

HANDBOOK
FOR

ELEMENTARY EDUCATION MAJORS

Childhood: Grades 1 – 6
(CED)

Early Childhood: Birth – Grade 2
(ECE)

Combined: Birth – Grade 6
(ECC)

4+1 Pathways

General Education Intellectual Foundations Program
(Revised for Undergraduates Matriculating in Fall 2016)

For additional information:

<http://elementaryeducation.buffalostate.edu/>

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Welcome to the Elementary Education and Reading Department!



The Elementary Education and Reading Department welcomes your interest in securing a Bachelor's degree in Childhood (CED), Early Childhood (ECE), the Combined Childhood/Early Childhood (ECC) Program or an extension program. You may also be interested in the accelerated undergraduate/graduate 4 + 1 pathway in early childhood and exceptional education (ECE/EXC).

As you will read in the information that follows, this Handbook summarizes the various stages you must follow to achieve your goal. In particular, the New York State Education Department and the Regents have established minimum requirements to secure certification in Childhood Education or Early Childhood Education. In addition, SUNY Buffalo State's faculty also has responsibility for establishing academic requirements for all bachelor degrees.

To guide you in your decision-making, this handbook is divided into sections:

- 1) Welcome and **General Information** for Teacher Education at Buffalo State **p. 3**
- 2) How do you begin as an elementary education major? **p. 8**
- 3) How to apply to the **Elementary Education Major of your choice?** **p. 8**
- 4) What are the **academic and course requirements** for these programs? **p. 16**
- 5) What **academic policies** govern the courses in these programs? **p. 46**
- 6) What are the required exams and seminars for certification? **p. 61**

We intend to provide you with excellent instruction, a theoretical and strategic foundation, and the opportunities to observe and learn from excellent and masterful teachers. Should you have any questions please contact us at 716-878-5916 or check out our website at <http://elementaryeducation.buffalostate.edu/> and we'll do our best to get you started!

The Buffalo State teacher education program is based on the clinically rich **Professional Development School model (PDS)**, providing many opportunities for authentic classroom experiences. For more information about the PDS schools and this award winning program, please go to the website: <http://pds.buffalostate.edu/>

Welcome to Elementary Education and Reading!

Section 1

Mission of Teacher Education

The mission of the Buffalo State teacher education program is to prepare knowledgeable and skilled educators who are committed to ensuring that all students achieve their greatest intellectual, emotional, and physical potential.

Shared Vision

The conceptual framework for all teacher preparation programs at Buffalo State articulates the unit's vision, ensures *coherence* across candidates' programs and reflects our commitment to prepare candidates to work effectively with *all students* including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities. The department's vision is based on the strategic visions of the college and the School of Education.

Description of the Conceptual Framework

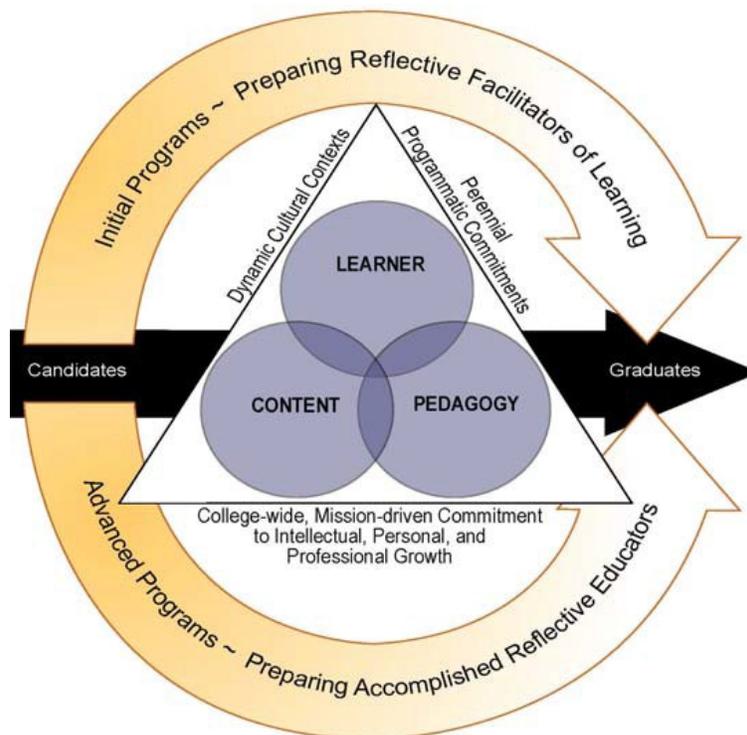
An evolutionary process based on program evaluation and research in teacher education has resulted in the present model that conceptualizes teaching as facilitating learning. Teachers take that which they understand and transform it for effective instruction through a cycle of activities involving:

