MSU SOCIAL SCIENCE EDUCATION
"Achieving Excellence in Social Science Education"

SOCIAL SCIENCE BSED MAJOR PORTFOLIO MANUAL

(Revised 2021)

Social Science Division webpage:
http://www.minotstateu.edu/artsnsci/div_soc_sci.shtml

The Social Science Education Major Portfolio

Overview
Minot State University's Social Science Education program uses a portfolio to assess student learning goals and outcomes. This portfolio consists of a student's collection of work from their career as a social science education major at MSU, together with self-assessments that discuss how this work demonstrates their achievement of the program's student learning goals and outcomes. Social Science Education majors are introduced to the portfolio in HIST 280: Practice and Method and create the material that comprises the portfolio over the course of their social science and education classes.

Why Require a Portfolio?
• The portfolio offers students the opportunity to see their progress over the course of their program of study, and it reveals students' strengths, accomplishments, and mastery of the learning goals and outcomes that structure the social science education major.
• It complements other assessment instruments, particularly those employed by the teacher education program, to ensure that relevant state and national standards are met.
• It gives each graduate a compilation of their best work to showcase in applications and in job interviews.
• It provides social science faculty with direct and indirect measures of student performance, including both student work and students' self-assessment of their own work. Faculty meet on Assessment Day each fall semester to review and compare these portfolios with the social science education program's stated student learning goals and outcomes. In that meeting, trends are openly discussed and faculty consider possible changes, corrections, or other responses to this assessment data in order to improve the social science education program.

The final reason to complete the portfolio is that **timely submission of a completed portfolio is a graduation requirement for everyone who earns a History BA, History BSEd, or Social Science BSEd degree from Minot State University.**

Required Enrollment in HIST 097: History/Social Science Portfolio
As part of completing their portfolios, each student must register for this course in the semester they intend to submit their portfolio for their History BA, History BSEd, or Social Science BSEd degree. Successfully completing and submitting your portfolio by the stated due date will result in your earning a grade of S (Satisfactory) in this course.

What Papers or Projects are Required for the Portfolio?
Ideally the portfolio consists of six items, with two major papers, projects, and/or lesson plans produced for each of the primary Social Science discipline areas (History plus two of the three complementary areas: Political Science, Geography, and Economics). These materials should be drawn from the student candidate's social science education coursework (excluding General Education courses) and/or relevant education courses, including SS 391/98, SS 283, or ED 380. In addition, multimedia projects or independent study/internship projects may also be included in the portfolio if these were the major projects undertaken in an upper-level course (work from a lower level course can only be used with the permission of the instructor). Assignment documents provided by the course instructors for each of these pieces of evidence should also be included.

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How to Save Materials for your Portfolio
To prepare this portfolio, each semester you must save electronic copies of the major papers you write or projects you produce from your social science education coursework (excluding General Education courses) as well as copies of the formal assignment documents you receive for each paper or project. Do not "pre-select" work by saving work from one class and not another; instead, save your major paper or project from *each* class. **Consistent experience has shown that students who do not save papers and assignment documents and do not create secure back-ups of those files each semester struggle to successfully complete their portfolios.**

With the rapid evolution of technology, there are now many ways to save electronic files, some better than others. We recommend that you save word-processed files as PDFs. REMEMBER: if we cannot open the files you submit, we cannot evaluate or give you credit for your portfolio.

We also recommend that you *do not rely on the hard disk in your computer as the only way of saving your files*. Use at least one of the following backup methods in addition to saving files to your computer:
• **Most recommended:** save your files to the One Drive folder that the department creates in your university-provided Microsoft Office 365 account. This is the **best** way to save your files because this is where you ultimately will put them to complete your portfolio.
• Save your files to another cloud service such as iCloud or Dropbox.
• Use a portable USB flash drive that you dedicate only to storing your papers and assignments.

Do not save work exclusively on the hard drive of your primary computer or save work on a friend's, roommate's, or relative's computer.

What Work to Include
In order to facilitate your selection of appropriate works to include in the portfolio, save every major paper or project that you produce for an MSU social science education course, along with the original course assignment sheet. When you select the final pieces of work for the portfolio, as a general rule, include work that required research and not simply the use of a course textbook.

What to include:
• essays, papers, independent study projects, and multimedia projects
• work from 200–400 level non-survey courses that covers history and two of the three complementary social science areas (Political Science, Economics, and Geography)
• work produced for as many faculty across the program as possible
• work that enables you to address the social science education program's student learning outcomes—for example, a lesson plan from your Methods course or a seminar paper/senior level project.

