

HISTORY: SECONDARY EDUCATION CONCENTRATION, BACHELOR OF SCIENCE

"Why study history? The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally 'salable' skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works."—Peter Stearns

The secondary education concentration prepares graduates for licensure as social studies teachers, and includes courses in economics, education, geography, and political science.

Program Goals

- To provide students with a general knowledge of history and historical methodology;
- To prepare students, through training in communication skills and in research methods, to gain knowledge of a given area of history;
- To prepare students to continue personal study and learning about specific subject areas in the discipline on an independent basis;
- To prepare students to engage in critical thinking; and
- To introduce students to the theoretical frameworks that serve as the foundation of historical scholarship.

Expected Student Outcomes for the History Program

On completion of the Bachelor's degree, history majors at CSU Pueblo will:

- Demonstrate literacy—analytical reading and effective writing skills—in general, and for historical content;
- Demonstrate understanding of the history of historical writing, and demonstrate the ability to apply the principles and theories that support historical writing;
- Demonstrate knowledge of specific times and locations studied, and knowledge of the complexities of the past and the diversity of human cultures in those times and places;
- Apply the concepts of historical thinking, for example, in evaluating change over time; and
- Demonstrate skills in historical research, including historical analysis and interpretation.

Outcomes Assessment Activities for the History Program

Portfolio reviews serve as the core, formal assessment tool for the history program. Student portfolios contain papers written for HIST 493 Seminar (3 c.h.). Portfolio papers are reviewed on the basis of the student learning outcomes.

Specific Program Requirements

The Secondary Education concentration for the History Major leads to the Bachelor of Science degree and prepares students for teaching at the middle and high school level. Students must complete the "Core Requirements for the History Major" as outlined above, plus 21 hours of history electives, of which at least 6 hours must be from non US history courses (as determined by the student's advisor), and of which at least 15 hours must be upper level). In addition, students must complete the social science courses required for certification listed below, and all requirements of the Teacher Education Program.

Students completing a major in history with a concentration in secondary education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program

Course	Title	Credits
Required History Core		
History Core		15
Required History Elective Courses		
Select 21 credits ¹		21
Required Social Science Courses		
ECON 201	Principles of Macroeconomics (GT-SS1)	3
GEOG 101	Physical Geography	3
GEOG 103	World Regional Geography (GT-SS2)	3
POLS 101	American National Politics (GT-SS1)	3.0
POLS 102	State & Local Government	3.0
Total Credits		51

¹ At least 6 hours must be from non US history courses (as determined by the student's advisor), and at least 15 hours must be upper level.

Specific Core Requirements

Course	Title	Credits
HIST 110	World History to 1500 (GT-HI1)	3
HIST 111	World History since 1500 (GT-HI1)	3
HIST 201	U.S. History I (GT-HI1)	3
HIST 202	U.S. History II (GT-HI1)	3
HIST 493	Seminar	3
Total Credits		15

Specific Requirements for Secondary & K-12 Education/Minor

The student must complete an appropriate major and the following Education courses:

Course	Title	Credits
Select one of the following:		
PSYC 151	Human Development (GT-SS3) ¹	3

or PSYC 251	Childhood and Adolescence	
or PSYC 342	Educational Psychology	
ED 202	Foundations of Education	3
ED 280	Educational Media and Technology ²	3
ED 301	Frameworks of Teaching (Admission to Education is completed in this course)	4
RDG 435	Disciplinary Literacy ^{3, 5}	4
Special Methods in Education Areas (Prerequisites - Admission to Education) ^{5, 6}		4
ED 412	Teaching Diverse Learners ^{4, 5}	3
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
or ED 489	Student Teaching K-12	
Total Credits ³		37-40

¹ Music students may take PSYC 151 Human Development (GT-SS3) (3 c.h.) or PSYC 251 Childhood and Adolescence (3 c.h.).

² Music Education students may complete MUS 103 Music and Computer Technology I (1 c.h.) and MUS 306 Technology for Music Educators (2 c.h.) for ED 280 Educational Media and Technology (3 c.h.).

³ English/Language Arts student must also complete RDG 355 Linguistics for Educators (3 c.h.)

⁴ Physical Education students may complete EPER 465 Adapted Physical Education (3 c.h.) or ED 412 Teaching Diverse Learners (3 c.h.).

⁵ GPA of 2.6 required

⁶ English/Language Arts student must also complete ED 447 Teaching English in Secondary Schools (4 c.h.)

Planning Sheet

Disclaimer: The Planning Sheet is designed as a guide for student's planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice and consent of an academic advisor. While accurately portraying the information contained in the college catalog, this form is not considered a legal substitute for that document. Students should become familiar with the catalog in effect at the time in which they entered the institution.

Note: Students completing a major in history with a concentration in secondary education are required to complete a minor in education and meet all other requirements outlined by the Teacher Education Program.

*COMR 103 is required for admission to the Teacher Education Program.

Course	Title	Credits
Year 1		
Fall		
ENG 101	Rhetoric & Writing I (GT-CO1)	3
CID 103	Speaking & Listening	3
GEOG 103	World Regional Geography (GT-SS2)	3
HIST 110	World History to 1500 (GT-HI1)	3
General Education		3
Credits		15
Spring		
ENG 102	Rhetoric & Writing II (GT-CO2)	3
HIST 111	World History since 1500 (GT-HI1)	3
General Education		6

Elective	Must be one of the following: PSYCH 151, 251, or 342	3
Credits		15
Year 2		
Fall		
ED 202	Foundations of Education	3
HIST 201	U.S. History I (GT-HI1)	3
General Education		4
Elective	³ credits must be History course.	6
Credits		16
Spring		
ECON 201	Principles of Macroeconomics (GT-SS1)	3
GEOG 101	Physical Geography	3
HIST 202	U.S. History II (GT-HI1)	3
POLS 101	American National Politics (GT-SS1)	3
General Education		4
Credits		16
Year 3		
Fall		
ED 301	Frameworks of Teaching	4
Elective	⁶ credits must be upper division History course.	12
Credits		16
Spring		
ED 280	Educational Media and Technology	3
HIST 493	Seminar	3
POLS 102	State & Local Government	3
RDG 435	Disciplinary Literacy	4
Elective	Must be upper division History course.	3
Credits		16
Year 4		
Fall		
ED 412	Teaching Diverse Learners	3
ED 451	Teaching Secondary Social Studies	4
Elective	Must be upper division History course.	6
Credits		13
Spring		
ED 485	Capstone Seminar in Education	1
ED 488	Student Teaching Secondary	12
Credits		13
Total Credits		120