- **Comprehension** - an understanding of the purposes of education.
- **Transformation** - the process of transforming material by interpreting it critically in light of one's own evolving understanding, by identifying alternative ways of representing it to learners, by choosing from an instructional repertoire, and by adapting and tailoring it to learner characteristics.
- **Instruction** - organizing and managing a classroom, presenting clear explanations, assigning and reviewing work, interacting with learners through questions and probes, responding to answers and reactions, and providing praise and criticism.
- **Evaluation** - formal testing and formative assessment to obtain information for making instructional decisions, providing feedback to learners, and determining grades.
- **Reflection** - the process of examining the teaching and learning that has occurred by reviewing, reconstructing, re-enacting, and analyzing one's own teaching behavior and the

learners' performance. For SUNY Buffalo State's conceptual framework, the term "critical reflection" will be used to emphasize the need for teacher candidates to critically examine or reflect upon their performance as *reflective facilitators of learning*.

- Also embedded in the conceptual framework are the concepts of: **Content, Learner, Pedagogy, Technology, Reflection, Diversity, and Disposition.**

Displayed below is a graphic representation of the conceptual model for educator preparation at SUNY Buffalo State.



Schoen, D. (1987). *Educating the Reflective Practitioner*. San Francisco, CA: Jossey-Bass

Shulman, L. S. (February, 1987). "Knowledge and Teaching: Foundations of the New Reform,"

Harvard Educational Review, 57 (1), 1-22.

The model describes the purposes, processes, outcomes, and evaluation of the professional education programs at the basic level. It consists of three major components - the Learner, the Content, and the Pedagogy. These three components are interrelated and integrated to prepare teacher candidates to assume roles as *reflective facilitators of learning* through coursework and experiences in each component of the model. The *reflective facilitator of learning* has a broad liberal arts background coupled with pedagogical knowledge and content knowledge and exemplifies those qualities and dispositions

that characterize effective teachers. These three components are supplemented with additional aspects of our Conceptual Model: Technology, Reflection, Diversity and Dispositions. Together they constitute: **CLOPTRODD!**

When considering the three major components of the conceptual framework, it is important to acknowledge that all learning occurs within an ever-changing context: the environment of the school, the local community, and the broader society. Instructional context encompasses such factors as the prevalence of technology within a school, as well as those issues pertaining to diversity and inclusion. The nature of SUNY Buffalo State's teacher education programs reflects our awareness of the influence of instructional context on learning. We seek to prepare our candidates to experience a variety of teaching situations through our **Professional Development Schools Consortium (PDS)** and to adjust continually to changes within the profession and educational community.

Teacher Candidate Outcomes

The Elementary Education and Reading faculty has determined the following goals and expectations for its graduates. Your progress will routinely be evaluated throughout your program, using these goals as the standard. Your progress is also measured against the Conceptual Framework, InTASC, ACEI, and NAEYC Standards. You will be held to the Code of Ethics and expected to conduct yourself as a true professional.

Graduates of the Childhood Education, Early Childhood Education and Combined Programs will be able to:

1. Identify, define, and analyze situations in order to make decisions that are appropriate and effective to reach a desired goal.
2. Demonstrate the characteristics of liberally educated practitioners as evidenced by their knowledge of content in the various disciplines and their ability to transform this knowledge to provide appropriate content instruction for elementary school students.
3. Recognize and apply knowledge of child development and learning theory in planning, implementing, and evaluating learning experiences for all children.
4. Demonstrate an understanding and appreciation of cultural, gender, racial, and religious diversity; demonstrate skills in fostering such understanding and appreciation in elementary school children.

5. Select developmentally appropriate materials and use instructional strategies to facilitate children's learning of content, skills, values and attitudes.
6. Demonstrate an understanding of the educational applications of technology for improving professional productivity and enhancing instruction.
7. Use a variety of sources and assessment measures to obtain information about student progress as a basis for making informed instructional decisions.
8. Demonstrate effective organizational skills and classroom management strategies to provide a positive learning environment.
9. Demonstrate interpersonal skills, which enable them to work effectively with individuals and groups.
10. Demonstrate professional behavior in interaction with colleagues and students by enthusiasm for learning through commitment to continuing professional development.
11. Develop a personal philosophy of education and demonstrate the ability to examine the relationship between their professed beliefs, the decisions they make as classroom teachers, and the progress of their students.

