

**College of Saint Mary**  
**Rule 24 Section 3:**  
**Use of Related Data and Information for**  
**Continuous Program Improvement of Endorsement Program**

**Endorsement Program: Social Science 7-12**

**Discuss changes or improvements made to the specific endorsement program in the last three to four years.**

The current program director for History Political Science has been in the position since August 2014. Program focus since that time has been on program director transition, increasing diversity of course offerings and augmenting political science aspects of the program. In October of 2015, the assessment plan for the program was revised to more accurately reflect the learning goals for the program. The mission and goals were redrafted to emphasize the civic skills focus of the program and add a political science focus to course offerings.

**Redrafted Mission and Goals**

**Mission:** As a contributor to the core curriculum, the History Political Science program focuses on building discreet skills and knowledge necessary for successful engagement in 21st century work and community life. The Program focuses specifically on preparing students to:

- construct historical arguments;
- critically analyze historical and contemporary social and political problems;
- develop and implement strategies for social and political change.

**Redrafted Goals and Objectives**

**Goal 1:** The History Political Science program will offer a diverse curriculum, balancing core curriculum requirements, the needs of the Education program and a focus on developing innovative courses with topical focus.

**Objectives:**

- 1) HPS will develop and implement an regular rotation schedule for essential HPS offerings (American and World History Survey courses and American Government)
- 2) In the 2015-2016 and 2016-2017 academic years, HPS will develop and offer one new course annually to respond to the needs of other programs and student interests (eg. U.S. Women's History, Healthcare Policy and Politics, etc.)

**Goal 2:** Students will demonstrate an ability to make historical arguments, placing past events in historical context to support arguments

**Objectives**

- 1) At least 75% of students will score a 3 or above on the Historical Reasoning: Connection to Today rubric

**Goal 3:** Students will be able to comprehend primary source material in history or political science.

**Objectives**

- 1) Each year, at least one HPS course offering will have an assignment in which students are required to locate and analyze a primary source document.

- 2) At least 75% of students will score a 3 or above on Historical Reasoning: Interpreting Texts rubric

**Goal 4:** Students will demonstrate an ability to conduct social analysis of contemporary issues.

**Objectives**

- 1) At least 75% of students will score a 3 or above on Historical Reasoning: Connection to Today rubric
- 2) At least 70% of students will score a 16 or higher on the Issue Analysis Rubric
- 3) At least 50% of CSM students will answer "very often" when responding to the NSSE question, "In the current school year, how often have you connected your learning to societal problems or issues?"

**Goal 5:** Students will apply learning to real-world political issues and begin to develop the capacity to effect social change.

**Objectives**

- 1) At least 75% of students will score a 3 or above on the Historical Reasoning: Connection to Today rubric
- 2) At least 70% of students will score a 16 or higher on the Issue Analysis Rubric
- 3) At least 50% of CSM graduates responding to the Senior Exit Survey will "agree" or "strongly agree" with the statement: "My CSM experience prepared me for involvement in professional, civic and social organizations."
- 4) At least 50% of CSM students will answer "very often" when responding to the NSSE question, "In the current school year, how often have you connected your learning to societal problems or issues."
- 5) At least 50% of CSM students will answer "quite a bit" or "very much" when responding to the NSSE questions, "How much has your experience at the institution contributed to your skills, knowledge and personal development in the areas of: solving complex real-world problems and being and informed and active citizen."

Pursuant to the focus of Goal 1 on the development of innovative courses with topical focus, two new courses were added to the HPS offerings in 2015: US Women's History and the History and Politics of Immigration. The course descriptions are:

HPS282 This course examines the history of American women from pre-European settlement to present. Special attention is paid to the changing nature of the institutions of family, work, education and politics and the role women have played (and continue to play) in facilitating change in these arenas.

HPS 280 This course focuses on the history and politics of immigration today, with a special focus on Mexican immigration. Students will explore the economic and political factors that shape the modern immigration system. Students will also examine the incorporation (political, cultural, educational, etc.) of new immigrants into host communities, particularly the Omaha community. The course includes a 6-day immersion experience to El Paso, Texas

The HPS program and course descriptions for the catalog have also been revised. Program description was rewritten to include political science. The updated descriptions are included as an attachment.

