MAJOR IN HISTORY-SECONDARY EDUCATION

History-Secondary Education majors may wish to obtain certification to teach history at the secondary level. Students in this Secondary Education Program receive certification to teach in Maryland upon graduation. See Department of Secondary Education (http://catalog.towson.edu/undergraduate/education/secondary-education) requirements. Students must contact the Department of Secondary Education about admission to the Secondary Education Program.

Students who decide not to complete all secondary education requirements must select and complete a different major in order to graduate.

In addition to the Core Curriculum requirements, and the requirements specified by the Department of Secondary Education, students must complete 54 units with a grade equivalent of 2.00 or higher in each course taken from among the courses listed below. Of the 54 units, 21 must be completed in the required History courses, 24 in social sciences courses, and 9 units in History electives before completing the capstone internship.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 102</td>
<td>HISTORY OF EUROPEAN CIVILIZATION THROUGH THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103</td>
<td>HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145</td>
<td>HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 146</td>
<td>HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 147</td>
<td>HONORS HISTORY OF THE UNITED STATES TO THE CIVIL WAR</td>
<td>3</td>
</tr>
<tr>
<td>HIST 300</td>
<td>INTRODUCTION TO HISTORICAL STUDY</td>
<td>3</td>
</tr>
<tr>
<td>Select two courses in lower-division global surveys</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

History Electives
Select three upper-division survey courses, including a minimum of two different geographic categories (U.S., Europe, global)

<table>
<thead>
<tr>
<th>Required Social Sciences Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 201 MICROECONOMIC PRINCIPLES</td>
</tr>
<tr>
<td>ECON 202 MACROECONOMIC PRINCIPLES</td>
</tr>
<tr>
<td>SOSC 401 TOPICS IN SOCIAL SCIENCE</td>
</tr>
<tr>
<td>SOCI 101 INTRODUCTION TO SOCIOLOGY</td>
</tr>
<tr>
<td>POSC 103 AMERICAN NATIONAL GOVERNMENT</td>
</tr>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>GEOG 101 PHYSICAL GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 102 WORLD REGIONAL GEOGRAPHY</td>
</tr>
<tr>
<td>GEOG 105 GEOGRAPHY OF INTERNATIONAL AFFAIRS</td>
</tr>
<tr>
<td>GEOG 109 INTRODUCTION TO HUMAN GEOGRAPHY</td>
</tr>
<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>POSC 101 INTRODUCTION TO POLITICAL SCIENCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSC 105</td>
<td>GOVERNMENTS OF THE WORLD</td>
<td></td>
</tr>
<tr>
<td>POSC 107</td>
<td>INTRODUCTION TO INTERNATIONAL RELATIONS</td>
<td></td>
</tr>
<tr>
<td>POSC 207</td>
<td>STATE GOVERNMENT</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH 207</td>
<td>CULTURAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 209</td>
<td>ANTHROPOLOGY OF AMERICAN CULTURE</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 54

1. Course must be taken during the junior year or equivalent.
2. HIST 110, HIST 111, HIST 117, HIST 118, HIST 121, HIST 122, HIST 135, HIST 160, HIST 161, HIST 275 or HIST 277

SECONDARY TEACHER EDUCATION Requirements

In addition to majoring in one of the certification subject areas as well as satisfying the university Core Curriculum requirements, students must complete the professional education courses listed below.

Required Professional Courses for Secondary Education
A minimum grade equivalent of 2.00 or higher is required for all courses with an overall grade point average of 2.75 and 3.00 in professional education courses.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTC 301</td>
<td>INTEGRATING INSTRUCTIONAL TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SCED 305</td>
<td>ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 341</td>
<td>PRINCIPLES OF SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SCED 401</td>
<td>ANALYZING INTERNSHIP</td>
<td>2</td>
</tr>
<tr>
<td>SCED 419</td>
<td>YOUNG ADULT LITERATURE (English majors only)</td>
<td>3</td>
</tr>
<tr>
<td>SCED 460</td>
<td>USING READING AND WRITING IN THE SECONDARY SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>SCED 462</td>
<td>SEMINAR IN TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following based on major:</td>
</tr>
<tr>
<td>SCED 353</td>
</tr>
<tr>
<td>SCED 355</td>
</tr>
<tr>
<td>SCED 357</td>
</tr>
</tbody>
</table>