Accreditation and Awards:

The Undergraduate Programs within this department are accredited by the Association of Childhood Education-International (ACEI), the National Association for the Education of Young Children (NAEYC), and since 1954 the National Council for the Accreditation of Teacher Education (NCATE).

Recipient of the 2003 NYSATE/NYACTE Distinguished Teacher Education Program in Collaboration with its Professional Development School Consortium.

Named as a finalist for the 2005 ATE Distinguished Teacher Education Program Award.

Recipient of 2005 Bronze Community Award from Buffalo Alliance for Education for excellence in service to the Buffalo Educational Community.

Recipient of the 2011 NAPDS Award for Exemplary Professional Development School Consortium

Recipient of the 2013 NAPDS Spirit Award

SUNY recognition as the Western Region Center for Innovation for Clinically Rich Practice through the PDS in 2015

Section 2

Admission to the Program

I am interested in becoming an elementary teacher, so what do I do?

If you have a 3.0 college GPA or 85% high school average and have submitted an ACT or SAT score to admissions, you may be admitted directly into the CED major and will have an opportunity to change to the more specific education major of your choice. You will also declare a concentration.

If you are CEDW, UNC, or another major at SUNY Buffalo State, then you need to complete an application to the elementary education major of your choice. Available in Bacon 302.

What majors are available?

CED = Childhood Education, grades 1-6

ECE = Early Childhood Education, birth- grade 2

ECC = Combined Childhood and Early Childhood Education, birth-grade 6

CEN = grades 1-6, with a 7-9 extension in English

CMT = grades 1-6, with a 7-9 extension in Math

CSS = grades 1-6, with a 7-9 extension in Social Studies

CFR = grades 1-6, with a 7-9 extension in French

CSH = grades 1-6, with a 7-9 extension in Spanish

CIT = grades 1-6, with a 7-9 extension in Italian

Accelerated 4 +1 Undergraduate/Graduate Pathways are also available.

See your adviser or come to Bacon 302 for more information.

Please visit this link for additional information

<http://elementaryeducation.buffalostate.edu/early-childhoodexceptional-education-eceexc-accelerated-undergraduate-graduate-41-pathway>

When do I apply?

If you did not qualify upon initial acceptance to Buffalo State, then you will work toward meeting the necessary requirements. For instance, once you have been accepted at Buffalo State, applications for the education majors are accepted at any time throughout the year, as soon as you have reached the requirement of a 3.0 GPA and have submitted an ACT or SAT score to admissions. You may apply in later semesters as well, but ideally before you have reached 45 credit hours.

How do I apply?

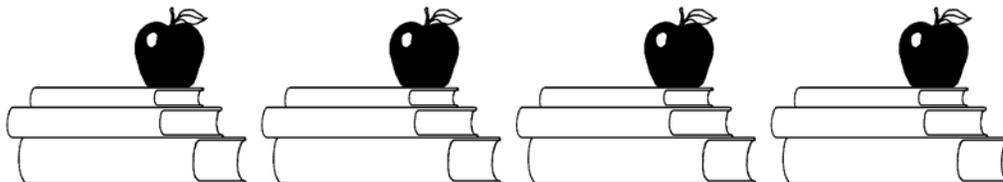
As an incoming freshmen, you may choose elementary education during the college application process if you have an 85% High School average and have submitted an ACT or SAT score to admissions. As an incoming transfer student, you may choose

elementary education during the college application process if you have an overall college GPA of 3.0 and have submitted an ACT or SAT score to admissions.

For all other applicants, salmon applications are available in Bacon 302, the main elementary education office. Applications are also available from your University College or EOP advisers. Complete the information page and the professional paragraph as directed on the application. Then complete the change of major form with your personal information and Banner ID. Use the codes above to indicate what major you would like to be. Remember to choose a concentration as well and indicate it on the form. Concentration choices include: American Studies, English, Mathematics, Foreign Language, Science, or Social Studies. Then attach a full transcript from DegreeWorks and return the completed application to Bacon 302 where it will be checked for completion. Your application will be reviewed by the department and you will be notified of the department's decision.

