Guidebook
History-Social Science Single Subject Matter Credential Preparation Program

Benjamin Franklin
*Pennsylvania Gazette*
May 9, 1754
# Table of Contents

A. General Information 3  
B. Program Philosophy and Outcomes 3  
C. Program Requirements 5  
D. Planning Your Program 6  
E. Subject Matter Competence Certification 7  
F. Supplementary Authorizations and Specific Subject Matter Authorizations 8  
G. No Child Left Behind (NCLB) 9  
H. Credential Programs (CSUDH) 10  
I. Center for Teaching Careers Sample Placement Card 12  
J. History-Subject Matter Portfolio Guidelines 13  
  Portfolio Assessment Rubric Style A 15  
K. Department of History Requirements for B.A. in History 17  
L. Four-Year Roadmap for History Major 17  
M. Four-Year Roadmap History-Social Science Credential Option 17  
N. History-Social Science Exit Survey 19  

Updated by CSUDH Department of History, January 2012
A. General Information

Program Description
The History/Social Science Subject Matter Preparation Program is designed for students interested in a career teaching history/social science at the secondary school level. The program satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of social science. It also provides the subject matter preparation necessary for entry into a single subject credential program, completion of which is required to qualify for a California teaching credential.

While the subject matter program in history/social science is not an academic major, credits earned toward the student’s major can be used to meet many of the requirements of the subject matter program. Students interested in pursuing a teaching career at the secondary level should meet regularly with a designated social science subject matter preparation program advisor. Students who wish to earn a credential at CSUDH must complete courses that are prerequisites for the credential program, and should therefore plan their undergraduate coursework carefully.

Old vs. New: Effective January 1, 2006, the History Department instituted a new Social Science Credential Option. Pending approval by the California Commission on Teacher Credentialing only the new program meets the Commission’s latest Standards of Quality and Effectiveness for History-Social Science Preparation Programs.

No new students may enter the old (pre January 1, 2006) program. Only students who began coursework in the old program prior to January 1, 2005 are permitted in that program, and they must complete it by December 31, 2008. Since the new Social Science Credential Option is more closely aligned with the actual curriculum that teachers are required to teach, spelled out in the California History-Social Science Content Standards, even students who are eligible to continue in the old program are urged to consider pursuing the new one.

Advising: All new and transfer students should meet with the Social Science Credential Option Advisor before entering the program to chart a course of classes.

Portfolio and Assessment: Students in the new program are strongly advised to keep copies of all work submitted in your history and social science classes, and retain the graded originals once they are returned: in order to be certified as Subject Matter Competent, you will be required to submit a portfolio of your best work upon completion of the program. Please see 0 for summative portfolio guidelines and assessment rubric.

B. Program Philosophy and Outcomes
The CSU Dominguez Hills History Social Science Subject Matter Preparation Program philosophy, design, and desired outcomes were developed by members of the History Social Science Subject Matter Preparation Committee. The committee drew on the State-adopted Academic Content Standards for K-12 Students and Curriculum Frameworks for California Public Schools in the development of the program.
In the 21st century, California citizens must be prepared to contribute thoughtful and responsible decisions as society confronts critical issues of community, state, national and international importance. A well-educated citizen should be able to understand that these complex issues have historical, geographic, political, economic, cultural and ethical-religious dimensions and be able to use that knowledge to analyze traditions and alternatives in a responsible fashion that honors on-going American values of democracy, equality, and respect for individual liberty and diversity. In approaching these issues citizens need to be confident in their use of information, knowledgeable about the growing diversity of information sources (e.g. print, electronic and visual) and be able to critically evaluate the quality and reliability of the information accessed. Public schools have a major responsibility in preparing future citizens for these important responsibilities, and preparing qualified teachers of history-social science is essential for the success of this enterprise. The Subject Matter Preparation Program in History-Social Science at California State University, Dominguez Hills is dedicated to the identification, recruitment and education of qualified teachers for this critical role.

**Design**

The Subject Matter Preparation Program in History-Social Science at CSUDH was developed by members of the History-Social Science Program Committee in consultation with chairs of the Social Science departments, the Humanities Program Coordinator, the Dean of the College of Arts and Sciences, members of the Teacher Education Department and the campus’ Center for Teaching Careers. The Center provides prospective teachers in multiple-subjects and single-subject programs with classroom-based curriculum development opportunities. The program History-Social Science Framework for California Public Schools, the California History-Social Science Academic Content Standards, the Social Science Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs, and the National Standards for Civics and Government guided the development of the History-Social Science Program. At CSUDH, the oversight committee has on-going responsibility to assure the quality of the program through regular program reviews. Committee members work with their departmental colleagues to identify prospective students, serve as advisors to students in the program and participate in the assessment of students for subject matter competence upon completion of the program.