What not to include:
• In-class work, such as examinations in any format or in-class writing
• book reviews or reaction papers that focus on and use a single source
• work completed for classes other than social science education classes taught by MSU faculty

- work completed at institutions other than MSU. If you are a transfer student and are concerned about completing enough work to fulfill the portfolio requirement, please talk with your advisor.

All majors should regularly review the progress of their portfolio with their advisor.

Other Pieces: Cover Sheet, Table of Contents, Unofficial Transcript, and Self-Assessment
Along with copies of your work and assignment documents, your portfolio must include a cover sheet that gives your academic and contact information, a table of contents, a copy of your unofficial transcript, and your self-assessment for each of the social science education program's student learning outcomes. You can save a PDF copy of your unofficial transcript from your Campus Connection Student Center. All of these items must be saved in the One Drive folder created by the department for your portfolio.

Deadlines for Submitting the Portfolio
Social Science BSEd majors will enroll in HIST 097, finalize the contents of their portfolios, and complete the final self-assessment the semester that they graduate. They should meet with their advisors in order to review the portfolio and verify its completeness before submitting it. For **fall semester graduates**, the deadline for turning in the completed portfolio to the advisor will be **November 1**. For **spring semester graduates**, the deadline for turning in the completed portfolio to the advisor will be **April 1**. *The registrar's office will not post your degree until you submit your portfolio and that submission is verified by your receiving a grade of S in HIST 097.*

Frequently Asked Questions about the Social Science Education Portfolio

When is the portfolio due?
• Fall semester graduates: November 1.
• Spring semester graduates: April 1.
• Summer graduates should contact their advisor about the portfolio deadline.

Can materials from courses other than the social sciences or courses taken at other institutions be included in the portfolio?
Because the purpose of the portfolios is to assess the MSU social science education program, all materials included must be products of MSU social science education courses. These include the areas of History, Geography, Political Science, Economics, Social Science, and Education.

Can I refer to more than one paper or project as indication that I have achieved a particular goal?
Yes, you may. In fact, we recommend that you refer to more than one paper or project as evidence that you have achieved particular learning outcomes throughout your self-assessment.

Can I include media projects in my portfolio?
Yes, any project that requires an amount of work equivalent to a paper is suitable for inclusion.

Can I include papers/projects originally produced for an MSU class, but then reworked for a conference or other public presentation?
Papers/projects reworked for a conference or other public presentation may be used.

Can I include more than one piece of work from any one class?
For the most part, you should not include more than one piece of work from a class unless you have discussed this with your advisor and he or she agrees that you should do so.

What types of work should I not include in the portfolio?
Do not include examinations, book reviews, short reaction papers, or any in-class writing assignments.

How long does my self-assessment need to be?
For each of the student learning outcomes, you should write 1–2 double-spaced pages of self-assessment. Explain to what level you think that you have successfully demonstrated achievement of each outcome, and support this by referring to the particular papers/projects/lesson plans that you have chosen to include.

If you have any other questions or concerns about the portfolio requirements, discuss them with your Social Science Education advisor.

Checklist of Required Contents for Social Science Education Major Portfolios

1. Social Science Education Portfolio Cover Sheet, including the following information:
   Academic information:
   Your full name
   Your MSU ID number
   Your advisor's name
   Semester of graduation
   Major (SSEd)
   Minor(s), if any
   Concentration(s), if any
   Date you are submitting portfolio

   Local contact information:
   Your e-mail address
   Local address
   Daytime phone
   Evening phone

   Address where you can always be contacted, even after you graduate (parent, relative, etc.):
   Address
   Daytime phone
   Evening phone

2. Table of contents, listing all materials included in the portfolio, in the order in which they are included. For each paper/project, identify the course, instructor, and semester that you produced the work.

3. An unofficial MSU transcript.

4. The completed numerical self-assessments and completed narrative self-assessments for each of the student learning outcomes.

5. At least six pieces of work as described in the section "What Papers and Projects are Required for the Portfolio?" above.

Social Science BSEd Student Learning Goals and Outcomes

Student Learning Goals	Student Learning Outcomes
SLG 1: Meet ND Social Science Teaching Standards	SLO 1.1: Demonstrate a broad base of coursework and knowledge in social studies including history and at least two of the following three core areas: political science and civics, economics, and geography. SLO 1.2: Demonstrate study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P 12 education. SLO 1.3: Demonstrate the study of multi cultural, cross cultural, diversity, global issues, and multiple perspectives. SLO 1.4: Demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues. SLO 1.5: Demonstrate an understanding of current trends in social studies with an examination of various teaching methods and techniques. SLO 1.6: Demonstrate the use of current, appropriate instructional technology.
SLG 2: Craft analytical and persuasive writing	SLO 2.1: Demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

Student Learning Outcomes – Self-Assessment Rubrics

Here are the student learning outcomes and the rubrics that you will follow when completing your self-assessment. You should select and record your numerical self-rating and write a one to two-page reflection on your achievement for each outcome.

