning 2017-2018 academic year. Endpoint assessment will continue to be drawn from HIST 3333 and HIST 3343.</li> <li>Changes were made to History (Teacher Certification) major to narrow the related work courses in Political Science to courses on institutions and policy in an attempt to concentrate on the primary outcomes for the Government section of the OSAT.</li> </ul>
<b>2016-2017</b>	<ul style="list-style-type: none"> <li>Replacement of Noel-Levitz Student Satisfaction Inventory with ECU Student Satisfaction Survey conducted by the Office of Institutional Effectiveness as an indirect measure of SLO 1 beginning in the 2016-2017 academic year.</li> </ul>

<b>Academic Year</b>	<b>Summary of Annual Reviews of Dean and/or UAC</b> (Reviews found in Teams folder; UAC <i>does not</i> review annually)	<b>Updates in Response to Reviews</b>
<b>2019-2020</b>	NO REVIEW PERFORMED THIS YEAR	
<b>2018-2019</b>	NO REVIEW PERFORMED THIS YEAR	
<b>2017-2018</b>	1. University Assessment Committee Review for year 2017-2018 suggested several areas	Since concerns from the dean's report are

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	<p>of concern including: (1) standards are low; (2) criteria are not clearly criteria; (3) course numbers should be located in population section, not criteria; (4) inconsistent tables with no score ranges; (5) in last SLO, all 4 criteria use one paper from HIST 3883; (6) "contextualization of data" in analysis belongs in instrument; (7) need to include all rubrics identifies in assessment plan.</p>	<p>duplicated by the UAC report the following status report addresses the UAC report in order: (1) raising the standards has been discussed among faculty and are under consideration for this year's assessment; (2) unclear criteria were clarified; (3) course numbers were moved to the population sections as requested; (4) tables were all optimized to provide some measure of uniformity and score ranges were added to all tables where possible; (5) explanation of why the paper from HIST 3883 is used for multiple criteria was added to contextualization of data sections within the last SLO; (6) contextualization of data was moved to the instrument section; (7) missing rubrics were added per request.</p>
<p><b>2016-2017</b></p>	<p>Dean's report from 2016-2017 gave the program assessment plan several suggested revisions including: (1) the use of specific course numbers when possible; (2) better distinguishing criteria from instruments.</p>	<p>See update provided above in 2017-2018.</p>
<p><b>2015-2016</b></p>	<p>NO REVIEW PERFORMED THIS YEAR</p>	

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**APPENDIX A**

**OKLAHOMA SUBJECT AREA TEST IN U.S. HISTORY**

**CERTIFICATION EXAMINATIONS FOR OKLAHOMA EDUCATORS  
(CEOE)**

**OKLAHOMA SUBJECT AREA TESTS (OSAT®)**

**FIELD 17: U.S. HISTORY/OKLAHOMA HISTORY/ GOVERNMENT/ECONOMICS  
TEST FRAMEWORK**

**October 2006**

<b>Subarea</b>	<b>Range of Competencies</b>
I. U.S. and Oklahoma History	01-10
II. Government and Political Science	11-14
III. Economics	15-17

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**OKLAHOMA SUBJECT AREA TESTS (OSAT)**

**FIELD 17: U.S. HISTORY/OKLAHOMA HISTORY/  
GOVERNMENT/ECONOMICS**

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### TEST FRAMEWORK

U.S. and Oklahoma History  
Government and Political Science  
Economics

#### SUBAREA I—U.S. AND OKLAHOMA HISTORY

##### Competency 0001

**Understand key historical terms, concepts, and major interpretations of U.S. history, and apply historical research skills.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of basic historical terms and concepts (e.g., revolution, hegemony, continuity and change, nation-state, interdependence, racism, culture) and use these terms and concepts to analyze general historical phenomena and specific historical events.
- Demonstrate the ability to use basic reference resources (e.g., encyclopedias, almanacs, biographical dictionaries, the Internet) to investigate historical questions.
- Recognize the differences between primary and secondary sources of historical information and analyze their advantages and limitations.
- Place historical events and developments in a chronological framework, interpret data presented in a timeline, and compare alternate models of periodization.
- Apply basic research skills and processes of critical historical inquiry (e.g., formulating hypotheses, gathering data, identifying central questions addressed in historical narratives, analyzing cause-and-effect relationships, distinguishing significant events and developments from those that are inconsequential, assessing the credibility and objectivity of historical sources).
- Interpret historical data presented in various visual formats (e.g., graphs, charts, tables, maps, political cartoons).
- Demonstrate knowledge of major interpretations of U.S. history (e.g., Frederick Jackson Turner's frontier thesis, the progressive and consensus schools of U.S. history, the Columbian exchange) and compare competing historical narratives and interpretations.

##### Competency 0002

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**Understand Native American societies before European contact, the course of European settlement in North America, and the institutions and structure of colonial societies.**

*The following topics are examples of content that may be covered under this competency.*

- Identify major Native American peoples and civilizations prior to European contact and describe their economic, political, and cultural achievements.
- Recognize the objectives and results of key European explorers and expeditions to the Western Hemisphere (e.g., Columbus, Ponce de León, Vázquez de Coronado, Cortés, Hudson, Cavelier La Salle), and examine European competition in North America.
- Analyze sources of coexistence and conflict between Europeans and Native Americans during the colonial period and compare the variety of cultural perspectives (e.g., land ownership and use, agricultural methods, production and distribution of commodities, trading practices) among these groups.
- Demonstrate knowledge of early European settlements in Colonial America (e.g., Jamestown, Massachusetts Bay, New Amsterdam) and identify reasons for European migration to North America (e.g., economic opportunity, escape from religious persecution, military adventure).
- Recognize similarities and differences among the New England, mid-Atlantic, and southern colonies and compare the roles and perspectives of different social and economic groups (e.g., landowners, farmers, artisans, women, slaves, indentured servants).
- Relate the contributions of important individuals (e.g., John Smith, Peter Stuyvesant, Roger Williams, Anne Hutchinson, James Oglethorpe) and groups (e.g., Pilgrims, Puritans, Baptists, Quakers, merchants, royal officials) to the development of colonial societies in North America.