The program is designed to insure that students are well prepared to teach history and the social sciences by completing a broad range of courses in history, geography, political science, economics and comparative religions. These courses include: studies in tradition and change; local, state, national, and world perspectives; a variety of approaches that different disciplines take towards learning, analysis and conceptualization of issues and problems; the role of ideas, culture, the arts and technology in the lives of people; and the interaction among these various intellectual themes. Students learn the rights and responsibilities of citizenship and discuss a variety of contemporary issues that face their community, state, nation and world.

To add depth and multiple perspectives to the core subjects, students must take courses that focus upon traditions, cultural diversity, gender, ethnic expressions, and ways of integrating the diverse stands of social science investigation. Students also develop breadth in California studies, historical studies, examine religious and ethical perspectives, develop some perspective on the
theory and methods of the social science disciplines and observe and participate in the educational process in a multicultural public school classroom.

**Outcomes**
The desired outcome of the History-Social Science Program is a well-qualified teacher capable of meeting the challenge of teaching an increasingly culturally diverse California student population. To accomplish this goal, students will be well prepared to deal with tradition and change; have content courses in local, state, national and world perspectives; be well-versed in a variety of social science disciplines and in the humanities approach; be equipped with different methodologies for examination of social science content; and have gained insights into the impact of religion, ethics, and values on the continuing evolution of modern civilizations.

**C. Program Requirements**
Although the two versions of the Social Science Credential Option are similar in terms of the total number of units required (70 in the pre-July 2005, or old, program versus 72 in the current, or new program), there are significant differences in terms of the way those units are distributed and the content they address. Those differences include an increase in the units of History, which are partially offset by the elimination of units in Anthropology, Psychology, or Sociology. The new units of History deal with the acquisition of skills useful to historians: HIS 300: *Theory and Practice of History*, HIS 400: *Proseminar in History*, and HIS 490: *Senior Seminar in History*.

Only students who began coursework in the old program prior to July 1, 2005 are permitted in that program, and they must complete it by December 31, 2008. All other CSUDH students who intend to establish their Subject Matter Competence in Social Science through the completion of coursework must follow the new program. The following checklist is the new program.

**History-Social Science Subject Matter Program (Effective January 1, 2006)**
(Lower-division courses may not be substituted for upper-division courses under any circumstances.)

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Course Checklist</th>
<th>Instructor</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 101 US History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 120 World History I, to 1500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 121 World History II, 1500-present</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 300 Theory and Practice of History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 400 Proseminar in History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 305 World History for Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 341 California History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 490 Senior Seminar in History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNV 300 Early Field Experience (Optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Required Coursework in United States History (9 units).**
Select one course from each area:

<table>
<thead>
<tr>
<th>Area A: The Early Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 330 US Colonial Period OR</td>
</tr>
<tr>
<td>HIS 331 Revolutionary and Constitutional America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area B: The Nineteenth Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 332 Early National Period OR</td>
</tr>
<tr>
<td>HIS 333 Civil War And Reconstruction</td>
</tr>
</tbody>
</table>
Area C: The 20th Century
- HIS 334 Emergence of Modern America OR
- HIS 335 War and Depression OR
- HIS 336 US Since 1945

Required Courses in Non-Western History (6 units)
Select a two-course sequence
- HIS 360- Pre-Colonial Africa AND
- HIS 361-Post Colonial Africa
- HIS 362-Traditional China AND
- HIS 363-Modern China
- HIS 366-Colonial Latin America AND
- HIS 367-Post-Colonial Latin America

Requirement in European History (6 units)
Select one course from each area
Area A: Ancient to Early Modern
- HIS 310 Ancient World OR
- HIS 318 Russia to 1917 OR
- HIS 313 Renaissance to Reformation

Area B: Modern Europe
- HIS 314 Emergence of Modern Europe OR
- HIS 315 Twentieth Century Europe OR
- HIS 319 Twentieth-Century Russia

PHIL 383 Comparative Religions
ECON 210 Economic Theory 1A: Microeconomics
ECON 211 Economic Theory 1B: Macroeconomics
GEO 100 Human Geography
GEO 350 World Geography
GEO 360 North America
POLS 100 World Perspectives
POLS 101 American Institutions

Political Science (3 units) Select one course
- POLS 354 American Political Thought OR
- POLS 361 Constitutional Law: Civil Rights

D. Planning Your Program

General Education: 9 units of the 39 units Core and Breadth portion of General Education are met by courses that are required in either version of the Social Science Credential Option (D3 – HIS 101, D4 – POLS 101, and D2 - HIS 120, HIS 121, or GEO 100).

