

The Social Studies Education Portfolio

The Social Studies Education Portfolio is a collection of electronic files containing grading forms which document the quality of work by a student on term papers, book reviews, and other formal written assignments from courses that comprise the major of the Social Studies Education degree, excluding Education and Psychology. In addition to the grading forms, students include in their portfolio a 1000-1500 word essay which explains how their papers, book reviews, or other formal written assignments provide insight and understanding of the ten National Council of the Social Studies (NCSS) themes. The essay must demonstrate good communication skills. It will be evaluated on the basis of the quality of grammar, spelling and organizational skills and the analysis and discussion of intellectual ideas. The portfolio will be used to demonstrate for accreditation and assessment purposes that NSU Social Studies Education majors have developed proficiency in all ten themes and can successfully analyze and express intellectual ideas and concepts associated with them.

The portfolio in Social Studies, which will be presented during the semester preceding full-time intern teaching, is not intended as a barrier or impediment to graduation. If a student does not meet quality standards for graduation, that should have been determined earlier in the courses comprising the student's major. Grades reflecting the quality of student work in the portfolio are determined by course instructors and will be shown on the grading forms completed by instructors and included in the portfolio. Only in cases involving plagiarism or other serious ethical breaches of conduct will student work in the portfolio be re-evaluated by the examining faculty committee. The role of the reviewing committee is to determine that minimum criteria have been met and that the student's work adequately addresses the ten themes of the NCSS. The Social Studies Education Portfolio is not an optional requirement. Failure of a student to submit the portfolio will result in the student not being approved for intern teaching and consequently will prevent the student from completing degree requirements for graduation.

The grading forms and essay in the portfolio should clearly demonstrate proficiency in literary style, grammar, and spelling and should demonstrate proficiency in use of academic documentation according to the Turabian style manual or other appropriate style. A majority of the grading forms included in the portfolio should be for work where the student earned "A" or "B" grades. Grading forms for student work that is "C" quality may be used when necessary, provided the average of all grades on forms included in the portfolio is 2.5 or higher. Work of less than "C" quality is not acceptable as part of the portfolio. Grading forms in the portfolio must have the instructor's signature.

The portfolio must contain five grading forms for student work and must reflect a range of courses, professors, and semesters. No more than two papers from one professor and no more than two papers from one semester are permitted. Ideally the grading forms should cover work from four or more semesters. Whenever a portfolio deviates from requirements in any important manner, the student must request approval for the variation from the Chairperson of the Social Studies Education Portfolio Committee.

All student portfolios must be organized in the approved portfolio format. An example of that format will be provided by the instructor of the Social Studies Methods (SOSC 4023) course. The approved format includes the elements listed below:

- 1) The portfolio must be presented on a flash drive and it must contain an "Index" file with links to all documents on the flash drive
- 2) The "Index" file must include the heading "**Social Studies Education Portfolio**," and provide basic student information, including contact information, and a table with a summary of the work covered by the grading forms.
- 3) All documents on the flashdrive will be assembled in a single folder. The folder must include the student's last name and first name without a space (eg. EagletonSarah). Scanned documents must be presented in PDF format with the remaining documents in either the currently adopted campus word processor format or as rich text format (.rft) file or a PDF format file. All documents must be linked to the index page.
- 4) The table listing the student work must contain seven rows and three columns. The first column will indicate the type of item (term paper, book review, etc.) and the complete title of the student work on the grading forms. The second column must contain the name of the course, the semester, and instructor where the work was developed. The third column must provide a link to a copy of the grading form "Worksheet for Evaluating Term Papers, Book Reviews, and Other Research and Writing Assignments" completed and signed by the instructor, documenting the quality of the student work. When arranging

the placement of items in the index, the five grading forms must be listed first followed by the essay. The grading form was designed for instructors of history. The grading form may be modified by instructors who teach other subjects.

The index must resemble the example shown below:

Social Studies Education Portfolio

Student Name
 Student ID Number
 Social Studies Education
 Date

Street Address
 Town, State Zip Code
 Telephone Number(s)
 Email address

Type of item and title	Course (with number) Semester, Year Instructor	Grading form (linked to document)

Completed portfolios must be submitted to the Chairperson of the Social Studies Education Portfolio Committee on a flash drive no later than the deadline established by the instructor of the Social Studies Methods (SOSC 4023) course during the semester the student takes this course. This will normally be the last semester prior to the full-time intern teaching semester.

A committee of faculty from the Department of Social Sciences appointed by the Chairperson of the Department of Social Sciences will review the portfolios. Following the faculty review of the student’s portfolio, the student will appear before the committee for an interview of approximately thirty minutes. In that interview students should be prepared to discuss their reasons for deciding to become a social studies teacher along with their educational philosophy, and their perceptions of the strengths and weaknesses in the Social Studies Education program at NSU. Students may also be asked to respond to questions about the items in their portfolios and how the instruction they received in the courses comprising their major shaped their understanding of the ten themes of the NCSS. The student’s presentation and response will be evaluated. The quality of the portfolio and the student’s presentation during the interview will be determined by the faculty committee and recorded in a document. Both the portfolio and student presentation must be viewed as satisfactory by a majority of the faculty committee for a student to be approved for enrollment in the final full-semester internship.

Students should be aware that all material presented in their portfolio must be the result of their own effort. Instances of plagiarism will result in rejection of plagiarized items from the portfolio and may result in removal from the teacher education program. While student papers, book reviews or other formal written assignments are not normally included in the portfolio, if an instructor indicates on a grading form that is in the portfolio that there is a possibility of plagiarism on an assignment, the paper should be included in the portfolio in a revised version. The purpose of including the paper in the portfolio is to show the student has corrected the problem or that the

instructor was in error.

To plagiarize is to represent as one's own work the words or ideas of another. Examples of plagiarism include:

- (1) failure to give credit to the person whose words or ideas have been borrowed;
- (2) failure to place quotation marks around passages that are cited verbatim; and
- (3) minor changes of someone else's sentences and words that do not alter the essential style or meaning of the passage.