**Competency 00003**

**Understand the principal causes and key events of the Revolutionary War and the major political, economic, and social developments related to the establishment of U.S. society.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the political, social, and economic origins of the movement for American independence and examine major events leading to the Revolutionary War (e.g., the Proclamation of 1763, the Stamp Act, the Intolerable Acts, the Second Continental Congress).

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- Analyze the significance of key developments, battles, and events of the Revolutionary War (e.g., the publication of *Common Sense*, Saratoga, the alliance with France, Yorktown).
- Recognize the significance of key individuals during the Revolutionary War (e.g., George Washington, Benjamin Franklin, John Adams, Lord Cornwallis) and compare the roles and perspectives of different groups during the war (e.g., women, colonists of different social classes, Native Americans, African Americans).
- Assess the strengths and weaknesses of the Articles of Confederation and analyze major debates surrounding the creation and ratification of the Constitution.
- Examine major political developments in the United States during the presidential administrations of George Washington, John Adams, Thomas Jefferson, and James Madison (e.g., the rise of political parties, the economic policies of Alexander Hamilton, the election of 1800, the evolution of the Supreme Court).
- Demonstrate knowledge of U.S. foreign relations and major territorial policies from 1783 to 1823 (e.g., the Northwest Ordinances, the Louisiana Purchase, the War of 1812, the Monroe Doctrine).

#### Competency 0004

##### **Understand westward expansion and the major political, economic, social, and cultural developments in the United States from 1815 to 1850.**

*The following topics are examples of content that may be covered under this competency.*

- Describe and compare the different economies, cultures, and social structures of the North and the South (e.g., early industrialization, the impact of immigration in the North, the southern plantation system, the development of slavery in the South).
- Analyze the role that transportation improvements, technological innovations, geography, and industrial development played in the economic growth and transformation of the United States.
- Recognize the principles of Jacksonian Democracy and examine major political developments during the Jacksonian era (e.g., the Nullification Crisis, the debate over a national bank, the expansion of suffrage).
- Demonstrate knowledge of major intellectual, religious, and reform movements of the first half of the nineteenth century (e.g., the Second Great Awakening, Mormons, utopian communities, temperance, abolitionism, women's rights) and assess their impact on U.S. society.

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- Recognize the roles and achievements of the leaders of major reform movements (e.g., Frederick Douglass, Harriet Tubman, Dorothea Dix, Horace Mann, William Lloyd Garrison, Elizabeth Cady Stanton).
- Identify the motivating factors and justifications for the westward expansion of the United States (e.g., the desire for cheap land, gold rushes, the doctrine of Manifest Destiny) and examine the impact of westward expansion on Native American peoples.
- Analyze the causes and consequences of the Texas War of Independence and the Mexican-American War and locate major territorial acquisitions of the United States.

### Competency 0005

#### **Understand the origins; key events; and major social, economic, and political consequences of the Civil War and Reconstruction.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze diverse perspectives on slavery in the North and the South and recognize how different views about slavery contributed to the intersectional tensions that resulted in the Civil War.
- Examine key events (e.g., the Compromise of 1850, the publication of *Uncle Tom's Cabin*, the Kansas-Nebraska Act, "Bleeding Kansas," the election of 1860) that increased sectional polarization.
- Demonstrate knowledge of major developments, battles, and events of the Civil War (e.g., Fort Sumter, Fredericksburg, the Emancipation Proclamations of 1863 and 1865, Gettysburg, Vicksburg) and assess the strategic advantages of the Union and Confederacy.
- Recognize and compare the roles and perspectives of different groups during the Civil War (e.g., women, African Americans, citizens of different social classes, immigrants) and demonstrate knowledge of the roles played by key individuals in the conflict (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant).
- Analyze the significance of key events and phases of Reconstruction (e.g., Lincoln's assassination, the escalating conflict between President Andrew Johnson and Congress, the passage of the Reconstruction Acts, the rise of the Ku Klux Klan, Andrew Johnson's impeachment, the Compromise of 1877).
- Examine the achievements and failures of Reconstruction and assess their lasting influence on the development of U.S. society (e.g., the passage of Black Codes; the ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments; the emergence of sharecropping; the Ku Klux Klan; the enactment of Jim Crow laws; *Plessy v. Ferguson* [1896]).

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**Competency 0006**

**Understand the impact of industrialization on U.S. society and the changing role of the United States in world affairs at the beginning of the twentieth century.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize the causes of immigration and the contributions of various immigrant groups (e.g., Irish, Chinese, Italians), and examine ethnic conflict and racial discrimination in the United States from 1870 to 1914.
- Demonstrate knowledge of key technological and industrial innovations (e.g., the steam engine, the telegraph, the assembly line) and recognize how they were applied to industry, agriculture, transportation, and communication.
- Analyze the impact of industrialization, urbanization, and immigration on social, economic, and political development in the United States from 1870 to 1914.
- Examine social philosophies and political and economic movements produced by the industrial experience (e.g., the gospel of wealth, social Darwinism, populism, progressivism, the labor movement) and assess their impact on government policy and U.S. society (e.g., working conditions, corporate regulation, taxation).
- Describe and compare different attitudes toward Native American groups reflected in U.S. government policies (e.g., reservations, the policy of assimilation, the Dawes Act) and examine the actions of the U.S. Army, missionaries, and settlers in areas inhabited by Native Americans.
- Analyze political, economic, military, and cultural motives and justifications for U.S. imperialism and demonstrate knowledge of U.S. foreign affairs at the turn of the twentieth century (e.g., the Spanish-American War, the Roosevelt Corollary to the Monroe Doctrine, the construction of the Panama Canal).
- Examine the causes and diplomatic consequences of U.S. involvement in World War I and analyze the war's impact on U.S. society (e.g., women and minorities in the workplace, women's rights, the Great Migration of African Americans).