Planning a Schedule: You should meet with the History Department’s Social Science Credential Advisor at least once a semester to review your status, update your portfolio, and plan your schedule for the upcoming semester. If you are a first-time freshman, you should take a look at the Four Year Graduation Plan (pp. 17) to see a model schedule you can follow to ensure graduation within four years. Since there are 72 units in the History-Social Science Credential Program, you should begin to take courses in it right away, even though during your first two years much of your focus will be on completing the General Education Program.

Field Work: UNV 300: Early Field Experience: UNV 300 is an optional course in the History-Social Science Program designed to give students an early opportunity to gain field experience as an observer in a history/social-science classroom. It is recommended for students in their junior or senior years of study. Students may also count UNV 300 to the statewide credential program prerequisite of forty-five hours of field experience in a high school, junior high, or middle school.
classroom setting. You must obtain your field experience in a setting that is culturally and linguistically diverse. Placement arrangements are made through Teri Abbot, Director for the Center for Teaching Careers (Welch Hall A340). Please see p.12 for a sample placement card.

**Certificate of Clearance:** Prior to enrolling in UNV 300 you must obtain a *Certificate of Clearance*. This involves a background check and a tuberculosis test. Livescan fingerprinting is done by appointment at the University Police office. First, however, you must get an application form for a “Certificate of Clearance” from the Center for Teaching Careers (Welch Hall A-340). (310) 243-2663. Follow the directions attached to the application. (Associated fees are approximately $100).

**E. Subject Matter Competence Certification**

To obtain a California Single Subject Credential in History-Social Science, it is necessary that you be certified as “subject matter competent” in Social Science. Some institutions require such certification before admitting applicants to their credential programs; others do not make it clear that such certification is required until candidates are ready to begin their student teaching. In either case, though, if you are not certified as subject matter competent in a discipline, you will not be awarded a credential in that discipline. Subject matter competence can be established in two ways: [Method1] CTC-approved colleges and universities can grant it; [Method 2] it can also be attained through state-sanctioned standardized tests.

**Method 1: Subject Matter Competence Certification by CTC-approved colleges and universities:** CSUDH students completing the History Department’s old, or pre July 2005, Social Science Credential Option, or Track Two of the Social Science Program's Credential Option: The History Department Credential Advisor will, on your request, certify whether or not you are Subject Matter Competent in Social Science. Your History-Social Science Grade Point Average must be at least 2.67 (or 2.75 in your last 60 semester units) in order for you to be considered subject matter competent. If you wish to have your subject matter competence certified, you must submit [1] a written request, containing your name, address, telephone number, email address, and CSUDH student ID number (or, if you don’t have one, your social security number) to the History Department Credential Advisor, along with [2] a completed Program Exit Survey and [3] transcripts of all your undergraduate coursework. Students whose GPAs are below the 2.67 threshold may establish subject matter competence through testing. See "Method 2," below.

CSUDH students completing the History Department’s new, or current, Social Science Credential Option: You must pass a “Portfolio Evaluation.” In order to prepare your portfolio for this course, you should keep copies of all work submitted in your history and social science classes, and retain the graded originals once they are returned to you. If a portfolio falls below an acceptable threshold grade-wise, a student may establish subject-matter competence through testing. See "Method 2," below.

**Non-CSUDH Degree Holders:** If your degree in History or Social Science is from a college or university with a CTC-approved subject matter preparation program in Social Science, you should seek subject matter competence certification from your degree-granting institution. This
ensures that no credential program can require additional course work in your subject matter. To see whether your college or university has an approved program, check the CTC’s list of approved institutions.

Each CTC-approved subject matter preparation program has a very specific agreement with the Commission on Teacher Credentialing detailing the courses required for certification of subject matter competence. **If you completed an undergraduate degree in history or the social sciences at another university and request an evaluation of your subject matter competence by the CSUDH Credential Advisor, you may be required to take additional courses unless your previous course work closely matches our program.** Interested parties are advised, therefore, to download the CSUDH History Education Option advising worksheet available online at [http://cah.csudh.edu/history/his-ss.htm](http://cah.csudh.edu/history/his-ss.htm) before applying for a transcript evaluation.