**What did the data indicate and what endorsement program changes were made as a result of assessment data analysis?**

There were fewer than five completers for the Social Science endorsement program during the years reported; to ensure candidate privacy, data are not provided.

**How were decisions made and by whom?**

The decisions are primarily led by the Social Science Program Director in collaboration with Teacher Education faculty who have expertise in the content and skill areas. The curriculum redesign was shared with and supported by the Teacher Education Program Director and submitted for review through the university-wide curriculum review process. Detailed Curriculum Proposals are prepared, presented to the Curriculum Committee, shared at Division Meeting and approved by the Faculty Assembly. Final approval is granted by the College of Saint Mary Board of Directors.

**What has been the effect of these program changes?**

There were fewer than five completers for the Social Science endorsement program during the years reported; to ensure candidate privacy, data are not provided. Portions of the narrative that apply to all CSM completers reported. This made it impossible to evaluate effects of the program changes.

**What future endorsement program changes are planned?**

HPS is focused on building the infrastructure for the achievement of the program goals articulated in the revised HPS assessment plan:

Goal 1: The History Political Science program will offer a diverse curriculum, balancing core curriculum requirements, the needs of the Education program and a focus on developing innovative courses with topical focus.

Goal 2: Students will demonstrate an ability to make historical arguments, placing past events in historical context to support arguments

Goal 3: Students will be able to comprehend primary source material in history or political science.

Goal 4: Students will demonstrate an ability to conduct social analysis of contemporary issues.

Goal 5: Students will apply learning to real-world political issues and begin to develop the capacity to effect social change.

The program also plans to work with the Education program to review and revise the courses required for the social science endorsement to best represent the focus of the program and the requirements for the endorsement.

Faculty will continue to work with the Enrollment Department to recruit a larger number of students to the program.

**What are implications for overall unit improvement initiatives to the endorsement program?**

Several programmatic changes in the Unit have had an impact on the Social Science endorsement program.

- These include use of the statewide Clinical Practice evaluation format, updated CSM Student Outcomes, the Case Study project requirement and changes in Praxis II requirements.

- The use of the statewide NDE Clinical Practice Evaluation had impact upon this endorsement program. The evaluation is built on InTASC Model Core Teaching Standards. The CSM Student Outcomes have been aligned with the InTASC standards.
- The Case Study project was developed to provide an authentic assessment tool in addition to the clinical evaluation. This additional tool provides opportunity to use multiple measures of student performance in assessing, planning, implementing and evaluating students. Students complete the case study during Clinical Practice.
- The standard lesson plan template used by the program for many years was revised to two formats: a Lesson Plan with Analysis and Lesson Plan with Reflection. It was developed in fall 2013 to be used across methods courses program-wide when students are able to plan, implement and evaluate lessons in field experience settings. There have been limited opportunities for students to conduct lessons that allow for collection of data and detailed analyses. This has resulted from restricted opportunities for students to take leading roles in classroom instruction due to reluctance of classroom teachers to relinquish responsibility to students, because of the pressures of testing. The unit plans to solicit partnerships with specific schools and classrooms to allow students to complete at least one detailed Lesson Plan with Analysis as part of their preparation.
- The requirement that secondary education students must pass the Praxis II content exam for certification has had an impact on the Social Science Program. The Social Science Program Director and Teacher Preparation faculty collaborate to ensure that course content is consistent with the content of the exam.
- Teacher Preparation Faculty keep directors of secondary content areas informed of changes in endorsement requirements. Decisions will be made in collaboration between the content area program director and Teacher Preparation Faculty. Shared advising of students by content program faculty and Teacher Preparation Faculty ensures that students complete all requirements for both programs.
- There has been continual work on dispositional reflection by all individual Teacher Education candidates as well as faculty input on dispositions from across the coursework prior to clinical practice.
- Short and long form field experience evaluations have been adopted. The long form evaluation reflects standards used in the NDE Clinical Practice evaluation and also addresses professional characteristics/dispositions.
- The Clinical Practice application was updated and now includes disposition reflection and assessment of strengths and weakness in dispositional areas.