**Competency 0007**

**Understand major political, cultural, and economic developments in the United States between 1920 and 1945 and the causes, key events, and significant effects of U.S. involvement in World War II.**

*The following topics are examples of content that may be covered under this competency.*

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- Demonstrate knowledge of major political, technological, and cultural developments of the 1920s (e.g., rising racial tensions, the Red Scare, urban and rural electrification, the Jazz Age, motion pictures, the Harlem Renaissance, the Lost Generation, Prohibition).
- Analyze the causes (e.g., overproduction, stock market speculation, environmental degradation, the Dust Bowl) and effects (e.g., unemployment, racial tensions, migrations, political change) of the Great Depression.
- Identify major New Deal programs (e.g., the Agricultural Adjustment Administration, the Works Progress Administration) and analyze their impact on business, agriculture, politics, and society in the United States.
- Examine reasons for U.S. involvement in World War II and recognize and compare different perspectives on the U.S. role in international affairs prior to the outbreak of war (e.g., isolationism, appeasement, material support for Great Britain, debates about entering the war).
- Recognize the significance of major battles, turning points, and key decisions during World War II (e.g., Pearl Harbor, Midway, D-day, the Manhattan Project, the decision to use the atomic bomb against Japan).
- Examine how preparation and mobilization for war affected the economy and society of the United States (e.g., women and minorities in the workplace, internment policies, economic recovery).

### Competency 0008

#### **Understand U.S. foreign policy and the role it has played in domestic and global developments since World War II.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the origins of the Cold War and demonstrate knowledge of major confrontations between the Soviet Union and the United States (e.g., the Berlin airlift, the nuclear arms race, the Cuban Missile Crisis, the U-2 incident).
- Describe the Truman Doctrine and evaluate the political, economic, and military strategies used by the United States to contain communism in Europe, Latin America, and Asia (e.g., the Marshall Plan, interventions in Latin America, the Korean War).
- Evaluate the impact of the Cold War on U.S. politics and society (e.g., McCarthyism, the space race, the emergence of the military-industrial complex).
- Examine the origins of U.S. military commitments in Southeast Asia, and analyze the major events and consequences of the Vietnam War (e.g., the Gulf of Tonkin Resolution, the Tet Offensive, the antiwar movement).

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- Assess reasons for the collapse of communism in Eastern Europe and the Soviet Union and relate the end of the Cold War to new challenges to U.S. leadership in the world (e.g., ethnic conflict, international terrorism, nuclear proliferation).
- Demonstrate knowledge of the causes, key events, and consequences of U.S. interactions with nations in Southwest Asia (e.g., the Camp David Accords, the Iran Hostage Crisis, the Persian Gulf War, the Afghanistan War, the Iraq War).
- Identify the functions of major international organizations that have been formed since 1945 (e.g., the United Nations, the North Atlantic Treaty Organization [NATO]), recognize the role of the United States in the creation of these organizations, and analyze how these organizations have influenced U.S. foreign policy.

### Competency 0009

#### **Understand the economic, social, and political transformation of the United States since World War II.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize major social changes in the United States in the postwar era (e.g., the baby boom, the growth of suburbia, the emergence of the youth culture) and analyze the impact of these developments on U.S. culture and society.
- Examine the causes and effects of major developments in the U.S. economy since 1945 (e.g., the postwar rise in the standard of living, the oil embargoes of the 1970s, federal budget deficits, the North American Free Trade Agreement [NAFTA], economic globalization).
- Demonstrate knowledge of racial segregation in the United States, recognize important groups and individuals in the civil rights movement (e.g., the National Association for the Advancement of Colored People [NAACP], the Student Nonviolent Coordinating Committee [SNCC], Thurgood Marshall, Rosa Parks, Martin Luther King Jr., Malcolm X), and analyze the major events and accomplishments of the civil rights movement (e.g., *Brown v. Board of Education*, the Little Rock Crisis, civil disobedience, the Montgomery bus boycott, the Civil Rights Act of 1964, the Voting Rights Act of 1965).
- Describe major social movements of the second half of the twentieth century (e.g., the struggle for women's rights, the environmental movement, the organization of migrant farmworkers) and evaluate their success in changing U.S. society.
- Examine the causes of immigration, identify major sources of immigrants, and recognize the contributions of various immigrant groups to U.S. society since 1945.
- Demonstrate knowledge of major political developments in the United States

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(e. g., Lyndon B. Johnson's Great Society, the rise of the conservative movement, Watergate, the impeachment of William Clinton, the presidential election of 2000) and assess their impact on U.S. society.

- Identify major technological advances (e.g., television, personal computers, the Internet) of the second half of the twentieth century and assess their impact on culture, communications, and industry in the United States.

#### **Competency 0010**

##### **Understand major political, social, and economic developments and institutions, and the key eras and events in the history of the state of Oklahoma.**

*The following topics are examples of content that may be covered under this competency.*

- Locate major geographic features and resources of Oklahoma on a map (e.g., regions, landforms, waterways, cities, military installations) and assess their influence on the political, social, and economic development of the state.
- Recognize the role of Native American peoples in the development of Oklahoma and identify the achievements and contributions of significant historical and contemporary Native Americans (e.g., Sequoya, Quanah Parker, the Kiowa Five, Wilma Mankiller).
- Demonstrate knowledge of major political and economic developments in Oklahoma prior to statehood (e.g., territorial acquisitions, early trading settlements, the rise of the cattle industry, the Civil War, land distribution, the movement for statehood) and evaluate their impact on Oklahoma society.
- Examine the experiences and contributions of major cultural and ethnic groups in Oklahoma (e.g., African Americans, Hispanics, Eastern Europeans, Italians, Germans, Asians) and analyze the causes and effects of historic and contemporary immigration and settlement patterns.
- Examine major political and economic developments in Oklahoma since statehood (e.g., the Great Depression, the temperance movement, the Dust Bowl, the oil boom and bust, political corruption) and recognize the contributions of significant individuals from Oklahoma.
- Analyze interactions and conflicts among racial groups in Oklahoma during the twentieth century (e.g., the activities of the Ku Klux Klan, the enactment of Jim Crow laws, the Tulsa Race Riot, landmark civil rights cases, the contributions of Governor Raymond Gary to the integration of public facilities).

