

SECONDARY EDUCATION MAJOR - SOCIAL STUDIES

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Social Studies Education (Grades 7-12)

The Social Studies Education program is under review. Contact an advisor in 1207 Benjamin Building for updated program information.

Undergraduates in the Social Studies Education program may select an area of concentration in history, geography, or government and politics. Each concentration follows the general requirements of their respective majors in addition to the pre-professional/subject area supporting course work required for certification. Teacher candidates may elect to complete the program for certification in Social Studies by choosing one of three options for completing the program.

Secondary Education Pathways

The Department of Teaching and Learning, Policy and Leadership offers undergraduate curricula in secondary education that lead to the Bachelor of Science or Bachelor of Arts degree and prepares teachers in various subject areas for teaching in middle schools, secondary schools (grades 7-12), and PreK-12 settings (Art and World Languages).

Multiple pathways are available for individuals who are interested in teaching at the secondary level:

The Dual Major option, which is designed for incoming freshmen or sophomores, leads to the Bachelor's degree with a major in an academic content area plus a second major in secondary education. All secondary majors are required to have an academic content major which satisfies the requirements of the academic department and meets the standards for teacher certification. Candidates who follow the proposed sequencing of courses can complete both majors in four years with careful advisement and scheduling;

The five-year Integrated Master's with certification program. See <http://www.education.umd.edu/MCERT/>.

Graduates of the Secondary Education programs meet the requirements for certification in Maryland and additional states that are affiliated with the Interstate Reciprocity Agreement through the Maryland State Department of Education.

Note: For more information on the Mathematics Education and Science Education programs, please visit the Terrapin Teachers website <http://terrapinteachers.umd.edu>.

Admission to the Major

Admission to the Teacher Education Professional Program is competitive. Admission procedures and criteria can be found on the College of Education, College Requirements tab (<https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/>).

Placement in Courses

The Secondary Education programs include both pre-professional and professional education course work. Before undergraduates may enroll in courses identified as part of the professional sequence, they must complete the selective admissions requirements and be fully

admitted to the College of Education's Teacher Education program. Admission procedures and criteria are explained in the College of Education entry. Teacher candidates will not be permitted to enroll in professional sequence courses — including the yearlong internship — prior to completion of the selective admissions requirements and full admission to the College of Education.

Program Learning Outcomes

1. Secondary Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (e.g., National Council of Teachers of English - NCTE, National Council of Teachers of Mathematics - NCTM, etc.); state (MSDE); and, institutional standards.
2. Secondary Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
3. Secondary Education teacher candidates practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice. They accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
4. Secondary Education teacher candidates demonstrate understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures. They are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (e.g., NCTE, NCTM, etc.); state (MSDE); and, institutional standards.
5. Secondary Education teacher candidates competently integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement. They demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

REQUIREMENTS

All Teacher Education Programs have designated pre-professional courses and a specified sequence of professional courses. Before undergraduates may enroll in professional education course requirements they must be fully admitted to the College of Education's Teacher Education Program. An overall grade point average of 2.75 must be maintained after admission to Teacher Education. All teacher candidates are required to obtain satisfactory evaluations on the College of Education Foundational Competencies/Model Code of Ethics for Educators (MCEE) standards and to attain qualifying scores for the State of Maryland on a test of basic skills (Praxis CORE, SAT, ACT or GRE) and Praxis II assessments. The test of basic skills is required for admission, and Praxis II is required for the teaching internship and graduation. The culminating experience of the program is the yearlong internship, which takes place in a public Collaborating School (i.e., partner school, PDS - Professional Development School).

The department of Teaching and Learning, Policy and Leadership offers a variety of secondary education programs-tracks leading to the Bachelor of Science and Bachelor of Arts degrees. Teacher candidates who complete a secondary education program at UM meet the Maryland State Department of Education requirements for the Professional Eligibility

Certificate. Consult the Curriculum and Instruction program advisor for updated information.

Secondary Math Education and Science Education are part of Terrapin Teachers, an innovative program designed to produce a new generation of highly qualified instructors in STEM subjects. In this program, you can earn a STEM degree PLUS eligibility for certification as a middle or high school teacher. For more information about this program please visit our website at the following link: [tt.umd.edu](http://www.tt.umd.edu) (<http://www.tt.umd.edu/>).

Option I: History

This option requires completion of the foreign language requirement and is primarily for those teacher candidates earning their initial degree. Requires 68 semester hours of which 39 credit hours must be in history.

Note: The history major requires completion of UNIV101 and a foreign language requirement through the intermediate level. See ARHU advising (<https://academiccatalog.umd.edu/undergraduate/colleges-schools/arts-humanities/#advisingtext>) for details.

