

MAJOR IN SOCIAL SCIENCES WITH CONCENTRATION IN SECONDARY EDUCATION

Social Sciences majors with a concentration in Secondary Education are eligible to apply for Maryland State Department of Education (MSDE) certification to teach history/social studies at the secondary level upon successful completion of the program and MSDE content testing requirements. Please visit the Department of Secondary and Middle School Education catalog page for admission requirements.

Requirements

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 from among the following courses. Students must also complete a Social Sciences portfolio.

Code	Title	Units
Required Courses		
ANTH 207	CULTURAL ANTHROPOLOGY	3
ECON 201	MICROECONOMIC PRINCIPLES	3
ECON 202	MACROECONOMIC PRINCIPLES	3
SOSC 401	TOPICS IN SOCIAL SCIENCE	3
HIST 102	EUROPE: FROM THE AGE OF CAESAR TO THE AGE OF CALVIN, FIRST TO SEVENTEENTH CENTURY	3
HIST 103	HISTORY OF EUROPEAN CIVILIZATION FROM THE 17TH CENTURY	3
HIST 145	HISTORY OF THE UNITED STATES TO THE CIVIL WAR	3
HIST 146	HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	3
HIST xxx	African, Asian or Latin American History Course	3
HIST xxx	Elective HIST course	3
POSC 103	AMERICAN NATIONAL GOVERNMENT	3
SOCI 101	INTRODUCTION TO SOCIOLOGY	3
Select two of the following:		6
GEOG 101	PHYSICAL GEOGRAPHY	
GEOG 102	WORLD REGIONAL GEOGRAPHY	
GEOG 105	GEOGRAPHY OF INTERNATIONAL AFFAIRS	
GEOG 109	INTRODUCTION TO HUMAN GEOGRAPHY	
GEOG 221	INTRODUCTION TO GEOSPATIAL TECHNOLOGY	
Select one of the following:		3
POSC 101	INTRODUCTION TO POLITICAL SCIENCE	
POSC 105	GOVERNMENTS OF THE WORLD	
POSC 107	INTRODUCTION TO INTERNATIONAL RELATIONS	
POSC 207	STATE GOVERNMENT	

Electives

Students must complete three upper-division courses (300-400) from any of the seven disciplines in the program. The upper-division courses must be taken at Towson University.

Total Units 54

Secondary Teacher Education Requirements

Secondary Education Requirements

In addition to majoring in one of the certification subject areas and satisfying the University Core Curriculum requirements, students must complete the courses listed below.

Minimum requirements for admission into teacher education programs, maintaining candidate status and formal entry into the capstone internship are outlined on the Standards for Teacher Education page in the Undergraduate Catalog.

Code	Title	Units
Secondary Education General Requirements (12 Units)		
EDUC 202	HISTORICAL AND CONTEMPORARY PERSPECTIVES: AMERICA'S URBAN SCHOOLS (Core 10)	3
EDUC 203	TEACHING AND LEARNING IN A DIVERSE SOCIETY (Core 13)	3
HIST 145 or HIST 146	HISTORY OF THE UNITED STATES TO THE CIVIL WAR (Core 11) HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR	3
SCED 304	EDUCATION, ETHICS AND CHANGE (Core 14)	3
Secondary Education Professional Education Requirements (44-47 Units) ¹		
ISTC 301	INTEGRATING INSTRUCTIONAL TECHNOLOGY	3
SCED 305	ADOLESCENT LEARNING, DEVELOPMENT, AND DIVERSITY (prerequisite: PSYC 101)	3
SCED 341	PRINCIPLES OF SECONDARY EDUCATION	4
SCED 401	ANALYZING THE INTERNSHIP EXPERIENCE	3
SCED 460	USING LITERACY IN THE SECONDARY SCHOOLS ²	3
SCED 461	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS ³	3
SCED 499	INTERNSHIP IN EDUCATION ⁴	6
SPED 301	INTRODUCTION TO SPECIAL EDUCATION	3
Methods Requirement		
Select one of the following based on major: ⁵		3-6
SCED 353	TEACHING MODERN FOREIGN LANGUAGE	
SCED 355	TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL	
SCED 357 & SCED 419	TEACHING ENGLISH IN THE SECONDARY SCHOOL and YOUNG ADULT LITERATURE	
Internship Requirement		
Select one of the following based on major:		12