#### **SUBAREA II—GOVERNMENT AND POLITICAL SCIENCE**

##### **Competency 0011**

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**Understand important political science concepts and apply that knowledge to analyze contemporary political issues.**

*The following topics are examples of content that may be covered under this competency.*

- Define basic political science concepts and terms (e.g., power, checks and balances, popular sovereignty, due process, judicial review) and apply them to general political phenomena and specific political issues.
- Examine the origins and purposes of government (e.g., to meet the needs of citizens, to regulate territory, to manage conflict) and recognize how governmental powers are acquired, used, and justified.
- Identify and compare various systems of government (e.g., monarchy, oligarchy, representative democracy, totalitarianism).
- Distinguish between limited and unlimited governments and examine the operation of formal institutions with the authority to control and direct the behavior of individuals in a society (e.g., tribal councils, courts, legislatures).
- Identify, analyze, and interpret events related to U.S. government and politics in primary and secondary sources (e.g., identifying central ideas; analyzing cause-and-effect relationships; making distinctions among propaganda, fact, and opinion; drawing conclusions).
- Interpret historical and contemporary political issues represented in various visual formats (e.g., maps, tables, diagrams, charts, political cartoons, graphs).

**Competency 0012**

**Understand the principles of democratic government in the United States and compare the political and economic systems of the United States with those of other nations.**

*The following topics are examples of content that may be covered under this competency.*

- Relate ideals contained in major political documents (e.g., Magna Carta, the English Bill of Rights, the Articles of Confederation, the Federalist Papers) to the U.S. Constitution and the fundamental principles of democratic government in the United States.
- Explain major ideals expressed in the Declaration of Independence and describe how these principles grew to become unifying ideas of democracy in the United States.
- Identify and explain fundamental concepts of the government of the United States (e.g., majority rule, minority rights, the rule of law, constitutionalism, limited government).

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- Analyze the development of democratic and representative government in ancient Greece, ancient Rome, the United Kingdom, and the American colonies.
- Identify the contributions of influential philosophers (e.g., John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Montesquieu) to the development of government and politics in the United States.
- Compare and contrast the political systems of the United States with those of other democratic nations.
- Examine similarities and differences between the political systems of the United States and those of authoritarian nations.

### **Competency 0013**

#### **Understand the structure, organization, and operation of different levels of government in the United States.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze major features of the U.S. Constitution and Bill of Rights (e.g., purposes expressed in the preamble, powers and limitations, amendment process).
- Demonstrate knowledge of the structure and operation of the federal government (e.g., the separation of powers, the operation of the system of checks and balances, the process by which bills become law).
- Describe the administrative components of the U.S. foreign policy establishment (e.g., the powers of the president, the functions of the State Department, the role of the Senate) and examine how foreign policy is formed and implemented by the federal government.
- Recognize major constitutional amendments and the conflicts or issues they addressed, and analyze landmark Supreme Court decisions (e.g., *Marbury v. Madison* [1803], *McCulloch v. Maryland* [1819], *U.S. v. Nixon* [1974]).
- Demonstrate knowledge of the concept of federalism; compare the roles of legislative, executive, and judicial branches of government at the national, state, and local levels; and examine relations among the three levels of government.
- Recognize the structure and functions of the Oklahoma state government, distinguish among the units of local government in the state (e.g., counties, cities, towns, regional authorities), and analyze significant state and local public issues.

### **Competency 0014**

#### **Understand the U.S. election process, political participation, and the rights and responsibilities of individuals in a democratic society.**

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*The following topics are examples of content that may be covered under this competency.*

- Identify major components of the electoral process in the United States (e.g., reapportionment and redistricting, primary elections, nominating caucuses and conventions, the Electoral College).
- Evaluate the influence of campaign funding and spending, advertising, and public opinion polls on the electoral process in the United States and assess how lobbyists, interest groups, and the media influence the policy agenda and decision-making process of government institutions.
- Examine significant developments in the evolution of political parties in the United States and recognize the impact of third parties on the U.S. political system.
- Evaluate how political movements, Supreme Court decisions, and constitutional amendments have increased individual rights and expanded participation in the U.S. political system since 1787 (e.g., the Constitutional Convention; Jacksonian Democracy; the growth of presidential primaries; recognition of Native Americans' citizenship and voting rights; *Brown v. Board of Education*; the Fifteenth, Nineteenth, Twenty-fourth, and Twenty-sixth Amendments).
- Analyze developments and events in U.S. history that have diminished individual rights and limited participation in the U.S. political system since 1789 (e.g., passage of Jim Crow laws, *Plessy v. Ferguson* [1896]).
- Demonstrate knowledge of the political, legal, and personal rights guaranteed to citizens of the United States by the U.S. Constitution and recognize the duties and responsibilities of U.S. citizenship (e.g., jury duty, obedience to lawful authority).
- Examine ways in which citizens participate in and influence the political process in the United States (e.g., communicating with public officials, political demonstrations, petitions) and recognize skills needed for effective participation in public affairs.

### SUBAREA III—ECONOMICS

#### Competency 0015

**Understand important economic concepts, problems, goals, and theories and apply that knowledge to analyze various economic institutions and public policies.**

*The following topics are examples of content that may be covered under this competency.*

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- Define and explain basic economic concepts, goals, and theories (e.g., selfinterest, opportunity costs, Keynesian economics) and apply them to various economic phenomena.
- Recognize the different functions of money and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Compare the characteristics, advantages, and limitations of traditional, command, market, and mixed economies.
- Explain and evaluate the market price system in allocating resources.
- Analyze factors that affect the supply and demand of goods and services available in a market economy.
- Explain the phenomena of inflation and unemployment.
- Define gross domestic product (GDP) and compare GDP data for the United States and other countries.

