San Jose State University

Single Subject Credential/MAT Program

# Subject Matter Competency Evaluation – Social Science

**Name: Date:**

**Background**: [Assembly Bill 130](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB130) went into effect July 9th, 2021. This new law allows for additional options outlined below to meet the subject matter competency (SMC) requirement. Masters or doctoral degrees in the exact area of the credential area being sought may also count.

Complete the following form and submit with unofficial transcripts and/or CSET scores to Victoria Harrison (victoria.harrison@sjsu.edu).

Select the pathway/combination of pathways that you are requesting for SMC:

☐ 1) Completed a California Teaching Commission (CTC) approved undergraduate [subject matter preparation program](https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs). For Social Science, this is the San Jose State University’s Social Science Teacher Preparation Program, offered through the History Department. Coursework must have a passing grade to qualify.

☐ 2) Completed/passed the California Subject Matter Examination for Teachers ([CSET](https://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_AboutCSET.html)) in Social Science. This includes 3 subtests that align with 6 Social Science Domains. Note, must also have a bachelor’s degree in any discipline.

☐ 3) Completed an undergraduate degree in the subject area of the credential being sought (must be in an approved Social Science).

☐ 4) Completed coursework addressing each of the CTC adopted Social Science [subject matter domains](https://www.ctc.ca.gov/docs/default-source/educator-prep/files/domains-of-subject-matter-requirements.pdf?sfvrsn=dcd525b1_2). Must have a passing grade to qualify.

☐ 5) Completed coursework and exams that meet or exceed the Social Science subject matter domains. Coursework must have a passing grade to qualify.

**Name** (last, first): Click or tap here to enter text.

**SJSU ID** (if applicable): Click or tap here to enter text.

**Phone #** (Cell/Mobile): Click or tap here to enter text.

**Email**: Click or tap here to enter text.

**Undergraduate Major GPA**: Click or tap here to enter text.

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| Degree | Date Awarded  | Institution |

**Graduate Major GPA** (if applicable): Click or tap here to enter text.

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| Degree | Date Awarded  | Institution |

**CSET** – Indicate your CSET status below.

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| CSET Subtest 1 | CSET Subtest II | CSET Subtest III |

**Social Science—Self Review Alignment of Courses**

| **Six Domains for****CSET Subtests** | **Description of Domains for Social Science CSET subtests****(Commission on Teacher Credentialing)** | **Courses alignment with the Six Domains.** Please include each course only once (where it best fits the domain description).Please include all of the following for each relevant course: * college/university
* dept and course number/ full name (e.g. HIST 176 Civil War & Reconstruction)
* semester/year course was taken
* course grade
 |
| --- | --- | --- |
|  **Domain 1.****World History** (CSET Subtest 1)  | Candidates demonstrate knowledge of the foundations and contexts of the world history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post-secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people, major events, and issues of the major Western and non-Western civilizations from the origins of humankind to the present. In their study of world history, candidates apply higher- level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and demonstrate awareness of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry. They also understand and are able to apply the principles of political science and economics to historical analysis. (CSET Subtest 1)  |  |
| **Domain 2. U.S.  History**(CSET Subtest 2) | Candidates demonstrate knowledge of the foundations and contexts of the United States history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post-secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people and major events and issues of U. S. history from the colonization of North America to the present. In their study of U.S. history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and apply the principles of political science and economics to historical analysis of U.S.  history. (CSET Subtest 2)  |  |
| **Domain 3.****California****History**(CSET Subtest 3) | Candidates demonstrate knowledge of the foundations and contexts of the California history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post-secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the history of California from the pre-Columbian period to the present. In this study of California history, they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and are able to apply the principles of political science and economics to historical analysis of California history. Candidates understand the relationship between California and U.S. history while also recognizing the political, social, economic, and geographic conditions that make California unique. (CSET Subtest 3)  |  |
| **Domain 4.****Principles of****American****Democracy**(CSET Subtest 3) | Candidates demonstrate knowledge of the foundations and contexts of the American democracy contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post-secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of American democracy and analyze how those principles are put into practice in American politics and government. In their study of American democratic principles and practices, candidates apply higher level thinking skills. These skills include the ability to analyze the effect of governmental structures, economic conditions, and social forces on the distribution and use of power.  These skills also include the ability to articulate and defend basic values and principles of democratic government. Candidates utilize appropriate research skills and primary and secondary sources. The study of social science must move beyond rote memorization. Therefore, candidates understand and are able to apply the principles and methodologies of political science, economics, and geography to the study of American democracy. Candidate recognize that knowledge and understanding of the social sciences are intrinsic to political analysis. (CSET Subtest 3) |  |

| **Domain 5.****Principles of****Economics**(CSET Subtest 3) | Candidates demonstrate knowledge of the foundations and contexts of the economics contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post-secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of economics, both in relation to the United States economy and to the international economy. In their study of economics they apply higher level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare, contrast and synthesize information about significant issues in both written and oral presentation. Candidates utilize research skills and different methods of analysis, including the use of marginal analysis, equilibrium analysis, micro and macro analysis and positive and normative analysis skills. They use the skills of economic analysis to explain rational behavior of people and groups encountering experiences of everyday life in the form of tables and numbers, graphical analysis and single equations. Candidates demonstrate how solutions are derived from each form of economic analysis, how they are equivalent, and how they translate from one to another. Economic themes are intrinsic to all of the social science content domains. Therefore, candidates demonstrate the ability to explore issues that feature both theoretical and applied economics. (CSET Subtest 3) |  |
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| **Domain 6.****Principles of****Geography**(CSET Subtest 1) | Candidates demonstrate knowledge of the foundations and contexts of the geography contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post-secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of geography and their application to the study of history, political science, and economics. In their study of geography, they apply higher level thinking skills. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information regarding the geographic character of landscapes, societies, and ecosystems across the earth. They know the five basic themes of geography as stated in the 2000 History-Social Science Framework:  location; place; human and environmental interaction; movement; and regions. Candidates use basic map and globe skills, such as latitude/longitude, relative location, distance/direction, scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective. (CSET Subtest 1) |  |

**Please indicate any other information you feel is relevant to the appropriate planning of your program and Subject Matter Competency.**

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**TO BE COMPLETED BY ADVISOR: Subject Matter Competency Determination**

(√) **☐** SMC Complete (√) ☐ SMC Pending (See comments below)

√) ☐Pending Exams: (Dates)       √) ☐Pending Coursework/Degree (Date):

Comments:

Applicant signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Advisor (print) Victoria Harrison

Advisor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_