

This year the Social Science Secondary Education (History) Program consisted of six students. Three students took and passed the Illinois State 114 exam. All three noted that the study aids purchased by the History Department were of help in preparing for the exam. Additionally, in the Spring one student began his observation and teaching at Johns Hills School, and two others began observations at Springfield High School and Argenta-Oreana High.

In the Fall and Spring, Dr. Mullgardt worked closely with the School of Education to monitor the progress of Chase Plasencia. In the Fall, Chase failed to complete his required 60 hours of observation, and failed to communicate openly about this with either the History or Education faculty. After much deliberation and investigation, Dr. Mullgardt and Linda Zinn, with the approval of Dr. Gaylen and the input of Raphella Prange and Kevin Graham, allowed Chase to continue in the program (he completed his hours in the Spring at a different school, where Dr. Mullgardt observed him teach). In the Spring Dr. Mullgardt, Dr. Gaylen, and Linda Zinn presented Chase with a written Plan of Action he must follow to remain enrolled. He has signed this plan, and will student teach in the Fall and complete History 488 (Historiography). Failure to comply with this plan will result in his removal from the Social Science Secondary Education program.

Recruitment:

Working with Cindie Zelhart, Dr. Mullgardt sent recruitment letters to high school teachers, guidance counselors, and vice-principals throughout Illinois and Missouri. Approximately 100 schools have been sent information on the Social Science Secondary Education (History) Program in the hopes of improving enrollment. Additionally, the 8 Semester Course Plan Dr. Mullgardt drew up has proven successful as a recruitment tool; two new majors both noted their appreciation of the Plan, and indicated it was a factor in their choosing Millikin.

Assessment:

In the Fall term, three traditional students enrolled in History 425 (Methods of Teaching History). Dr. Mullgardt further broadened the design of the course and chose reading from such journals as *Social Education*, *The History Teacher*, and *Theory and Research in Social* to prepare them to teach not only history courses, but psychology, geography, and other Social Science Courses. Student success in the course was assessed by in-class discussion, a midterm exam addressing professional vocabulary, a midterm comparison of Illinois State, Common Core, and National Council for the Social Studies standards, and a final portfolio containing lesson plans for a U.S. History course, a World History Course, and an Introduction to Psychology course, prepared with input from fellow students and the instructor. Student grades in the course were a B+, B, and C.

The Illinois State Board of Education approved the program, but made a recommendation regarding the History Department's assessment of teacher content knowledge. Currently, the department uses the senior capstone seminar paper from HI400 as the primary method of assessment, and ISBE evaluators expressed concern that this may be too narrow a measurement tool. For the 2013-2014 report, Dr. Mullgardt has requested copies of

Historiography papers from Dr. Kovalcik to add to the assessment, and is working with Dr. Monroe to devise one more method to ensure smooth re-approval.

Improvement Plans:

Dr. Mullgardt has spoken to, and has the support of, Dr. Gaylen and Dr. Monroe, about breaking 425 into two methods courses. Dr. Mullgardt's concern is that Social Science Secondary Education majors wait too long (Fall term, Senior year) to take a methods course in their discipline, and believes that not only do they need more planning experience, but that they lose interest in the major. He would like to move the current 425 course to the Junior year as a 325, 2 credit course to build a foundational understanding of Social Science topics and trends and maintain student enthusiasm. Additionally, he would create a new Senior level 425 course for 1 credit in which students engage in long-term curriculum and assessment planning workshop. At the end of this course, students would have planned for year-long courses in U.S. History and World History. He would like these two new courses in place for the Fall 2014 term.