#### **Competency 0016**

#### **Understand the components, structure, organization, and operation of the U.S. economy, and the roles of labor, business, consumers, and government in the U.S. economic system.**

*The following topics are examples of content that may be covered under this competency.*

- Describe the role of different economic institutions (e.g., banks, labor unions, corporations, legal systems, not-for-profit organizations) in the U.S. economic system.
- Analyze the role of entrepreneurs, risk, and profit in the U.S. economy and examine the potential risks and gains entrepreneurs face when opening new businesses in the U.S. marketplace.
- Evaluate the economic impact of government programs (e.g., government assistance programs, education, pollution control, business regulation) in the United States.
- Demonstrate knowledge of how government fiscal policies influence economic activity, identify historical examples of fiscal policies, and examine the impact of federal deficits and surpluses on the economy.
- Recognize various components of the money supply in the United States (e.g., currency, coins, checking account deposits), analyze the relationship between interest rates and the rate of inflation, and examine how changes in real interest rates influence decisions to borrow money and purchase goods.

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- Identify the tools of monetary policy, evaluate the impact of policy changes by the Federal Reserve on the economy, and analyze decisions by the Federal Reserve to expand or contract the nation's money supply.

#### **Competency 0017**

#### **Understand the international economy and the relationships between contemporary national economies, and analyze the interdependence of industrial and developing economies.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of fundamental concepts of international economics (e.g., specialization, the balance of international payments, exchange rates, the theory of comparative advantage).
- Analyze the interdependence of economic systems, examine the role of multinational corporations in the global economy, and identify examples of interdependence in economic development (e.g., NAFTA, the European Union, the World Trade Organization).
- Recognize the functions and operations of major institutions of international trade and finance (e.g., the World Bank, the International Monetary Fund) and analyze the impact of these institutions on nations undergoing economic development.
- Demonstrate knowledge of regional and global patterns of economic interaction among countries and examine the role of the United States in the world economy.
- Recognize different types of trade restrictions (e.g., tariffs, quotas), examine reasons why nations attempt to restrict trade, and analyze the effects of imposing restrictions on international commerce.
- Evaluate the effect of changing technologies on the structure and operation of the global economy. Compare competing models of economic growth and development.

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**APPENDIX B**

**OKLAHOMA SUBJECT AREA TEST IN WORLD HISTORY**

**CERTIFICATION EXAMINATIONS  
FOR OKLAHOMA EDUCATORS (CEOE®)**

**OKLAHOMA SUBJECT AREA TESTS (OSAT®)**

**FIELD 18: WORLD HISTORY/GEOGRAPHY  
TEST FRAMEWORK**

**October 2006**

<b>Subarea</b>	<b>Range of Competencies</b>
I. World History	01–10
II. Geography	11–17

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### OKLAHOMA SUBJECT AREA TESTS (OSAT)

### FIELD 18: WORLD HISTORY/GEOGRAPHY

### TEST FRAMEWORK

World History

Geography

#### SUBAREA I—WORLD HISTORY

#### Competency 0001

**Understand key historical terms, concepts, and major interpretations of world history, and apply historical research skills.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of basic historical terms and concepts (e.g., conflict, continuity and change, nation-state, interdependence, racism, culture) and use these terms and concepts to analyze general historical phenomena and specific historical events.
- Use basic reference works (e.g., encyclopedias, almanacs, biographical dictionaries, the Internet) to investigate historical questions.
- Recognize the differences between primary and secondary sources of historical information, analyze their advantages and limitations, and assess the credibility and objectivity of historical sources.
- Place historical events and developments in a chronological framework and interpret data presented in a timeline.
- Apply basic research skills and processes of critical historical inquiry (e.g., formulating hypotheses, gathering data, identifying central questions addressed in historical narratives, evaluating change over time, analyzing cause-and-effect relationships, distinguishing significant events and developments from those that are inconsequential).
- Interpret historical data presented in various visual formats (e.g., graphs, charts, tables, maps, political cartoons).
- Demonstrate knowledge of major interpretations of world history.

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**Competency 0002**

**Understand the historical development of the major ancient Mediterranean civilizations.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of the geographic location, political and economic organization, and cultural development of the Sumerian, Babylonian, Assyrian, Egyptian, Persian, and Hebrew civilizations.
- Examine the contributions of major Greek artists, writers, philosophers, and scientists (e.g., Socrates, Plato, Aristotle, Sophocles, Pythagoras, Hippocrates, Herodotus, Thucydides, Archimedes).
- Describe the social structure, the concept of citizenship, and the development of democracy in the city-state of Athens.
- Analyze the impact of Greek commerce and colonies on the Mediterranean region, demonstrate knowledge of the conquest of Greece by Macedonia, and describe the spread of Hellenistic culture by Alexander the Great.
- Analyze Roman military domination of the Mediterranean basin and Western Europe and examine the spread of Roman culture in these areas.
- Describe Roman contributions in art, architecture, technology, science, literature, history, language, and law (e.g., classical republicanism).
- Evaluate the economic, social, cultural, and political impact of the Pax Romana and examine reasons for the decline and fall of the Roman Empire (e.g., invasions of the Visigoths and Vandals).
- Demonstrate knowledge of the origins, principal beliefs, and historical development of Judaism and Christianity.

