

# TEACHING SOCIAL STUDIES 7–12 (BS)

NYSED: 22759 HEGIS: 2201.01 CIP: 13.1318

## Program Description

The BS program in Teaching Social Studies, Grades 7–12, (<https://steinhardt.nyu.edu/degree/bs-teaching-social-studies-grades-7-12-initial-certification/>) prepares a new generation of middle and high school teachers who are equipped to generate real student interest in history, the social sciences, and the challenges of active citizenship.

Since history is the core discipline in the social studies curriculum of New York and many other states, NYU's program includes an extensive historical study to introduce students to global and US history and then enable them to develop an area of specialization, such as modern Europe, and complete advanced coursework and a research seminar (in small class settings). To build a cross-disciplinary understanding of society and civilization, students in the program take a wide range of courses in the humanities, social sciences, world language, natural sciences, and mathematics.

The curriculum's coursework in educational methods builds on this strong foundation in the social sciences and humanities. As a student develops expertise, for example, in American history, his or her education classes examine ways to use this knowledge to teach the subject effectively to middle and high school students. Social studies courses familiarize aspiring teachers with ways to integrate history, literature, and the arts and how to involve students in inquiry-based history workshops that engage them in analyzing historical controversies and primary sources. The program emphasizes how community studies and local history can involve students in major research projects that relate to their own lives and neighborhoods. In addition, social studies program teachers encounter the latest programs to foster political engagement via service learning and discover the most innovative methods and materials being used in social studies classes. Other education coursework instructs on managing student reading and writing problems. The curriculum ensures that graduates enter teaching with a strong grasp of the special education and educational policy issues that affect schooling.

Students graduating from the program are eligible for New York State teacher certification for grades 7–12, with an extension for grades 5-6.

## Honors

- Honors Societies: Phi Delta Kappa, Kappa Delta Pi, Pi Lambda Theta
- Departmental Honors: Senior Honors Seminar for students with at least a 3.5 GPA, cumulative and major, culminating in an honors thesis based on faculty-supervised independent research

See departmental honors for additional honors information.

## Admissions

New York University's Office of Undergraduate Admissions supports the application process for all undergraduate programs at NYU. For additional information about undergraduate admissions, including application requirements, see How to Apply (<https://www.nyu.edu/admissions/undergraduate-admissions/how-to-apply.html>).

## Program Requirements

Course	Title	Credits
<b>Liberal Arts Requirements</b>		
<i>Foreign Language</i>		8
<i>Expository Writing</i>		
EXPOS-UA 1	Writing as Inquiry	4
ACE-UE 110	Advanced Writing and Research	4
<i>Foundations of Contemporary Culture</i>		
Texts and Ideas		4
Cultures and Contexts		4
<i>Foundations of Scientific Inquiry</i>		
Physical/Life Sciences (two 4-credit courses, for a total of 8 credits)		8
Select one of the following:		4
APSTA-UE 10	Statistical Mysteries and How to Solve Them	
APSTA-UE 1085	Basic Statistics I	
APSTA-UE 21	Cracking the Code	
Mathematics by advisement		
<i>Other Liberal Arts Requirements</i>		
HSED-UE 1005	Introduction to US Education	4
<i>Additional Requirements</i>		
SAHS-UE 1	New Student Seminar	0
Writing Proficiency Examination		
<b>Specialization Requirements</b>		
<i>Content Core</i>		
SOCED-UE 1073	Key Debates in U.S. History	4
SOCED-UE 1800	Key Debates in Global History	4
Select one of the following:		4
POL-UA 500	Comparative Politics	
Politics Course (by advisement)		
ECON-UA 1	Introduction to Macroeconomics (Politics Course (by advisement))	4
<i>Area of Specialization: History Courses</i>		
HIST-UA 9–	History Workshop	4
HIST-UA —	Introductory or Advanced History course by advisement (Africa, Asia, Latin America & Middle East)	4
HIST-UA —	Introductory or Advanced History course by advisement (Eastern / Western Europe)	4
HIST-UA 1—	Advanced History class (Eastern / Western Europe & Russia)	4
HIST-UA 4—	Advanced Seminar History course by advisement	4
<i>Common Pedagogical Core</i>		
Select one of the following:		4
HSED-UE 610	Achievement Culture & The American Dream: Who Matters	
TCHL-UE 41	American Dilemmas: Race, Inequality, and the Unfulfilled	
SOED-UE 1015 Educ as Soc Institution		
TCHL-UE 1	Inquiries Into Teaching & Learning I	4
TCHL-UE 5	Field Observ in Schools and Other Educ Settings	0
TCHL-UE 1030	Teaching Language and Literacy in the Disciplines	4