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext)		
Pre-Professional/Subject Area Courses		
Introductory Courses:		
HIST200 or HIST201	Interpreting American History: Beginnings to 1877 Interpreting American History: From 1865 to the Present	3
HIST208	Historical Research and Methods Seminar	3
HIST elective - Latin America, Middle East, East Asia or Africa		3
HIST elective- Britain and Western Europe OR Eastern Europe and Russia		3
HIST408	Senior Seminar	3
Select 24 credits of History Electives ¹		24
In addition to the required credit hours in history, the social studies education program requires 29 credit hours of course work in geography and the social sciences as outlined below:		
GEOG202	Introduction to Human Geography	3
Select one of the following:		3
ECON111	Thinking Like an Economist	
ECON175	Inequality: Determinants and Policy Remedies	
ECON181	Putting a Price on the Environment: An Economist's Perspective on Sustainability	
ECON200	Principles of Microeconomics	
ECON201	Principles of Macroeconomics	
Lower-level ECON I-series course		
GVPT170	American Government	3
SOCY100 or SOCY105	Introduction to Sociology Understanding Contemporary Social Problems - Frameworks for Critical Thinking and Strategies for Solutions	3
Pre-Professional/Education Courses		
Select one of the following:		3
TLPL250	Historical and Philosophical Perspectives on Education	
TLPL360	Foundations of Education	

TLPL300	Digital Learning Tools and Communities	1
TLPL481	Embracing Diversity in the Classroom Community	3
TLPL488	Special Topics in Education (TLPL488B Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education)	2
EDHD413	Adolescent Development	3
EDHD426	Cognitive and Motivational Literacy Content	3
Professional Education Courses		
TLPL470	Knowledge, Reasoning, and Learning in Secondary Social Studies (Fall only, Junior Year)	3
TLPL471	Curriculum, Teaching, and Assessment in Secondary Social Studies (Fall only, Senior Year) ³	3
TLPL479	Field Experiences in Education (TLPL479B Field Experience in Secondary Social Studies Teaching, Fall only) ²	2
TLPL478	Professional Seminar in Education (TLPL478B Professional Seminar in Education: Social Studies)	2
TLPL489	Internship in Education (TLPL489B Internship in Secondary Schools)	12
Total Credits		88

¹ 18 credits must be at the junior/senior level, 15 credits must be in a concentration, one course must be non-Western

² TLPL471 and TLPL479B are taken concurrently

Option II: Geography

This option is primarily for those teacher candidates earning their initial degree and requires 64 credits of Pre-professional/Subject Area course work. Thirty-five credit hours must be in geography. Nine credit hours of 300 level Gateway courses must be taken in physical geography, human geography, and geographic techniques. The remaining 18 credit hours must include a quantitative methods course and 15 credit hours of upper level systematic geography courses.

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext)		
Pre-Professional/Subject Area Courses		
Primary Courses:		
GEOG201	Geography of Environmental Systems	3
GEOG211	Geography of Environmental Systems Laboratory	1
GEOG202	Introduction to Human Geography	3
GEOG212	Career Planning for Geographical Sciences, GIS, and ENSP Majors	1
Gateway Courses:		
GEOG3xx	one 300 level physical geography course	3
GEOG3xx	one 300 level human geography course	3
GEOG3xx	one 300 level technique course	3
GEOG3xx/4xx	Upper Level Geography Electives	15
GEOG306	Introduction to Quantitative Methods for the Geographical Environmental Sciences	3
In addition to the required credit hours in geography, the social studies education program requires 29 credit hours of course work in history and the social sciences as outlined below:		
Select one of the following:		3