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#### Competency 0003

##### **Understand the historical development of major Asian, African, and American civilizations.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of the development of Indian civilization; recognize the traditions, beliefs, and significance of Hinduism in Indian culture; analyze India's caste system; and examine the conquest of India by Muslim Turks and Mongols.
- Demonstrate knowledge of the development of Chinese civilization during the Qin, Han, T'ang, and Sung dynasties (e.g., the impact of Confucianism and Taoism, the construction of the Great Wall).
- Examine factors related to Japanese historical development (e.g., the significance of Shintoism and Buddhism, the influence of Chinese and Korean cultures).
- Demonstrate knowledge of the location and principal characteristics (e.g., cultural exchanges and trade practices) of early African kingdoms (e.g., Kush, Ghana, Mali).
- Describe and compare major features of the Olmec, Mayan, Aztec, and Inca civilizations.
- Recognize the contributions of Asian, African, and American cultures to human civilization.

#### Competency 0004

##### **Understand the development of world civilizations from the fall of the Roman Empire through the Middle Ages.**

*The following topics are examples of content that may be covered under this competency.*

- Examine the origin, traditions, beliefs, and spread of Islam; recognize reasons for the division between Sunni and Shia Muslims; and describe Muslim contributions to world civilization.
- Recognize major features of Byzantine civilization, examine the rise of Constantinople and the expansion of the Byzantine Empire, analyze the conflicts that lead to the split between the Roman Catholic and Eastern Orthodox churches, and evaluate Byzantine influence on Kievan Russia and Eastern Europe.
- Define feudalism, describe the structure of European feudal society, and compare feudalism in Europe and Asia.
- Examine the Age of Charlemagne and the revival of the idea of the Roman Empire.
- Describe the origins and analyze the impact of the plague.
- Analyze the spread and influence of Christianity and examine the social, political, economic, and cultural roles of the Roman Catholic Church in medieval Europe.
- Demonstrate knowledge of major conflicts among Eurasian powers (e.g., the Crusades, the rise of the Ottoman Turks, the Mongol conquests, the Magyar invasions).

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#### Competency 0005

##### **Understand the origins, events, and achievements of the Renaissance, the Reformation, and the Scientific Revolution and their influence on the development of world civilization.**

*The following topics are examples of content that may be covered under this competency.*

- Examine the economic and political foundations of the Renaissance (e.g., increased trade, new economic practices, the rise of Italian city-states, the role of the Medicis), describe basic Renaissance ideas, and compare Renaissance and medieval cultures.
- Recognize examples of the artistic, literary, scientific, political, and intellectual creativity of the Renaissance period (e.g., Leonardo da Vinci, Michelangelo, Niccolò Machiavelli, Dante Alighieri, Miguel de Cervantes, Francis Bacon, William Shakespeare) and analyze the spread of Renaissance concepts and perspectives throughout Europe.
- Examine the theological and political issues that emerged during the Reformation and recognize the major figures and events of the period (e.g., Martin Luther, John Calvin, Henry VIII, the Council of Trent).
- Analyze the influence of religious conflicts on government policies and actions (e.g., the Edict of Nantes, the Thirty Years' War, the Treaty of Westphalia, the reign of Elizabeth I).
- Evaluate the long-term impact of the Renaissance and Reformation on the development of European civilization.
- Demonstrate knowledge of the major figures, scientific theories, and technological advances of the early modern era (e.g., those of Nicolaus Copernicus, Galileo Galilei, Johannes Kepler, William Harvey, Isaac Newton), and evaluate the influence of the Scientific Revolution on the development of European and world civilizations.

#### Competency 0006

##### **Understand the principal causes and consequences of European expansion and the reactions and interactions among European and non-European societies.**

*The following topics are examples of content that may be covered under this competency.*

- Explain the significance of the Silk Road.
- Demonstrate knowledge of the political, economic, scientific, and technological factors encouraging European expansion during the Age of Discovery.
- Recognize the achievements of key figures associated with major explorations of the fifteenth and sixteenth centuries (e.g., Prince Henry the Navigator, Christopher Columbus, Bartolomé de Las Casas, Ferdinand Magellan, Hernán Cortés).
- Analyze the effects of cultural exchange during the Age of Discovery (e.g., exchanges of ideas, technology, and agricultural practices and products; the introduction of new diseases; trade in slaves, gold, fur, and tobacco; and the arrival of the horse in the Americas).

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- Demonstrate knowledge of global migration and settlement patterns during the Age of Discovery and describe the colonial empires established by European powers between 1500 and 1800.
- Describe the competition for resources during the Age of Discovery and the rise of mercantilism and demonstrate knowledge of the emergence of money and banking, global economics, and market systems.
- Examine interactions among European and non-European societies during the Age of Discovery and analyze the social, economic, political, and intellectual effects of European expansion on Africa, Asia, Oceania, and the Americas.

### **Competency 0007**

#### **Understand major political, economic, and social developments in Europe and the Americas during the Age of Revolution.**

*The following topics are examples of content that may be covered under this competency.*

- Examine the establishment and organization of absolute monarchies in Europe (e.g., Louis XIV, Frederick the Great, Peter the Great, Catherine the Great).
- Assess the influence of Enlightenment ideas in Europe and the United States (e.g., the ideas of Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Baron de Montesquieu, Adam Smith, Thomas Jefferson).
- Describe and compare the origins, major features, key events, and significant consequences of the English, American, and French revolutions.
- Recognize major political concepts expressed in the Declaration of Independence and the Declaration of the Rights of Man.
- Examine the spread of democratic ideals beyond Europe and the United States and demonstrate knowledge of major developments and key individuals (e.g., Simón Bolívar, José de San Martín) in the struggle for Latin American independence.
- Analyze the influence of the Enlightenment and the Age of Revolution on the arts, philosophy, and literature in Europe and the Americas (e.g., Voltaire, Denis Diderot, Francisco Goya, Ludwig van Beethoven).

### **Competency 0008**

#### **Understand the major political, social, and economic developments of the nineteenth century.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the impact of the Congress of Vienna, examine the Revolutions of 1848, and demonstrate knowledge of the expansion of democracy in nineteenth-century Europe (e.g., the Chartist movement, British reform laws).