One element of subject matter competence in History and the Social Sciences is the currency of one's knowledge: new information comes to light; old information is reinterpreted. The Commission on Teacher Credentialing expects those who are certified as subject matter competent to be current in the subjects they will be teaching and has therefore imposed a statute of limitations on course work that may be used to establish subject matter competence. If your course work is more than ten years old, you should probably consider pursuing Method 2, below.

In order to obtain a transcript evaluation from the CSUDH History/Social Science Credential Advisor, you should arrange for an appointment by calling the History Department Office (310-243-3328) **AFTER** you pay a $65 application fee to the CSUDH Cashier’s Office. You should bring a cover letter and transcripts from all post-secondary educational institutions you attended to your appointment. Please note that the $65 application fee does not entitle you to certification and is not refundable. The Credential Advisor will not discuss or review an applicant’s academic record under any circumstances until the application fee has been paid.

**Method 2: Subject Matter Competence Certification by Examination.** You may also establish your subject matter competence by achieving satisfactory scores on the appropriate California Subject Examination for Teachers (CSET). Information about the CSET can be obtained online and from the campus Testing Office (College of Education, SCC). For more information consult the College of Education online at [http://www.csudh.edu/soe/main_index.htm](http://www.csudh.edu/soe/main_index.htm).

**F. Supplementary Authorizations and Specific Subject Matter Authorizations**

The Commission on Teacher Credentialing (CTC) awards **supplementary authorizations** (applicable at any grade level) and **introductory supplementary authorizations** (applicable only at grade 9 and below) in a number of different subjects. In the past, holders of a teaching credential in one subject could secure certification to teach other subjects by obtaining supplementary authorizations or introductory supplementary authorizations in those subjects. However, federal No Child Left Behind (NCLB) regulations state that all teachers must be "highly qualified" in each subject they teach, and have established a major in a subject, or course work equivalent to a major (at least 32 semester units), as the threshold for meeting that standard. **Since introductory supplementary authorizations and supplementary authorizations require**
far fewer units (10 upper-division or 20 total units in courses approved by the CTC) than this new federal threshold, they do not meet the NCLB standards. Supplementary authorizations and introductory supplementary authorizations therefore have limited value.

The CTC has instead adopted new specific subject matter authorizations to meet NCLB requirements. The specific subject matter authorization in History requires at least 32 units in the discipline, with a minimum of 16 units in United States History and a minimum of 16 units in World History. The CTC has, in addition, adopted specific subject matter authorizations in a number of other subjects, including the following Social Science subjects: Civics/Government, Economics, and Geography. Each of these also requires a minimum of 32 units of coursework.

The CTC has published a Subject Matter Authorization Guideline Book to explain the ramifications of these programs. Teachers who not only hold a credential in one subject but are also certified to teach another obviously have more to offer a prospective employer and may therefore be more appealing. Students would therefore be wise to consider securing a specific subject matter authorization in another subject (e.g. biological sciences, English composition, etc.) -- if they can afford to take the additional year necessary to complete the requisite coursework.

**Introductory: Social Science Subject Matter Authorization (33 units)**

HIS 120 or Ant 102 (3)  
GEO 350 (3)  
HIS 301 (3)  
HIS 341 or GEO 359 (3)  
POL 312 (3)  
SBS 318 (3)  
HIS 305-319 (select any 2) (6)  
HIS 360-369 (select any 3) (9)

**Specific History Subject Matter Authorization (33 units)**

A. Lower Division – 9 Units:  
   HIS 101. History of the United States (3)  
   HIS 120. World Civilizations I (3) or  
   ANT 102. Ancient Civilizations (3)  
   HIS 121. World Civilizations II (3)

B. Upper Division – 12 Units:  
   GEO 350. World Regional Geography (3)
HIS 301. Individual, Family and Community in Historical Perspective (3)
HIS 341. History of California (3) or
GEO 359. Geography of California (3) or
POL 312. State and Local Government: Organization and Problems (3)
SBS 318. Cultural Pluralism (3)