ECON111	Thinking Like an Economist	
ECON175	Inequality: Determinants and Policy Remedies	
ECON181	Putting a Price on the Environment: An Economist's Perspective on Sustainability	
ECON200	Principles of Microeconomics	
ECON201	Principles of Macroeconomics	
Lower-level ECON I-series course		
GVPT170	American Government	3
HIST200	Interpreting American History: Beginnings to 1877	3
or HIST201	Interpreting American History: From 1865 to the Present	
HIST208	Historical Research and Methods Seminar	3
HIST elective - Latin America, Middle East, East Asia or Africa		3
HIST elective - Britain and Western Europe or Eastern Europe and Russia		3
SOCY100	Introduction to Sociology (OR)	3
or SOCY105	Understanding Contemporary Social Problems - Frameworks for Critical Thinking and Strategies for Solutions	
Pre-Professional/Education Courses		
Select one of the following:		3
TLPL250	Historical and Philosophical Perspectives on Education	
TLPL360	Foundations of Education	
TLPL481	Embracing Diversity in the Classroom Community	3
TLPL488	Special Topics in Education (TLPL488B Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education)	2
EDHD426	Cognitive and Motivational Literacy Content	3
EDHD413	Adolescent Development	3
Professional Education Courses		
TLPL470	Knowledge, Reasoning, and Learning in Secondary Social Studies	3
TLPL471	Curriculum, Teaching, and Assessment in Secondary Social Studies (Fall only, Senior Year) ¹	3
TLPL479	Field Experiences in Education (TLPL479B Field Experience in Teaching Social Studies, Fall only) ¹	2
TLPL300	Digital Learning Tools and Communities	1
TLPL478	Professional Seminar in Education (TLPL478B Professional Seminar in Secondary Education: Social Studies)	2
TLPL489	Internship in Education (TLPL489B Internship in Secondary Schools)	12
Total Credits		93

¹ TLPL471 and TLPL479B are taken concurrently

Option III: Government and Politics

The Government and Politics program is under review. Please check with the Government Department regarding specific course work.

This option is primarily for those teacher candidates earning their initial degree. Requires a minimum of 65 credit hours of preprofessional/subject area course work. Thirty-six hours must be in GVPT. At least eighteen of the thirty-six credit hours must be upper-level courses.

All GVPT majors must also complete an approved skills option (a foreign language or three quantitative courses from a select list - see GVPT advising office.)

In addition, the GVPT program is a Limited Enrollment Program (LEP). See GVPT advisor for specific admission requirements.

Course	Title	Credits
College Requirements (https://academiccatalog.umd.edu/undergraduate/colleges-schools/education/#collegerequirementstext)		
Pre-Professional/Subject Area Courses		
Introductory Courses:		
GVPT170	American Government	3
GVPT201	Scope and Methods for Political Science Research	3
GVPT241	The Study of Political Philosophy: Ancient and Modern	3
Electives	GVPT Electives	9
GVPT3xx/4xx	GVPT Upper Level Courses	18
Social Science Quantitative Courses or Foreign Language (see GVPT advisor)		
In addition to the required credit hours in GVPT, the social studies education program requires 29 credit hours of course work in history and the social sciences as outlined below.		
HIST200	Interpreting American History: Beginnings to 1877	3
or HIST201	Interpreting American History: From 1865 to the Present	
HIST208	Historical Research and Methods Seminar	3
HIST elective - Latin America, Middle East, East Asia or Africa		3
HIST elective - Britain and Western Europe or Eastern Europe and Russia		3
Select one of the following:		3
ECON111	Thinking Like an Economist	
ECON175	Inequality: Determinants and Policy Remedies	
ECON181	Putting a Price on the Environment: An Economist's Perspective on Sustainability	
ECON200	Principles of Microeconomics	
ECON201	Principles of Macroeconomics	
Lower-level ECON I-series course		
GEOG202	Introduction to Human Geography	3
SOCY100	Introduction to Sociology	3
or SOCY105	Understanding Contemporary Social Problems - Frameworks for Critical Thinking and Strategies for Solutions	
Pre-Professional Education Courses		
Complete one of the following		3
TLPL250	Historical and Philosophical Perspectives on Education	
TLPL360	Foundations of Education	
TLPL481	Embracing Diversity in the Classroom Community	3
TLPL488	Special Topics in Education (TLPL488B Teaching Academically, Culturally, and Linguistically Diverse Students in Secondary Education)	2
EDHD413	Adolescent Development	3
EDHD426	Cognitive and Motivational Literacy Content	3
Professional Education Courses		

TLPL470	Knowledge, Reasoning, and Learning in Secondary Social Studies (Fall only, Junior Year)	3
TLPL471	Curriculum, Teaching, and Assessment in Secondary Social Studies (Fall only, Senior Year) ¹	3
TLPL479	Field Experiences in Education (TLPL479B Field Experience in Secondary Social Studies Teaching. Fall only) ¹	2
TLPL300	Digital Learning Tools and Communities	1
TLPL478	Professional Seminar in Education	2
TLPL489	Internship in Education	12
Total Credits		94

¹ TLPL471 and TLPL479B are taken concurrently

GRADUATION PLANS

Click here (<https://education.umd.edu/student-resources/student-services/coe-undergraduate-studies-student-services-office/major-four/>) for roadmaps for graduation plans in the College of Education.

Additional information on developing a graduation plan can be found on the following pages:

- <http://4yearplans.umd.edu>
- the Student Academic Success-Degree Completion Policy (<https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-advising/#success>) section of this catalog