ADOLESCENCE SOCIAL STUDIES (M.S.T.)

30 credits
NYSED 25529/25530

This clinically rich master’s degree program in adolescence social studies prepares candidates to teach social studies as a content-area subject in grades 7 through 12. Graduates of the program qualify and are endorsed for New York state certification as Teacher of Social Studies 7–12.

CIP Code
13.1318 - Social Studies Teacher Education.
You can use the CIP code to learn more about career paths associated with this field of study and, for international students, possible post-graduation visa extensions. Learn more about CIP codes and other information resources.

Admissions
In addition to the general requirements for study at the Graduate School of Education, for initial teacher education programs, and for the adolescence education programs, candidates for the adolescence social studies program must have taken a minimum of 30 undergraduate or graduate credits in social studies coursework. These credits must include coursework related to: U.S. history, non-U.S. history, anthropology or cultural studies, political science, government or civics, economics, sociology, geography, psychology, global connections, and the impact of science and technology on society. Of these, at least 21 credits must be in the study of history and/or geography. A grade of C+ or above is required for a course to be counted toward these totals, and an average of B or above is required for all social studies coursework.

Otherwise qualified candidates who lack coursework in a specified area may be admitted conditionally but must make up the content deficit prior to completion of the program. Attendance at an Adolescence M.S.T. information session is recommended.

Applicants for any of the initial teacher education (ITE) programs must meet the general requirements for admission to the Graduate School of Education as well as their specific degree or certificate program and the following ITE requirements:

- baccalaureate degree from an accredited college or university with a major or concentration in one of the liberal arts or sciences
- a minimum undergraduate grade point average of approximately 3.0 (B or better)
- two reference reports: academic and professional
- satisfactory command of oral and written English as evidenced through an admissions essay or interview
- candidates for whom English is a second language are required to take and achieve a passing score in one of two tests: the TOEFL (Test of English as a Foreign Language) or the IELT (International English Language Test). The following scores are the recommended minimum current test scores for English language proficiency for admission to the Graduate School of Education:
  - IELTS: 7 for General Test Score, no subtest can be lower than 6
  - TOEFL: 577 for paper test, 90 for Internet-based (IBT) test

1 Scores can be no more than two years old. See program descriptions for additional program-specific requirements.

Matriculation Requirements
Once admitted, teacher candidates must meet these requirements for matriculation:

- proof of immunization against measles, meningitis, mumps, and rubella, to be submitted to Fordham University Office of Student Health Services
- proof of baccalaureate degree in cases where student is admitted to the Graduate School of Education during the undergraduate senior year, to be submitted to the Graduate School of Education, admissions office
- proof of registration for the first semester of coursework, under advisement of the appropriate ITE program coordinator

Requirements
Program of Study

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UEGE 5102</td>
<td>Historical, Philosophical, and Multicultural Foundations of American Education</td>
<td>3</td>
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<tr>
<td>CTGE 5420</td>
<td>Educating Culturally and Linguistically Diverse Learners: Pre K-12</td>
<td>3</td>
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<tr>
<td>CTGE 5795</td>
<td>Clinical Seminar in Adolescence Social Studies</td>
<td>3</td>
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<tr>
<td>CTGE 5547</td>
<td>Literacy and Learning Across the Curriculum</td>
<td>3</td>
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<td>PSGE 5302</td>
<td>Psychology of Adolescent Development and Learning</td>
<td>3</td>
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<tr>
<td>CTGE 5261</td>
<td>Teaching and Assessing Social Studies: Adolescents</td>
<td>3</td>
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<tr>
<td>CTGE 5165</td>
<td>Consultation and Co-Teaching in Collaborative Classrooms</td>
<td>3</td>
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<tr>
<td>CTGE 6261</td>
<td>Media Literacy Technology</td>
<td>3</td>
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<td>CTGE 5155</td>
<td>Special Education Foundations: Past, Present, Future</td>
<td>3</td>
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<tr>
<td>CTGE 5402</td>
<td>Teaching and Learning with Diverse Adolescents: Assessment and Planning</td>
<td>3</td>
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<tr>
<td>CTGE 0709</td>
<td>Adolescence Education Portfolio</td>
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<tr>
<td>CTGE 5200</td>
<td>Field Experience Seminar: Issues in Reflective Practice (taken twice)</td>
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Total Credits 30

Required Workshops
The workshops listed below are required of all Initial Teaching (M.S.T.) programs as well as certain other programs related to NY state licensure:

- Child Abuse Identification and Reporting Workshop (EDGE 0210)
- Dignity for All Students Training (EDGE 0260)
- Drug, Alcohol, and Tobacco Training (EDGE 0220)
- Schools Against Violence Education Workshop (EDGE 0230)

Updated: 04-07-2024