C. Additional Coursework. Select any combination of the courses below to add up to 33 units (12-15 units)

HIS 305. World History for Teachers (3)
HIS 310. The Ancient World (3)
HIS 311. Early Middle Ages (3)
HIS 312. The High Middle Ages (3)
HIS 313. Renaissance and Reformation (3)
HIS 314. Emergence of Modern Europe (3)
HIS 315. Twentieth Century Europe (3)
HIS 316. Tudor-Stuart England (3)
HIS 317. Modern England (3)
HIS 318. Russia Under the Tsars (3)
HIS 319. Twentieth Century Russia (3)
HIS 360. Africa: Pre-colonial Period (3)
HIS 361. Africa: Colonialism to Independence (3)
HIS 362. Traditional China (3)
HIS 363. Modern China (3)
HIS 364. Traditional Japan (3)
HIS 365. Modern Japan (3)
HIS 366. Latin America: Colonial Period (3)
HIS 367. Latin America: National Period (3)
HIS 368. Mexico: Colonial Period (3)
HIS 369. Mexico: National Period (3)
HIS 330. United States: Colonial Period (3)
HIS 331. United States: Revolutionary and Constitutional Period (3)
HIS 332. United States: Early National Period (3)
HIS 333. United States: Civil War and Reconstruction (3)
HIS 334. Emergence of Modern America (3)
HIS 335. United States: War and Depression (3)
HIS 336. United States: Recent Period (3)
HIS 340. The American Frontier (3)
HIS 342. History of Los Angeles (3)
HIS 343. The Afro-American from Africa through Reconstruction (3)
HIS 344. The Afro-American from Reconstruction to the Present (3)
HIS 345. History of the Mexican American People I (3)
HIS 346. History of the Mexican American People II (3)
HIS 348. Labor in American Society (3)
HIS 349. History of Urban America (3)
HIS 351. History of American Law (3)
HIS 352. Topics in the History of U.S. Foreign Relations (3)
HIS 354. American Immigration (3)

G. No Child Left Behind (NCLB)
Federal legislation passed in 2002 -- the No Child Left Behind Act -- is in conflict with California's educational policies in several areas, including Supplementary Authorizations. State and federal authorities are attempting to negotiate resolutions of these differences. Check with the History Department Credential Advisor for current information about these issues. The California Department of Education has published an NCLB Resource Guide that explains many of the issues and implications associated with this legislation.

H. Credential Programs (CSUDH)
There are several different credential programs at CSUDH. Contact the Education Department (SAC 1110) for information about them. You may also visit the College of Education online for more information and application for CSUDH credential programs.

California Basic Educational Skills Test (CBEST): The CBEST provides a general measure of basic proficiency in mathematics, reading, and writing in English. Passing the CBEST is a prerequisite for EDTE 538, a Block 2 course. You should plan to take the CBEST (registration fee $41) early in the semester before you apply for admission into a credential program. Complete information is available in College of Education. (SCC)

Field Experience: This credential program requirement is met by taking UNV 300: Early Field Experience, an optional course in your major. This course is to be completed in the first semester of the second year or during the first semester of the first transfer year.
I. Center for Teaching Careers Sample Placement Card

For more information contact:
Teri Abbott, Director, Center for Teaching Careers
Welch Hall A340
Phone: (310) 243-2663
Email: tabbottt@csudh.edu

---

Name ____________________________
Phone ____________________________
E-mail ____________________________
S.I.D. ____________________________

Are you currently working in a classroom as a teacher's aide? □ Yes □ No
If yes, School Name? ____________________________
District? ____________________________
Schedule (days & hours) ____________________________

What day(s) & hours are you available for LBS 300 classroom placement?
Day(s)? ____________________________
Hours? ____________________________

Select two LBS 300 partner school areas (from the reverse side) and list a preferred choice, and a second choice (you must list two locations)
Preferred choice ____________________________
2nd choice ____________________________

---

LBS 300 Partner School Placement Areas

The established CSUDH Liberal Studies partner schools in these areas are the only locations available for LBS 300 fieldwork placements. No other locations will be utilized for assignments.

Carson Lennox
Compton Long Beach
Cudahy/Bell/South Gate Paramount
Gardena San Pedro
Hawthorne South Central Los Angeles
Lawndale Wilmington

If you have not indicating your Preferred and 2nd choices from the above listed areas, you will be automatically placed in a school in Carson near the CSUDH campus. Also, once you are notified of your LBS 300 placement, changes to hours, day(s), and location will not be permitted for any reason. It is your responsibility to meet the requirements of the LBS 300 course.
J. History-Subject Matter Portfolio Guidelines
(Adapted and used with permission from CSUSF)

Why a Portfolio?
The California Commission on Teacher Credentialing “Single Subject Matter Standards: Social Science” (February 2003) identifies what the Sac State program should provide to students and how student achievement should be measured. Standard 7 (Assessment of Subject Matter Competence) states:

End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance. The portfolio you will prepare for your summative assessment.