The work that you choose to include as evidence in your portfolio should demonstrate your achievement of these student learning outcomes. You will discuss that work as well as your other social science/education coursework when writing your self-assessment. Remember that you can and should draw upon more than one item of evidence in your self-assessment of each outcome. While each item in your portfolio does not have to relate to every outcome, your completed portfolio should provide full evidence that you have achieved all outcomes.

Student Learning Outcome 1.1: Demonstrate a broad base of coursework and knowledge in social studies including history and at least two of the following three core areas: political science and civics, economics, and geography. You should reference your coursework over time as well as selected paper/projects from history and two core social science areas to demonstrate that you have met this goal.			
1	2	3	4
Coursework reflects the minimum distribution of social studies courses including 18 credit hours in history and 12 credit hours each in two of the other social studies core areas. Selected papers/projects are from only one of the three social studies area.	Coursework reflects the minimum distribution of social studies courses including 18 credit hours in history and 12 credit hours each in two of the other social studies core areas. Selected papers/projects are mainly from two of the three social studies areas.	Coursework meets or exceeds North Dakota State Standards for the Social Studies Composite. The portfolio reflects engagement with social studies areas, and selected papers/projects are distributed across two of the three social studies areas.	Coursework meets or exceeds North Dakota State Standards for the Social Studies Composite. The portfolio reflects engagement with social studies areas, and selected papers/projects are distributed across history and two core social studies areas.

Student Learning Outcome 1.2: Demonstrate study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P 12 education. You should reference material from your methods course or a clinical for his goal, e.g. lesson plans.			
1	2	3	4
Selected product(s) draw no connections among the various social studies.	Selected product(s) draw few reasonable and appropriate connections among the various social studies.	Selected product(s) draws some reasonable and appropriate connections among the social studies in presenting a lesson.	Selected product(s) clearly draw reasonable and appropriate connections among the social studies in presenting a lesson.

Student Learning Outcome 1.3: Demonstrate the study of multi cultural, cross cultural, diversity, global issues, and multiple perspectives. Selected papers/projects should cover at least two perspectives.

1	2	3	4
The selected papers/projects do not incorporate such perspectives as globalism, multiculturalism, gender, ethnicity, etc. to analyze a social or educational issue.	The selected papers/projects minimally incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. but they are not used to analyze a social or educational issue.	The selected papers/projects incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. to analyze a social or educational issue.	The selected papers/projects thoroughly incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. to analyze a social or educational issue and advance an argument.

Student Learning Outcome 1.4: Demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues. You may reference a paper/project from a social science class (economics, geography, history, or political science) or an appropriate lesson plan to demonstrate this goal.

1	2	3	4
The selected papers/projects provide little historical context for a controversial issue.	The selected papers/projects provide a limited analysis of a controversial issue and its historical context. Relations between the past and the present are not fully drawn out.	The selected paper/project show some analysis of a controversial issue and its historical context, showing some ways how the past and present interact.	The selected papers/projects analyze a controversial issue in historical context, showing how the past and present interact.

Student Learning Outcome 1.5: Demonstrate an understanding of current trends in social studies with an examination of various teaching methods and techniques. You should use a project developed in your methods course, such as a lesson plan, for this goal.

1	2	3	4
The selected project demonstrates one instructional strategy and contains no assessment procedures.	The selected project demonstrates one instructional strategy and one assessment procedure.	The selected project demonstrates more than one instructional strategy and more than one assessment procedures.	The selected project demonstrates multiple instructional strategies and assessment procedures, including an interpretation of assessment results.

Student Learning Outcome 1.6: To develop and demonstrate the use of current, appropriate instructional technology. You should use a project developed in your methods course, such as a lesson plan for this goal, or a project developed in your education technological course relevant to a social studies composite area.

1	2	3	4
The selected project incorporates no instructional technology in the delivery of a lesson.	The selected project incorporates minimal instructional technology in the delivery of a lesson.	The selected project incorporates appropriate instructional technology in the delivery of a lesson.	The selected project incorporates current, appropriate instructional technology for use in a classroom setting.

Student Learning Outcome 2.1: Demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis. You should probably use a seminar paper or comparable senior level project to demonstrate that you have met this goal.

1	2	3	4
The selected papers/projects contain neither an argumentative thesis nor critical analysis based on evidence.	The selected papers/projects contain implied argumentative theses and some critical analysis based on evidence.	The selected papers/projects contain argumentative theses explained over two or more sentences and critical analysis based on evidence.	The selected papers/projects contain clear and argumentative one-sentence theses and sophisticated critical analysis based on evidence.