

TEACHING SOCIAL STUDIES 7-12 WITH 5-6 EXTENSION/ STUDENTS WITH DISABILITIES 7-12 GENERALIST (MA)

Department Website (<https://steinhardt.nyu.edu/departments/teaching-and-learning/>)

NYSED: 37280 **HEGIS:** 2201.01 **CIP:** 45.0101

Program Description

This master's program prepares aspiring teachers to teach Social Studies in grades 7-12 and grades 5-6 without special needs as well as those with a variety of learning challenges, including autism, attention difficulties, learning disabilities, and emotional and behavioral disabilities.

The dual-certification curriculum combines content courses and core pedagogy classes with fieldwork and supervised student teaching in New York City schools. The curriculum includes coursework that focuses on literacy methods in the inclusive classroom, teaching methods for social studies and US and world history, language and literacy acquisition and development, designing effective curricula and individualized instruction for all types of learners, and working collaboratively with parents and guardians.

Graduates are eligible for New York State certification in teaching Social Studies grades 7-12 and teaching students with disabilities grades 7-12, with an optional certificate extension to teach grades 5-6.

Career Opportunities

Across the country, schools are experiencing a consistent shortage of special education teachers – particularly those with content-area expertise at the middle and high school levels. Graduates are in high demand by employers for their ability to teach students of all backgrounds, with and without learning challenges like autism, dyslexia, and attention difficulties.

Graduates are eligible for New York State certification in teaching Social Studies grades 7-12 and teaching students with disabilities grades 7-12, with an optional certificate extension to teach grades 5-6.

Accreditation (AAQEP)

The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today's demanding educational environment, is granted accreditation by the Association for Advancing Quality Educator Programs (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP's quality principles.

Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/>) for additional information on school-wide admission. Some programs may require additional components for admissions.

See How to Apply (<https://steinhardt.nyu.edu/degree/ma-teaching-social-studies-and-students-with-disabilities/how-apply/>) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Major Requirements		
<i>General Pedagogical Core</i>		
TCHL-GE 2275	Lang/Lit Acquisition Dev	3
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA:	0
<i>Specialized Pedagogical Core</i>		
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setng	3
SPCED-GE 2136	Assessment for Students with Disabilities	3
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
SOCED-GE 2042	Teaching Soc Std in The Middle/Secondary Sch	3
SOCED-GE 2048	Key Debates in Global History	3
SOCED-GE 2047	Key Debates in U.S. History	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
<i>Student Teaching</i>		
SOCED-GE 2911	Student Teaching in Social Studies: Middle and High School I	3
SPCED-GE 2524	Teaching Students with Disabilities: Middle School	3
<i>Culminating Experience</i>		
SOCED-GE 2146	Master Sem in Soc Std	3
Total Credits		41

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
TCHL-GE 2010	Inquiries Into Teaching & Learning III	3
SPCED-GE 2124	Historical and Contemporary Issues in Special Educ Policy, Research and Practice	3
TCHL-GE 2515	Adolescent Learners in Urban Contexts	2
TCHL-GE 2275	Lang/Lit Acquisition Dev	3
Credits		11
2nd Semester/Term		
SOCED-GE 2048	Key Debates in Global History	3
SPCED-GE 2162	Ed of Std With Disab in Middle Clhd/Adole Setng	3
SOCED-GE 2042	Teaching Soc Std in The Middle/Secondary Sch	3

SOCED-GE 2911	Student Teaching in Social Studies: Middle and High School I	3
TCHL-GE 2999	Drug, Alcohol Ed/Child Abuse ID/School Violence/DASA:	0
Credits		12
3rd Semester/Term		
SPCED-GE 2136	Assessment for Students with Disabilities	3
Credits		3
4th Semester/Term		
SPCED-GE 2108	Learning Environments, Behavior, and Students with Disabilities	3
SPCED-GE 2524	Teaching Students with Disabilities: Middle School	3
SOCED-GE 2146	Master Sem in Soc Std	3
SOCED-GE 2047	Key Debates in U.S. History	3
TCHL-GE 2005	Field Work in Schools & Other Education Settings	0
Credits		12
5th Semester/Term		
SPCED-GE 2052	Methods of Instruction for Children with Low Incidence Disabilities	3
Credits		3
Total Credits		41

Learning Outcomes

Upon successful completion of the program, graduates will be able to:

1. Build relationships with students and families with the goal of fostering student learning, engagement and well-being.
2. Integrate theory/research with pedagogical and classroom practice.
3. Develop and implement discipline-based curricula, unit plans and lessons that are coherent, use culturally relevant pedagogies, and foster experiential learning.
4. Create and apply classroom strategies that are explicit, innovative, appropriate for a specific context, and use technology to support student learning.
5. Develop a practice that is equitable and inclusive and acquire the skills of a professional educator.

Policies

Program Policies

Fieldwork Placement

Be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background.

NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

Steinhardt Academic Policies

Additional academic policies can be found the Steinhardt academic policies page (<https://bulletins.nyu.edu/graduate/culture-education-human-development/academic-policies/>).