Universities and prospective employers are increasingly asking for more than just transcripts and letters of recommendation as verification of a candidate's knowledge and qualifications. Throughout the country, portfolios are emerging as a viable demonstration of competency and standard attainment. As a student in the Social Science Program, the portfolio will serve as the culminating activity in meeting Subject Matter Competency. When you enter the job market, your portfolio can provide sound documentation of your accomplishments.

What Should My Portfolio Look Like?
Your materials should be placed in a clean three ring binder. You will need labeled index dividers to clearly separate different sections of the portfolio. Page 1 of your portfolio will be a cover page including your name, the semester, date, and the title "Portfolio for History-Social Science Program." Your portfolio should also have a table of contents. The work in the portfolio is to be typed and thoroughly edited. This is a professional presentation of your abilities and competencies.

What Goes in My Portfolio?
Personal Documents:
- A copy of an official CSUDH transcript and copies of official transcripts from each of the previous colleges you attended must be included. ** At least two copies of the following should also be present:
  - graduation evaluation form
  - bachelor's degree application
  - the pre-credential preparation advising form for social science subject matter program (signed and dated)
  - letters of recommendation written as part of your application to a teacher credential program
  - letter of acceptance into a credential program

Summary Statement
- Include a 3-to-4 page typed description of yourself and your development as a social scientist/teacher. As an integral component of your materials, this statement should be well written, and thoughtful. The statement is a formal document, so please organize your thoughts carefully and concisely. The following are suggested elements to be included.
• introduce yourself (tell the reader a bit about your life thus far)
• describe your educational background
• discuss the origin and development of your interest in the social sciences
• share information about any important mentors or inspiration people
• which of the social sciences are you particularly drawn to and why
• describe your short term and long term career goals

Copies of Written Assignments from History-Social Science courses (use the HIS-SS hardcopy to record coursework and class selection.
  • short reflective essays or inquiries
  • lesson plan or units
  • writing samples and analysis of those writing samples from your History-Social Science courses subject matter courses. The work samples should cover the following subject matter areas: World Perspective, National Perspective, State Perspective, Citizen Perspective, Principles of Economics, and Principles of Geography.

Who Evaluates the Portfolio?
Again, it is expected that you submit a professional portfolio that reflects your competencies in the social sciences. Portfolios are reviewed at the end of the semester by the chair of the History and Philosophy Department, the coordinator of the Social Science Program, and by one Social Science faculty review committee member. In accordance to federal guidelines calling for individuals to be “highly qualified” classroom teachers, any portion of the portfolio evaluated as “Novice” or “Unacceptable” by two out of the three reviewers will be given an Incomplete or “I” grade for the course. You may make appropriate revisions and resubmit for a second scoring. Students will have one year to resubmit. If an acceptable portfolio is not submitted within one year, students must petition to be re-admitted to the History-Social Science Program.

Confidentiality and Retrieval of the Portfolio
The portfolio is a reflection of you and your work, and will be treated as a confidential document. Only you, the course instructor, the Director of the Social Science Program, and the Social Science faculty reviewer will have access to your portfolio. You may retrieve your portfolio at the beginning of the following semester. If acceptable, a receipt will be enclosed verifying your acceptable submission of the portfolio. If you do not retrieve your portfolio after one year, the contents of your portfolio will be shredded and the binder will be offered to future History-Social Science students for reuse.

**NOTE: Please submit only copies of original documents and materials in your portfolio.
For more information contact:
Coordinator, History-Social Science Education Option
Department of History LCH A342
CSU Dominguez Hills
1000 East Victoria Street
Carson, CA 90747
Phone: 310-243-3379
**Portfolio Assessment Rubric Style A**  
(Adapted and used with permission from CSUSF)  
Portfolio Rubric Draft 2