TCHL-UE 1999	Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA:	1
APSY-UE 20	Human Development I	2
APSY-UE 23	Human Development II: Early Adolescents and Adolescents	2
SPCED-UE 1005	Teach Stu With Disabili in General Ed Class Rm	4
<i>Specialized Pedagogical Core</i>		
SOCED-UE 1039	Methods/Teaching Social Studies I	3
SOCED-UE 1135	Trnds/Prob Sec Soc St Ed	4
SOCED-UE 1911	Student Teaching in Social Studies I	4
SOCED-UE 1922	Student Teaching in Social Studies II	4
<i>Unrestricted Electives</i>		16
<b>Total Credits</b>		<b>128</b>

**Note:** History Seminars must fall into the following areas: 1 U.S., 1 European, and 1 non-West. One of these must be pre-1800. If a student is pursuing the three-course sequence in one area, then the two unrelated History classes (History 101 and Advanced History class) must be taken in each of the other two areas.

## Sample Plan of Study

Course	Title	Credits
<b>1st Semester/Term</b>		
SAHS-UE 1	New Student Seminar	0
EXPOS-UA 1 or EXPOS-UA 4	Writing as Inquiry or International Writing Workshop I	4
HSED-UE 1005	Introduction to US Education	4
HSED-UE 1033	Global Culture Wars	4
Physical/Life Science		4
<b>Credits</b>		<b>16</b>
<b>2nd Semester/Term</b>		
TCHL-UE 5	Field Observ in Schools and Other Educ Settings	0
ACE-UE 110	Advanced Writing and Research	4
Quantitative Reasoning		4
Texts and Ideas		4
Physical/Life Science		4
<b>Credits</b>		<b>16</b>
<b>3rd Semester/Term</b>		
HIST-UA WORKSHOP		4
POL-UA 500 or POL-UA 300	Comparative Politics or Power & Politics in America	4
Foreign Language		4
TCHL-UE 1	Inquiries Into Teaching & Learning I	4
<b>Credits</b>		<b>16</b>
<b>4th Semester/Term</b>		
APSY-UE 20	Human Development I	2
APSY-UE 23	Human Development II: Early Adolescents and Adolescents	2
ECON-UA 1	Introduction to Macroeconomics	4
Foreign Language		4
HIST-UA Intro or Advanced Non-Western History		4
<b>Credits</b>		<b>16</b>
<b>5th Semester/Term</b>		
SOED-UE 1015 or HSED-UE 610	Educ as Soc Institution or Achievement Culture & The American Dream: Who Matters	4
TCHL-UE 1030	Teaching Language and Literacy in the Disciplines	4
HIST-UA Intro or Advanced European History		4
Unrestricted Electives		4
<b>Credits</b>		<b>16</b>

<b>6th Semester/Term</b>		
HIST-UA Advanced Seminar History		4
HIST-UA Advanced European History		4
SOCED-UE 1135	Trnds/Prob Sec Soc St Ed	4
<i>Unrestricted Electives</i>		4
<b>Credits</b>		<b>16</b>
<b>7th Semester/Term</b>		
SOCED-UE 1039	Methods/Teaching Social Studies I	3
SOCED-UE 1800	Key Debates in Global History	4
SOCED-UE 1911	Student Teaching in Social Studies I	4
TCHL-UE 1999	Drug, Alcohol Ed/Child Abuse ID/School Violence/ DASA:	1
<i>Unrestricted Electives</i>		4
<b>Credits</b>		<b>16</b>
<b>8th Semester/Term</b>		
SOCED-UE 1073	Key Debates in U.S. History	4
SOCED-UE 1922	Student Teaching in Social Studies II	4
SPCED-UE 1005	Teach Stu With Disabili in General Ed Class Rm	4
<i>Unrestricted Electives</i>		4
<b>Credits</b>		<b>16</b>
<b>Total Credits</b>		<b>128</b>

## Learning Outcomes

Upon successful completion of the program, graduates will:

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.