Internship Requirement by Major
Select one of the following based on major: 12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 383</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-ENGLISH</td>
<td></td>
</tr>
<tr>
<td>SCED 384</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-FRENCH</td>
<td></td>
</tr>
<tr>
<td>SCED 389</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-HISTORY</td>
<td></td>
</tr>
<tr>
<td>SCED 394</td>
<td>STUDENT TEACHING IN SECONDARY EDUCATION-SPANISH</td>
<td></td>
</tr>
<tr>
<td>SCED 396</td>
<td>INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>SCED 461</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS (taken concurrently with SCED 499)</td>
<td>3</td>
</tr>
</tbody>
</table>
Suggested Four-Year Plan

**INTERNSHIP REQUIREMENTS FOR FULL-TIME**

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

**REQUIREMENTS FOR FULL-TIME INTERNSHIP**

1. All students must meet the following GPA requirements to be admitted to student teaching: 2.75 GPA in major field and 3.00 in professional education courses with a minimum 2.75 overall GPA, based on transcripts from all institutions of higher learning attended, including Towson University. (Consult with SCED adviser.)

2. All preservice students in Teacher Education programs at Towson University whose program of study requires an intensive and extensive internship or student teaching experience in a public school setting (pre-K through 12) are required to undergo a criminal background check before entering this experience. The criminal background check must be filed with the Center for Professional Practice.

**The Professional Year**

As part of their yearlong professional internship, all teacher candidates begin these activities in Professional Development Schools (PDS). These are schools in which the Department of Secondary Education and the College of Education have partnerships in which the PDS and the Department collaborate on a number of issues, including serving as in-school sites for courses as well as the activities taking place during the Full-Time Internship year.

**Suggested Four-Year Plan**

**Freshman**

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 102 (Core 1)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 (Core 6)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102 or 103 (Core 5)</td>
<td>3</td>
</tr>
<tr>
<td>HIST 145 or 146</td>
<td>3</td>
</tr>
<tr>
<td>POSC 103 or SOCI 101</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units 15**

**Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 145 or 146</td>
<td>3</td>
</tr>
<tr>
<td>or HIST 146</td>
<td>3</td>
</tr>
<tr>
<td>SCED 304</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 202</td>
<td>3</td>
</tr>
<tr>
<td>3 EDUC 203</td>
<td>3</td>
</tr>
<tr>
<td>Core 4</td>
<td>3</td>
</tr>
<tr>
<td>3 SOSC 401</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201 or 202</td>
<td>3</td>
</tr>
<tr>
<td>3 Core 7</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>3 ANTH 207 or 209</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 102</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 105</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 109</td>
<td>3</td>
</tr>
</tbody>
</table>

**Junior**

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>4</td>
</tr>
<tr>
<td>HIST upper level</td>
<td>4</td>
</tr>
<tr>
<td>SCED 305</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>3 SCED 304</td>
<td>3</td>
</tr>
<tr>
<td>POSC 101</td>
<td>3</td>
</tr>
<tr>
<td>HIST global survey course</td>
<td>3</td>
</tr>
<tr>
<td>POSC 105</td>
<td>3</td>
</tr>
<tr>
<td>POSC 107</td>
<td>3</td>
</tr>
<tr>
<td>POSC 207</td>
<td>3</td>
</tr>
<tr>
<td>Core 3</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units 15**

**Senior**

**Term 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 499</td>
<td>6</td>
</tr>
<tr>
<td>SCED 461</td>
<td>3</td>
</tr>
<tr>
<td>SCED 355</td>
<td>3</td>
</tr>
<tr>
<td>HIST upper level</td>
<td>3</td>
</tr>
<tr>
<td>HIST upper level</td>
<td>3</td>
</tr>
<tr>
<td>ISTC 301</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units 21**

**Total Units 129**

**Notes:**

1. Taken concurrently with SCED 341 and shares a required field experience
2. Taken at a professional development school during the fall or spring term, whichever precedes the full-time internship term, with Methods of Teaching Major Subject and SCED 461
3. Some methods courses are offered spring or fall only. Check with your adviser.

**NCSS Standard 1.1Culture and Cultural Diversity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

**NCSS Standard 1.2Time, Continuity, and Change.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

**NCSS Standard 1.3People, Places, and Environment.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

**NCSS Standard 1.4Individual Development and Identity.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

**NCSS Standard 1.5Individuals, Groups and Institutions.** Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.
NCSS Standard 1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

NCSS Standard 1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

NCSS Standard 1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

NCSS Standard 1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

NCSS Standard 1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

Standard 3.1. Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Standard 3.2. Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the fields of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.