<table>
<thead>
<tr>
<th>Overall Appearance and Content of Portfolio</th>
<th>DISTINGUISHED</th>
<th>PROFICIENT Acceptable</th>
<th>NOVICE Acceptable w/Revision</th>
<th>BELOW NOVICE Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly organized and paginated with a table of contents and professional introductory statement</td>
<td>Organized and includes complete table of contents and professional introductory statement</td>
<td>Notebook is loosely organized, has cursory table of contents and introductory statement</td>
<td>Notebook is loosely organized, no table of contents or introductory statement</td>
<td></td>
</tr>
<tr>
<td>Tabs for easy location of artifacts</td>
<td>Tabs may be used; specific information is difficult to locate</td>
<td>Tabs not used; specific information is difficult to locate</td>
<td>Appears to be hastily prepared</td>
<td></td>
</tr>
<tr>
<td>Information carefully selected</td>
<td>Explanations included on relevance of selected artifacts for all sections</td>
<td>Brief explanations of artifacts in some sections</td>
<td>Sections not logically sequenced</td>
<td></td>
</tr>
<tr>
<td>Rationale included for selected artifacts for all sections</td>
<td>Easy to read, streamlined</td>
<td>Readability is diminished</td>
<td>Explanations not included</td>
<td></td>
</tr>
<tr>
<td>Easy to read, streamlined</td>
<td>All present, labeled and easy to locate</td>
<td>Most present</td>
<td>Generally below graduation level</td>
<td></td>
</tr>
<tr>
<td>All present</td>
<td></td>
<td></td>
<td>Artifacts missing or not included</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correlation between History-Social Science and Subject Matter</th>
<th>DISTINGUISHED</th>
<th>PROFICIENT</th>
<th>NOVICE Acceptable w/Revision</th>
<th>BELOW NOVICE Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates thorough and critical consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching</td>
<td>Demonstrates thoughtful consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching</td>
<td>Demonstrates basic consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching</td>
<td>Demonstrates inadequate consideration of the assigned topic consistent with competence in social studies and educational principles inherent in social science teaching</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The rubric includes criteria for both overall appearance and content of the portfolio, and correlation between history-social science and subject matter. The criteria range from "Distinguished," indicating high quality, to "Below Novice," indicating poor quality and areas for improvement.
<table>
<thead>
<tr>
<th>Unit /Lesson Plan</th>
<th>Previous Work/Samples</th>
<th>Reflection on Previous Work (Reflection is evident and addresses both strengths and areas for improvement.)</th>
</tr>
</thead>
</table>
| • Plan and supporting materials demonstrate a thorough understanding of the History-Social Science framework and instructional elements for specific social studies content | • All required artifacts present and labeled clearly | • Well written self-reflection consistent with artifacts  
Demonstrates a **thorough and critical** understanding of history social science disciplines |
| • Plan and supporting materials demonstrate good understanding of the History-Social Science framework and instructional elements for specific social studies content | • All required artifacts present | • Well written self reflection consistent with artifacts  
Demonstrates a **thoughtful understanding** of history social science disciplines |
| • Plan and supporting materials demonstrate only a basic understanding of the History-Social Science framework and instructional elements for specific social studies content | • Most artifacts present | • Statement less well written and less consistent with artifacts  
Demonstrates a **basic understanding** of history social science disciplines |
| • Plan and/or supporting elements not present or incomplete understanding of the History-Social Science framework and instructional elements for specific social studies content | • Some artifacts present | • Reflection on previous work not present  
Demonstrates an **inadequate understanding** of history social science disciplines |
K. Department of History Requirements for B.A. in History (45 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Required Courses (6 units)
   HIS 120  World History I (3)
   HIS 121  World History II (3)

B. Upper Division Requirements (30 units)
   1. Required Courses (9 units)
      HIS 300  Theory and Practice of History (3)
      HIS 400  Proseminar in History (3)
      HIS 490  Senior Seminar in History (3)

   NOTE:  HIS 300 should be the first upper division course taken and must be completed with a grade of C or better before students may enroll in HIS 400; HIS 400 must be completed with a grade of C or better before students may enroll in HIS 490.

   2. Select three courses in non-U.S. history (no more than two courses per continent) from the courses numbered 305, 310-319, 360-369 and 395, when the subject is appropriate (9 units).

   3. Select three courses in U.S. history. Two should be period courses, selected from the courses numbered 330-336. One should be topical, selected from the courses numbered 340-359 or 395, when the subject is appropriate (9 units).

   4. Select one topical upper division course selected from the courses numbered 301, 302, 340-352, 354, 370-390, 395 or 400 (3 units).