### Grading Policies

Students can review the Department of Teaching and Learning Academic Policies in the Undergraduate Advising Guide (<https://sites.google.com/nyu.edu/tl-undergraduate-guide/home/>).

### Pass/Fail

Undergraduate students can only pass/fail Liberal Arts and Unrestricted Electives or CORE-UA courses not being used to fulfill a content area. Students are not permitted to pass/fail more than one course per

semester and cannot pass/fail more than 16-20 credits total (depending on the program of study).

### Minimum Grades

All students must maintain a minimum 2.0 GPA to maintain good academic standing. Students who fall below that mark for the semester GPA or overall GPA will be reviewed by the Committee on Student Progress.

Students must meet the following grade minimums in each program in order for classes to satisfy degree requirements:

#### Childhood Education/Childhood Special Education

- A minimum grade of B- in all Specialized Pedagogical Core Courses, and a minimum grade of C in Common Pedagogical Core Courses.
- A minimum grade of C in Liberal Arts Content Core Courses.

#### Early Childhood Education/Early Childhood Special Education

- A minimum grade of B- in all Specialized Pedagogical Core Courses, and a minimum grade of C in Common Pedagogical Core Courses.
- A minimum grade of C in Liberal Arts Content Core Courses.

#### Teaching English 7-12

- A minimum grade of B- in all Specialized Pedagogical Core Courses, and a minimum grade of C in Common Pedagogical Core Courses.
- A minimum grade of C in all English Content courses.

#### Teaching Mathematics 7-12

- A minimum grade of B- in all Specialized Pedagogical Core Courses, and a minimum grade of C in Common Pedagogical Core Courses.
- A minimum grade of C in all Mathematics Content courses.

#### Teaching Science 7-12

- A minimum grade of B- in all Specialized Pedagogical Core & Common Pedagogical Core course requirements.
- A minimum grade of C in Specialization Core Courses (BIOL-UA, CHEM-UA, PHYS-UA, ENVST-UA, and MATH-UA).

#### Teaching Social Studies 7-12

- A minimum grade of B- in all Specialized Pedagogical Core & Common Pedagogical Core course requirements.
- A minimum grade of C in all History, ECON-UA 1 & Politics courses.

#### Teaching a World Language 7-12

- A minimum grade of B- in all Specialized Pedagogical Core Courses, and a minimum grade of C in Common Pedagogical Core Courses.

- A minimum grade of C in all target language courses.

### Student Teaching Seminars

A minimum grade of B- in all student teaching seminar courses:

Course	Title	Credits
CHDED-UE 1901	Student Teaching in Childhood Education II	3
CHDED-UE 1902	Student Teaching in Childhood Education III	6
ECED-UE 1503	Student Teaching in Early Childhood Education I	2
ECED-UE 1904	Student Teaching in Early Childhood Education III	3
ENGED-UE 1911	Student Teaching English Education:Middle School	3
ENGED-UE 1922	Student Teaching English Education:High School	3
MTHED-UE 1911	Student Teaching in Mathematics Education: Middle and High School I	3
MTHED-UE 1922	Student Teaching in Mathematics Education: Middle and High School II	3
SCIED-UE 1911	Student Teaching Science Education:Middle School	3
SCIED-UE 1922	Student Teaching Science Education:High School	3
SOCED-UE 1911	Student Teaching in Social Studies I	4
SOCED-UE 1922	Student Teaching in Social Studies II	4
SPCED-UE 1504	Student Teaching in Childhood Special Education I	3
SPCED-UE 1901	Student Teaching in Childhood Special Education IV	3
SPCED-UE 1903	Student Teaching in Early Childhood Special Education II	3
SPCED-UE 1904	Student Teaching in Early Childhood Special Education IV	3
WLGED-UE 1911	Student Teaching World Language Education: Middle/High School I	4
WLGED-UE 1922	Student Teaching World Language Education: Middle/High School II	4

### 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/undergraduate/culture-education-human-development/academic-policies/>).