How do I know if I qualify?

CEDW, UNC and students with other SUNY Buffalo State majors need to have achieved a Buffalo State overall GPA of 3.0 and have submitted ACT or SAT scores to admissions. Following the application process discussed above, you will receive a letter of acceptance if you qualify.



So, now that I am in the major of my choice, what courses should I take?

Use your handbook, DegreeWorks transcript, the road map template for your chosen major and regular meetings with your adviser to plan out the courses you should take each semester.

During your first four semesters at Buffalo State, you should complete these courses in this order:

1. EXE 100, SPF 202 and SPF 203 (unless ECE-Early Childhood Education only) must be completed during either semester of your first year in the program.
2. Then in your third and/or fourth semesters, plan on taking EDU 201 and SPF 302.

3. In your fourth and/or fifth semesters, plan on taking EDU 211. It is recommended that you take EDU 211 in the semester prior to EDU 311W.

You must maintain both a 2.5 GPA overall and in these education courses. In EDU 211 and all the subsequent methods courses, you must earn a C or better to progress in the elementary education program. Your adviser is in the best position to help you plan out your program.

How do I know who my adviser is?

Advisement is mandatory, so you must see your assigned elementary education major adviser at least each October and March. You were given your adviser's name in your acceptance letter. You may also check in Banner or DegreeWorks to find your adviser's name. For your convenience, a list of advisers is also available in Bacon 302. You are encouraged to meet with your adviser or contact them when questions arise as well as during scheduled mandatory advisement sessions.

What is the advisement process?

Each semester, in late September and late February, you go to your adviser's office door and use the signup sheet for an appointment with your adviser. Write down your date and time and be sure to be prompt for your meeting. Your adviser is eager to support you through the program, but you must do your part. Arrive prepared with your handbook, DegreeWorks transcript, folder with previous advisement materials, and a written list of your questions.

Plan to meet with your adviser for 15-30 minutes. If you have additional questions, you may sign up for another appointment. Advising appointments are held in October and March and registration for courses usually takes place in early November and April.

If you are unable to meet with your adviser, general advisement sessions may also be held throughout October and March. Watch for signs in Bacon Hall indicating dates and locations for these sessions.

I have completed the required EXE, SPF, and EDU courses listed above and I have been meeting regularly with my elementary education adviser, now what do I do?

During the semester in which you are taking EDU 211, you will attend a mandatory PDS/EDU 311W Orientation. This orientation will be announced in your EDU 211 class, posted on our PDS FaceBook (<https://www.facebook.com/buffalostatepds>)

and PDS website (<http://pds.buffalostate.edu/>), and information will also be available on the bulletin boards on the third floor of Bacon Hall.

At this point, you must have met these requirements in order to move forward in the program and take EDU 310W or EDU 311W:

1. 2.5 Overall GPA to continue in program
2. 2.5 GPA in Professional Sequence or Major courses to continue in program
3. C or better in EDU 211 (grades will be checked at the end of the semester)
4. Completed EXE 100, SPF 202, SPF 203 (unless ECE), SPF 302, EDU 201 and be enrolled in or completed EDU 211 (C or better)
5. Completed MAT 121 and completed or taking MAT 122
6. Completed both CWP 101 and CWP 102 with C's or higher
7. Attended a PDS/EDU 311W Orientation and signed the confirmation paperwork
8. Signed and turned in the minimum technical competencies paperwork

How do I keep moving forward through the program?

As long as you maintain your 2.5 overall GPA as well as a 2.5 in the major, you should be able to move forward in the program. In addition, you must continue to get C grades or higher in your PDS methods courses (EDU 311W, EDU 316, and/or EDU 329) depending on your program.

Your adviser will help you map out your road to graduation. Use your handbook, DegreeWorks transcript, and the advisement materials that are made available to you to assure that you are meeting all pre-requisites and taking courses in the order that will allow you the greatest opportunity for successful completion of all program requirements in a timely manner. Use the advisement materials at the end of this handbook. Meeting regularly with your adviser is essential!

It is important to take 15 credit hours each semester, if you are academically capable of that course load. However, it is equally important to know yourself and realize that the pace you take to get through college is one based on your individual needs and strengths as well as your obligations outside college. Schools will only interview candidates with the highest credentials, so please take this thought into consideration as you plan your program.

It is also important to take advantage of the academic support systems available in the department and on the campus.