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- Identify key events and outcomes of the Industrial Revolution, describe the rise and impact of industrial economies, and examine the effects of major scientific and technological innovations (e.g., the inventions of James Watt, Henry Bessemer, Eli Whitney) on the development of world civilization.
- Analyze the emergence of capitalism and free enterprise within industrialized nations and evaluate responses to capitalism (e.g., utopianism, socialism, communism, trade unionism).
- Demonstrate knowledge of the rise of nationalism in nineteenth-century Europe and examine the unification of Italy and Germany.
- Identify economic, military, political, and scientific motives for the pursuit of colonial empires; describe the structure of colonial societies; and examine rivalries among colonial powers.
- Analyze interactions among European imperialist powers and the colonized peoples of Asia and Africa and describe the effects of colonization on Asia and Africa.
- Evaluate the impact of the Meiji Restoration in Japan (e.g., industrialization, constitutionalism, armed conflicts with China and Russia).

### **Competency 0009**

#### **Understand major historical developments of the first half of the twentieth century, including the causes and consequences of the two world wars.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of the causes (e.g., the European alliance system, the assassination of Archduke Franz Ferdinand), major events and technological developments, and significant effects (e.g., cost in human life, the Treaty of Versailles) of World War I.
- Describe the origins of the Bolshevik Revolution and the creation of the Soviet Union.
- Examine the rise and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan (e.g., Stalin's purges, the Holocaust).
- Identify the causes (e.g., German aggression, Japanese imperialism), key events (e.g., the bombing of Pearl Harbor, the Battle of Midway, the Battle of Stalingrad, D-day, the use of the atomic bomb against Japan), and major figures (e.g., Winston Churchill, Franklin Roosevelt, Josef Stalin, Tojo Hideki) of World War II.
- Analyze major consequences of World War II (e.g., the founding of the United Nations, the growth of U.S. political and economic leadership, the arms race, the beginning of the Cold War).
- Examine the emergence of revolutionary movements in Asia and Africa, identify major leaders of these movements (e.g., Mohandas Gandhi, Mao Zedong, Ho Chi Minh, Kwame Nkrumah), and demonstrate knowledge of how African and Asian countries gained independence from European colonial rule.
- Recognize major philosophical, literary, and artistic movements of the modern age (e.g., rationalism, existentialism, impressionism, surrealism).

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**Competency 0010**

**Understand the major political developments, economic trends, and social movements since 1945.**

*The following topics are examples of content that may be covered under this competency.*

- Analyze the causes and consequences of important regional military and political conflicts (e.g., the Korean War, the Vietnam War, the Iran-Iraq War).
- Demonstrate knowledge of the creation of the modern state of Israel and examine recurring conflicts between and among Israel and its Arab neighbors.
- Examine major events and developments of the Cold War and analyze the collapse of the Soviet Union and the disintegration of the Soviet bloc.
- Describe the Great Leap Forward and the Chinese Cultural Revolution, examine the prodemocracy student demonstrations in Tiananmen Square in Beijing, and analyze the growth of China as a world economic and political power.
- Identify and describe the significance of major world leaders of the second half of the twentieth century (e.g., Charles de Gaulle, Golda Meir, Indira Gandhi, Nelson Mandela, Deng Xiaoping, Margaret Thatcher, Ronald Reagan, Mikhail Gorbachev).
- Demonstrate knowledge of significant economic and political developments of the postwar era (e.g., the creation of the welfare state, the development of the European Union, the rise of Islamic fundamentalism), social movements (e.g., feminism), and critical contemporary issues (e.g., climate change, international terrorism).
- Examine the impact of new technologies on world societies and analyze the causes and consequences of economic and cultural globalization.

**SUBAREA II—GEOGRAPHY**

**Competency 0011**

**Understand how maps and other geographic tools are used to represent and analyze the spatial organization of people, places, and environments on the earth's surface.**

*The following topics are examples of content that may be covered under this competency.*

- Recognize and apply basic cartographic concepts (e.g., latitude and longitude, relative versus absolute location, direction, elevation, scale).
- Compare maps and globes, demonstrate knowledge of different map projections and the problem of cartographic distortion, and analyze the advantages and disadvantages of standard map projections.

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- Interpret information presented on different types of maps (e.g., physical, topographical/contour, highway, political, thematic) and recognize how mental maps are used to organize information about peoples, places, and environments.
- Locate physical and cultural features of the world (e.g., landforms, bodies of water, climate zones, countries, regions, linguistic groups) on maps of different types and scale.
- Identify various types of physical features (e.g., gulfs, deltas, capes, isthmuses, peninsulas, archipelagoes) on a variety of regional and world maps.

### **Competency 0012**

#### **Understand how to apply geographic data and use geographic tools to analyze geographic problems and issues.**

*The following topics are examples of content that may be covered under this competency.*

- Demonstrate knowledge of basic geographic reference sources (e.g., atlases, almanacs, gazetteers, encyclopedias) and recognize the characteristics and purposes of various geographic tools and technologies used to acquire, analyze, and process geographic information (e.g., aerial photographs, satellite images, Geographic Information Systems, computer databases).
- Formulate questions that can be answered by geographic inquiry, apply basic procedures used in geographic research, and assess the credibility and objectivity of primary and secondary sources of geographic information.
- Interpret geographic information presented in different visual formats (e.g., maps, charts, population pyramids, cartoons, photographs).
- Examine how geographic factors have influenced historical events and developments (e.g., the political boundaries created by rivers and mountains, the cultural isolation produced by islands and deserts, the impact of topography on the spread of plagues and epidemics, the influence of climate on major military campaigns).
- Apply geographic concepts (e.g., demographic cycle, cultural convergence, technology transfer, complementarity, ethnic separatism) to examine public policy questions and analyze contemporary issues with spatial dimensions (e.g., acid rain, regional military confrontations, economic globalization, nuclear proliferation).
- Assess competing interpretations of geographic issues and use geographic knowledge, skills, and perspectives to analyze problems and evaluate alternative courses of actions.