   5. Select three additional upper-division elective courses (9 units)

L. Four-Year Roadmap for History Major

Available online at http://www.csudh.edu/roadmaps/pdf/42.pdf

M. Four-Year Roadmap History-Social Science Credential Option

The purpose of the academic roadmap is to serve as a guide for planning one’s academic coursework required to complete a specific major semester by semester. The roadmap is NOT to be considered a replacement for advisement with an academic advisor.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Area A1</td>
<td>3 GE Area A1</td>
<td>3</td>
</tr>
<tr>
<td>GE Area B4</td>
<td>3 GE Area B1</td>
<td>3</td>
</tr>
<tr>
<td>GE Area D1</td>
<td>3 GE A3</td>
<td>3</td>
</tr>
<tr>
<td>GE Area E</td>
<td>3 GE C2</td>
<td>3</td>
</tr>
<tr>
<td>HIS 120</td>
<td>3 Econ 210</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
### Third Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Area A2</td>
<td>3</td>
</tr>
<tr>
<td>GE Area D2 (HIS 121)</td>
<td>3</td>
</tr>
<tr>
<td>GE Area C3</td>
<td>3</td>
</tr>
<tr>
<td>GE Area D3 (HIS 101)</td>
<td>3</td>
</tr>
<tr>
<td>POLS 100</td>
<td>3</td>
</tr>
<tr>
<td>Econ 211</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE C1</td>
<td>3</td>
</tr>
<tr>
<td>GE B2</td>
<td>3</td>
</tr>
<tr>
<td>GE B3</td>
<td>3</td>
</tr>
<tr>
<td>POLS 101 (GE Area D4)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>3</td>
</tr>
<tr>
<td>GEO 100</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

### Fifth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE F1 (HUM 310/312/314)</td>
<td>3</td>
</tr>
<tr>
<td>PHI 383</td>
<td>3</td>
</tr>
<tr>
<td>GEO 360</td>
<td>3</td>
</tr>
<tr>
<td>UNV 300 (Optional)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 330 or 331 (18th)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Sixth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE F2 (SMT 310/312/314/416)</td>
<td>3</td>
</tr>
<tr>
<td>GE (ENG 350)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 400</td>
<td>3</td>
</tr>
<tr>
<td>GEO 350</td>
<td>3</td>
</tr>
<tr>
<td>HIS 332 or 333 (19th)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Apply to graduate by the end of the sixth semester

### Seventh Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE F3 (SBS 318)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 334 or 335 or 336 (US 20th)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 360 or 362 or 366</td>
<td>3</td>
</tr>
<tr>
<td>HIS 310/318/333 (ancient-mod)</td>
<td>3</td>
</tr>
<tr>
<td>HIS 314/315/319 (mod Europe)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Eighth Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 490</td>
<td>3</td>
</tr>
<tr>
<td>HIS 361 or 363 or 367</td>
<td>3</td>
</tr>
<tr>
<td>HIS 305</td>
<td>3</td>
</tr>
<tr>
<td>POLS 354/361</td>
<td>3</td>
</tr>
<tr>
<td>HIS 341</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Note: At the beginning of your eighth semester apply for admission to the credential program

120 units required for degree

**Total Units**: 126
N. History-Social Science Exit Survey

California State University
Dominguez Hills
History Major/Social Science Credential Option
EXIT SURVEY

Complete this survey only if you are finishing (or have finished) the History-Social Science Credential Option of the History major at CSUDH. Please do not write your name anywhere on the survey. Place the completed surveying a sealed envelope with your name on it and submit it to the Credential Option advisor along with your transcript.

Thank you for your cooperation.

Date: ____________________________

1. Number of units completed at CSUDH: _____
   Number of units transferred from other institutions: _____
   Number of transferred units in Credential Option coursework: _____

2. Did you confer with the History-Social Science Credential Advisor regarding a course of study, program requirements, etc.? ❑ yes ❑ no
   If yes, how often? ❑ more than once a semester ❑ once a semester ❑ once a year ❑ less than once a year
   How satisfied are you with the advising you received in the History Department?
   Circle one: (1=very dissatisfied, 5=very satisfied) 1 2 3 4 5

3. How often did you visit the History Department website? Select the most accurate response:
   ❑ never ❑ once a year ❑ once a semester ❑ once a month ❑ once a week

4. Are you seeking a Supplementary Authorization or Specific Subject Matter Authorization?
   ❑ yes ❑ no
   If yes, which one? ______________________
   Subject Area? ______________________
5. How well does the History-Social Science Credential Option reflect the California History-Social Science Content Standards? Circle one: (1=very poorly, 5=very well) 1 2 3 4 5

6. Overall, the quality of the course content in the History-Social Science Credential Option is:
   Circle one: (1=very poor, 5=very good) 1 2 3 4 5

7. Overall, the quality of the instruction in the History-Social Science Credential Option is:
   Circle one: (1=very poor, 5=very good) 1 2 3 4 5

8. Overall, instructors in this program modeled a variety of teaching strategies and techniques:
   Circle one: (1=strongly disagree, 5=strongly agree) 1 2 3 4 5

8. Discuss what you regard as particular strengths and/or weaknesses of the History-Social Science Credential Option. Please feel free to write extensively on the back of the sheet. Your comments are greatly appreciated.