Ten Tips for the Advisement Process

Department of Elementary Education and Reading

Welcome to our department! Our advisers are eager to assist you with your course planning as well as supporting you through the challenging pathway to success as a teacher. **Advisement is mandatory each semester** as an education major. Once you know your adviser, include their name and office here:

What **YOU** need to do:

1. One month into the semester, use your BANNER account to locate your adviser's name.
2. By the first week of March or October, depending on the semester, locate your adviser's office door and **sign up** for an appointment. Don't rely only on emailing or phoning to make an appointment. Some advisers will give directions on how to best reach them.
3. Keep that appointment and go **prepared**. Bring an advisement folder containing your current DegreeWorks transcript, your department handbook, your roadmap, all previous advisement slips, and a list of questions you may have to discuss with your adviser.
4. Follow your adviser's advice and **register** for your courses as soon as you are allowed. Look at your Banner, Registration Status, to check for any holds, and to locate your first day of registration which begins at 6:00 am.
5. Your adviser may have given you an **Alternate Pin** number that will allow you to register. Students may or may not have alternate pins each semester. You must see your adviser to check for your alternate pin number.
6. If you are unable to meet with your assigned adviser due to scheduling conflicts, plan to attend a **general advisement session, if necessary**. Announcements regarding these sessions will be made in classrooms and will be posted on the third floor of Bacon Hall bulletin boards. Come prepared!
7. Become familiar with **your education handbook** and all course requirements and prerequisites. The handbook is also available on the elementary education website.
8. Stay alert for your **SUNY BUFFALO STATE emails** – check at least two times per week
9. Also, use the **mentoring checklists**, available from your adviser, to stay on top of your required state exams and seminars. See www.nystce.nesinc.com and the teacher certification website <http://teachercertification.buffalostate.edu/>.
10. **Be your own best advocate!**

Section 3

Progressing through the Elementary Education Program

Deciding to teach is only the beginning of your decision process...you will still need to determine whether or not you want to be certified to teach at the **childhood** level (Grades 1-6, Major Code CED); to teach at the **early childhood** level (Birth-Grade 2, Major Code ECE), or both, the **combined** major, (Birth-6 grade, Major Code ECC). You may also seek **“extended” certification** in some concentration areas so you can build on the Grades 1-6 certification and also teach middle school (Grades 7-9; more on that option is described later in this handbook). You may also want to consider an accelerated 4 + 1 pathway.

A number of courses concerning pedagogy or “how to teach,” are restricted to students admitted into the formal elementary education majors, so you should not anticipate taking those courses until later in your program. These courses are the methods courses and many of them are taught in our **Professional Development Schools (PDS)**. **Learn more about PDS at <http://pds.buffalostate.edu/> or through our Facebook connection at [Facebook.com/buffalostatepds](https://www.facebook.com/buffalostatepds)**

Novice Teacher (1. Junior Participation and 2. Student Teaching)

Denotes that period of study in which the teacher candidate is taking methods courses, while continuing his/her liberal arts concentration, and thus is first developing his/her knowledge, skills and dispositions. These courses include: EDU 310W Teaching of Social Studies; EDU 311W Teaching of Reading, Writing and Literacy; EDU 316 Teaching of Math, EDU 313 Teaching of Science, and EDU 329, Thematic Instruction for the Young Child. We refer to these PDS experiences as Junior Participation. Teacher Candidates should have a completed PPDP (Personal Professional Development Plan developed in the Introduction to Elementary Education course) to use during advisement. A signed copy of the Minimum Technical Standards must also be on file. In order to proceed to Novice Teacher the candidate must have maintained a 2.5 cumulative GPA and an average of 2.5 or better in the SPF, EXE, and EDU courses. Successful completion of Junior Participation must include a grade of C or better in each methods course. These Junior Participation courses will be conducted in an approved PDS School site. Teacher Candidates must attend a **mandatory PDS orientation** prior to EDU 311W to learn more about the duties and responsibilities for teacher candidates in a PDS. Teacher Candidates with an early childhood concentration or combined majors must also attend a **mandatory EDU 329** orientation prior to taking EDU 329. Only one methods course may be taken in each semester. The second component of Novice Teacher includes the student teaching experience as described later in this handbook.

