## BLACK STUDIES AND EDUCATIONAL STUDIES: DEPARTMENT-SPECIFIC REQUIREMENTS CHART FOR MAJORS

AND/OR SECONDARY CERTIFICATION IN SOCIAL STUDIES OR CITIZENSHIP; ELEMENTARY CERTIFICATION IS ANOTHER OPTION; OTHER CERTIFICATION

## AREAS MAY ALSO BE POSSIBLE, DEPENDING ON COURSE WORK

Requirements	Course Major: Black Studies and Educational Studies Total: 5 credits	Major: <i>Black Studies and</i> <i>Educational Studies</i> , <i>SOCIAL STUDIES</i> Secondary Teacher Certification Total: 5 credits	Major: <i>Black Studies and</i> <i>Educational Studies</i> , <i>CITIZENSHIP</i> Secondary Teacher Certification Total: 5 credits
(BLST)	<ul> <li>BLST 015 Introduction to Black Studies</li> <li>4 additional credits identified in consultation with department chair</li> </ul>	<ul> <li>5 credits identified in consultation with department chair</li> </ul>	<ul> <li>5 credits identified in consultation with department chair</li> </ul>
Thesis (EDUC/BLST)	<ul> <li>Total: 1 or 2 credits</li> <li>EDUC 96 or 97: Thesis (1 credit required; 2 credits possible)</li> <li>BLST 091: Thesis</li> <li>2 credit EDUC Honors seminar paper. Topic must be</li> </ul>	<ul> <li>Total: 1 or 2 credits</li> <li>EDUC 96 or 97: Thesis (1 credit required; 2 credits possible)</li> <li>BLST 091: Thesis</li> <li>2 credit EDUC Honors seminar paper. Topic must</li> </ul>	<ul> <li>Total: 1 or 2 credits</li> <li>EDUC 96 or 97: Thesis (1 credit required; 2 credits possible)</li> <li>BLST 091: Thesis</li> <li>2 credit EDUC Honors seminar paper. Topic must</li> </ul>
	approved in advance by BLST department chair; paper supervised by seminar instructor.	be approved in advance by BLST department chair; paper supervised by seminar instructor.	be approved in advance by BLST department chair; paper supervised by seminar instructor.
Additional Departmental Requirements		– HIST 003, 004, 006, 008 or 009	-HIST 003, 004, 006, 008 or 009
		<ul> <li>HIST 005A, 005B, 007A or 007B</li> <li>ECON 001: Introduction to Economics</li> <li>POLS 002: American Politics <u>or</u> POLS 024: American Constitutional Law</li> <li>POLS 003 Comparative Politics or 004: International Politics</li> <li>SOCI 001 Introduction to Sociology</li> <li>ANTH 001 Introduction to Anthropology</li> </ul>	<ul> <li>HIST 005A, 005B, 007A or 007B</li> <li>ECON 001: Introduction to Economics</li> <li>POLS 002: American Politics <u>or</u> POLS 024: American Constitutional Law</li> <li>POLS 003 Comparative Politics or 004: International Politics</li> <li>SOCI 001 Introduction to Sociology</li> <li>ANTH 001 Introduction to Anthropology</li> </ul>
Strongly Recommended	— EDUC 065 Qualitative Methods	– SOAN 028E: Methods of Social Exploration	N/A

Educational Studies Requirements	5 credits in Educational Studies Required         —       EDUC 014 Introduction to Education         —       And at least 2 courses from the following list:         •       EDUC 033 Black Education         •       EDUC 046 Race, Nation, and Empire         •       EDUC 048: From the Undercommons: Ethnic Studies Ed         •       EDUC 062 Sociology of Education         •       EDUC 068 Urban Education         •       EDUC 161 Urban Policy, Politics, and Education (1 or 2 credits)         •       EDUC 133 Black Boyhood (2 credits)	<b>9.5 credits in Educational Studies</b> description of general Educational Studies Secondary Certification Requirements. (Does not include EDUC Comprehensive/Thesis credits)	<b>9.5 credits in Educational Studies</b> Refer to description of general Educational Studies Secondary Certification Requirements. (Does not include EDUC Comprehensive/Thesis credits)
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Mission Statement for Secondary Citizenship/Social Studies Education Certification Programs

The Secondary Citizenship and Social Studies Education certification programs engage students in the investigation of educational theory, policy, research, and practice. Candidates for certification develop their pedagogical content knowledge in citizenship or social studies education as well as their general knowledge of the subject. The program encourages undergraduates to think critically and creatively about the processes of teaching and adolescent learning and about the place of education in society. The program is committed to preparing students to employ evidence-based practice. Instructional practice, including the use of technology and assessments, are designed to enable preservice teachers to meet the needs of all students, including those with learning differences, and with consideration for racial, ethnic, linguistic and/or social economic diversity.