### **Competency 0013**

#### **Understand how the concepts of place and region are used as basic units of geographic inquiry.**

*The following topics are examples of content that may be covered under this competency.*

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- Define and apply the concepts of region and place to interpret geographic information and analyze geographic issues.
- Identify the physical and human characteristics of particular places and regions.
- Locate specific historical and contemporary places and regions on maps.
- Recognize how culture and experience influence people's perceptions of places and regions and examine how these perceptions change over time.
- Examine historical and contemporary interactions among places and regions (e.g., trade, war, communication, religious pilgrimages) and analyze factors (e.g., immigration, industrialization, urbanization) that have contributed to political and social change within and across various world regions.
- Analyze geographic issues and questions from regional perspectives.

### **Competency 0014**

#### **Understand the earth's physical processes and systems.**

*The following topics are examples of content that may be covered under this competency.*

- Identify and describe the components and features of the earth's primary physical systems (e.g., the atmosphere, the lithosphere, the biosphere, the hydrosphere).
- Recognize how the earth's physical systems and processes (e.g., plate tectonics, glaciation, erosion, volcanism) influence and shape the earth's surface.
- Describe characteristics of major ecosystems (e.g., rain forests, deserts, deciduous forests, tundra, grassland) and identify their spatial distribution on the earth's surface.
- Identify and describe major nutrient cycles that support the existence of life on earth (e.g., the water cycle, the carbon cycle, the nitrogen cycle, the phosphorus cycle) and analyze relationships within the natural environment (e.g., food chains, food webs).
- Demonstrate knowledge of the principal elements of climate (e.g., temperature, precipitation, air pressure, wind), identify global and regional climatic patterns, and examine processes that influence weather (e.g., atmospheric pressure, oceanic circulation, the earth-sun relationship).
- Analyze the causes and patterns of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, volcanic eruptions).

### **Competency 0015**

#### **Understand human systems and recognize the ways in which societies are organized and how they interact with each other.**

*The following topics are examples of content that may be covered under this competency.*

- Define and apply the concept of culture to analyze human societies.

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### *East Central University*

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- Demonstrate knowledge of major cultural groups associated with particular world regions and compare characteristics of various cultures (e.g., language, clothing, habitation, ethnic homogeneity or diversity, government, religion, food, patterns of livelihood, art and literature).
- Recognize the purposes of human settlements and examine how the organization and functions of human settlements have changed over time (e.g., the Neolithic agricultural revolution, the influence of modern transportation and communication technologies).
- Examine economic, environmental, and cultural reasons for demographic change and analyze the demographic structure of individual places and regions.
- Demonstrate knowledge of the causes and effects of historical and contemporary migrations of human populations.
- Identify factors that influence the location and distribution of economic activities and analyze general patterns and networks of economic interdependence around the world.
- Examine how the forces of cooperation (e.g., European Union, Association of Southeast Asian Nations) and conflict among peoples and nations influence the division and control of the earth and its resources.

### **Competency 0016**

#### **Understand the relationship between human societies and the environment.**

*The following topics are examples of content that may be covered under this competency.*

- Identify different kinds of natural resources (e.g., renewable, nonrenewable); recognize how human societies make use of these resources; and analyze changes that occur in the meaning, use, distribution, and importance of various resources.
- Analyze how human actions modify the physical environment (e.g., use of the plough, crop rotation, dams for flood prevention and irrigation, breeding of crops for greater productivity, differing patterns of land use) and examine how human societies adapt to environmental change (e.g., the response of farmers on the Great Plains to the Dust Bowl of the 1930s).
- Demonstrate knowledge of the origins of current environmental problems and environmental changes (e.g., desertification, tropical deforestation, decline of fish stocks, reduction of the ice caps) and analyze the actual and potential effects of these phenomena.
- Analyze different points of view on environmental issues (i.e., land use, natural resources, wildlife habitat).
- Examine the effects of natural disasters on human communities (e.g., earthquakes, hurricanes, tsunamis, floods) and recognize how societies plan for and respond to natural disasters.
- Assess the impact of technological innovation and economic development on the relationship between human societies and the environment.

### **Competency 0017**

## PROGRAM ASSESSMENT REPORT

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**Understand the major physical and climatic features of Oklahoma, and use this knowledge to examine the relationship between the physical environment and the historical development of Oklahoma.**

*The following topics are examples of content that may be covered under this competency.*

- Describe and locate prominent physical and human features of Oklahoma (e.g., landforms, physical regions, population centers, natural and political boundaries, natural resources).
- Describe important regions and places within Oklahoma (e.g., the Panhandle, the Prairie Plains, the Red Beds, the High Plains) and examine how Oklahoma's geographic identity has changed over time (e.g., from "Indian Territory" to "Oklahoma Territory" to "the Dust Bowl" to "the Sun Belt").
- Demonstrate knowledge of Oklahoma's physical systems (e.g., the formation of the Wichita and Ouachita mountains, the Sandstone Hills, the Red River Plains, and the Arkansas River Basin; the impact of the collision of southern humid and northern continental air masses on Oklahoma's climate).
- Recognize Oklahoma's historical and contemporary human systems (e.g., the Clovis and Folsom cultures, the Mound Builders, the Five Civilized Tribes, the Western Plains Indians, European American settlements, contemporary ethnic and tribal communities).
- Recognize the influence of natural resources on economic development in Oklahoma and analyze interactions between the people of Oklahoma and the physical environment (e.g., the growth of the cattle industry, the construction of railroads, nineteenth-century land runs, irrigation, conflicts over land use, the Dust Bowl, the discovery and exploitation of oil and natural gas).
- Analyze the role of migration and population movement in Oklahoma history (e.g., the Trail of Tears, Boomers and Sooners, historical black towns, twentieth-century Mexican and Vietnamese immigration).
- Use geographic tools, concepts, and perspectives to analyze contemporary issues in Oklahoma (e.g., Native sovereignty, drought, urban sprawl).