SCED 383	INTERNSHIP IN SECONDARY EDUCATION-ENGLISH
SCED 384	INTERNSHIP IN FRENCH EDUCATION
SCED 389	INTERNSHIP IN SECONDARY EDUCATION-HISTORY
SCED 394	INTERNSHIP IN SPANISH EDUCATION
SCED 396	INTERNSHIP IN SECONDARY EDUCATION-SOCIAL SCIENCE
Total Units	56-59

¹ Students in the English major with a Secondary Education concentration will complete the Secondary Education Requirements with 47 units of professional education courses and 59 units of Secondary Education requirements total.

² Taken concurrently with SCED 341 and shares a required field experience

³ Taken concurrently with SCED 499.

⁴ 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

⁵ Some methods courses are offered spring or fall only. Check with your adviser.

The Professional Year and Full Time Internship

All teacher candidates conduct their internship in Professional Development Schools (PDS). These are schools in which there is a partnership between the schools and the College of Education (COE). All students wishing to enroll in their internship courses must meet with their Secondary School adviser to receive permission to register. Students will not be admitted to the internship without prior approval of an adviser.

Four-Year Plan of Study

Sample Four-Year Plan

The selected course sequence below is an example of the simplest path to degree completion. Based on course schedules, student needs, and student choice, individual plans may vary. Students should consult with their adviser to make the most appropriate elective choices and to ensure that they have completed the required number of units (120) to graduate.

Freshman

Term 1	Units	Term 2	Units
HIST 102 or 103	3	COMM 131 (Suggested: Core 5)	3
HIST 145 or 146 (Core 11)	3	HIST 103 or 102	3
POSC 103 or SOCI 101	3	HIST 146 or 145	3
PSYC 101 (Suggested: Core 6)	3	SOCI 101 or POSC 103	3
Core 1 (or Core 2)	3	Core 2 (or Core 1)	3
Core 3	3		
	18		15

Sophomore

Term 1	Units	Term 2	Units
ECON 201 or 202	3	ANTH 207 (Core 12)	3
EDUC 202 (Core 10)	3	ECON 202 or 201	3
GEOG 101 or 109 (GEOG 101 fulfills Core 8)	3	EDUC 203 (Core 13)	3

HIST xxx: African, Asian or Latin American History Course	3	SOSC 401	3
ISTC 301	3	Core 7	4
Core 4	3		
	18		16

Junior

Term 1	Units	Term 2	Units
GEOG 101 or 109 (GEOG 101 fulfills Core 8.)	3	SCED 304 (Core 14)	3
HIST xxx: Elective Course	3	SCED 341	4
SCED 305	3	SCED 460	3
Select one of the following:	3	SPED 301	3
POSC 101		Upper-Level Social Science course (HIST or POSC strongly recommended)	3
POSC 105			
POSC 107			
POSC 207			
Core 9 (Suggested: HIST 300)	3		
	15		16

Senior

Term 1	Units	Term 2	Units
SCED 355	3	SCED 389	12
SCED 461	3	SCED 401	3
SCED 499	6		
Upper-Level Social Science course (HIST or POSC strongly recommended)	3		
Upper-Level Social Science course (HIST or POSC strongly recommended)	3		
	18		15

Total Units 131

Learning Outcomes

1. Demonstrate an understanding of specific disciplines of the social sciences, including basic and advanced concepts, the vocabulary of the disciplines, the ability to do research in the field, and awareness of recent developments in the disciplines.
2. Integrate information from the various disciplines of the social sciences and demonstrate an understanding of interdisciplinary connections.
3. Write clearly and effectively on subjects related to the social sciences.
4. Engage issues in the social sciences analytically and do meaningful, original work.

Five Core Competencies for Social Studies Teacher Education

- Standard 1. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

- Standard 2. Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- Standard 3. Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- Standard 4. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- Standard 5. Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.