



**UNIVERSITY OF MARYLAND GLOBAL CAMPUS (UMGC)
DEPARTMENT OF EDUCATION**

Conceptual Framework (CF) Alignment: UMGC’s professional education unit instills in all candidates the belief that all students can learn and learn at high levels, and that they as teachers and teacher candidates are instrumental in ensuring that this learning occurs. This transcript review form is used for MAT admissions in conjunction with Key Assessments 2 – Description of transcript analysis process, which aligns with CF Learning Objective 1: Teaching for Learning – The candidate acts upon academic content, professional and pedagogical knowledge, and understanding of students to maximize student achievement. The use of this transcript review form also aligns with the Department’s Professional Dispositions category 1: Relationship with students through curriculum and instruction.

**MAT TRANSCRIPT REVIEW FORM FOR SECONDARY HISTORY,
7-12 GRADE TEACHER CERTIFICATION – NCSS STANDARDS 2017**

NCTM Assessment Standards for Certification	Typical Courses Aligned with Standards (Course Samples)	Courses Completed (Include Prefix, Number, and Name)	# of Credits
Change, Continuity, and Context <ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • Analyze change and continuity in historical eras. 	<ul style="list-style-type: none"> • Western Civilization I or II • World History I or II • History of the United States • History of Japan • World War I 		

<ul style="list-style-type: none"> • Use questions generated about individuals and groups to assess how the significance of their actions changes over time. 	<ul style="list-style-type: none"> • World War II 		
<p>Perspectives</p> <ul style="list-style-type: none"> • Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • Analyze how historical contexts shape people’s perspectives. • Analyze the ways in which the perspectives of those writing history shaped what they produced. • Explain how the perspectives of people in the present shape interpretations of the past. • Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. 	<ul style="list-style-type: none"> • U.S. Women’s History: 1870-2000 • America in Vietnam • History of the Contemporary Middle East • African American History • Interpretive Problems in History 		
<p>Historical Sources and Evidence</p> <ul style="list-style-type: none"> • Analyze the relationships between historical sources and the secondary interpretations made from them. • Detect limitations in historical evidence. • Critique the usefulness and appropriateness of historical sources. 	<ul style="list-style-type: none"> • Introduction to Historical Studies • Historical Methods 		

<ul style="list-style-type: none"> • Use questions about historical sources to pursue further inquiry. 			
<p>Causation and Argumentation</p> <ul style="list-style-type: none"> • Analyze multiple and complex causes and effects of events in the past. • Distinguish between long-term causes and triggering events in developing historical argument. • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • Critique the central arguments in secondary works of history on related topics in terms of historical accuracy. 	<ul style="list-style-type: none"> • Historical Writing • Senior Thesis in History 		
		Total Credits:	

Note: Applicants may qualify to enter the MAT program with a content specialization in History if they have an undergraduate major in the certification area, or if they have completed 30 credit hours of coursework in History.

Secondary History, 7-12 Grade Teacher Certification

Full standards are available at NCSS: <http://www.socialstudies.org>