Initial and Professional Teacher Certification

Candidates are designated as Professional Teachers with **Initial Certification** upon successful completion of the Novice Teacher Benchmark, AND the following:

1. Successful completion of the required NYSTCE exams - AND
2. Completion of 6 required seminars/workshops - AND
3. Having met all of the NYS Teacher Certification requirements at the time of graduation for their appropriate major – AND
4. Have been officially awarded their degree by the college, at which time the SUNY Buffalo State Teacher Certification office recommends candidate for the Initial Certificate.

Professional Certification will follow with:

1. Successful completion of an approved Masters Program - AND
2. 3 years of teaching - AND
3. Approved application.

IMPORTANT: You have 5 years from Initial Certification to achieve Professional Certification.

Movement through each phase or benchmark

To assist you in assessing your readiness to become a teacher, your instructors and academic adviser will work with you in determining your strengths and weaknesses in meeting the goals for candidates. It is your responsibility to remedy your weak areas prior to advancing to the next appropriate level of your program. Please use your **PPDP**, developed during your Introduction to Education course, to meet these goals. Please be sure you have a copy of the required **Minimum Technical Standards** for teachers as well as **teacher candidate dispositions**. **This document is signed upon acceptance to the full major. One copy is for your reference and the other is kept in your central file.**

Sometimes you learn that teaching is not for you. You have other options.

Your adviser and the Career Development Office in Cleveland Hall can help you explore other majors and career options. One possibility is to earn a Bachelor's Degree in Individualized Studies (INS).

NOTE: In such cases where plans for remediation and professional development have not been successful, the Chair of the Department and the appropriate course instructors have been empowered to review the situation of students who are deemed unable to meet the standards and expectations of the program. Should it be determined to be in the best interest of the teaching profession, the children in the schools, or in the best interest of the student's own personal future, it is possible that teacher candidates will be counseled to seek other degrees and in some cases they may be removed from the department's program. Teacher candidates should refer to the "Minimum Technical Standards" required for teaching which they sign upon entry to the major as well as the NCATE/CAEP Dispositions as guidelines for professional behavior. (See Appendix)

Important Benchmarks to Remember:

1. Applications to the majors are available throughout the year and accepted in Bacon 302 on a rolling basis.
2. Keep up with the latest certification testing information (www.nystec.necsinc.com)
3. Seminars may be taken throughout your novice teaching experience. They are a requirement for graduation and it is highly recommended that they be completed prior to student teaching. (<http://pds.buffalostate.edu/>) for more information.
4. The PDS/EDU 311W Orientation is mandatory during the semester prior to the course. As is the PDS/EDU 329 Orientation for those in ECE and/or ECC.
5. A Mandatory Student Teaching Cohort Orientation must be attended during the semester prior to student teaching.
6. A Mandatory Student Teaching Career Development Day will also be required.
7. A signed copy of the Minimum Technical Standards must be on file in the office prior to methods courses.
8. Teacher candidates must maintain an overall GPA of 2.5 or higher as well as a professional sequence (or major) GPA of 2.5 or higher to move through the programs.

Section 4

Academic Requirements

Your bachelor's degree allows you to be recommended to the state of New York for initial certification. All bachelor's degrees at SUNY Buffalo State require a minimum of 120 credit hours; **however, you should be aware that a B.S. (Bachelor of Science degree) in Elementary Education may result in more than 120 credits. Here's why:**

The college faculty and New York State require that you must not only know **how** to teach, but that you must know **what** to teach.

In other words, to teach in elementary schools you need a **broad-based content education** and **an in-depth study** of a given discipline (your **concentration**), as well as a **professional sequence** of courses on how to teach (**pedagogy**).

In summary, your academic requirements include:

- | | |
|---------------------------------|---|
| <i>Your <u>broad-based</u></i> | A) The <u>Intellectual Foundations Requirements</u> of the college (for B. S. degree). See pages 17-22. |
| <i><u>content knowledge</u></i> | B) The <u>Distribution Requirements</u> which assures the State that you have content and broad-based knowledge in English, Mathematics, Science and Social Studies. These are the subjects you will be teaching! See pages 23-25. (Yes – you can use the same courses for A & B!) |
| <i><u>requirements</u></i> | |
| <i>Your <u>in depth</u></i> | C) A <u>Concentration</u> —the State requires 30 credits (usually 10 courses) in an academic discipline or concentration – to give you an in-depth experience in a discipline. Your options are currently: American Studies, English, Foreign Language, Liberal Arts, Math, Science, Social Studies, and Urban Studies. See pages 26-41. (The same courses may sometimes be used for A, B & C as appropriate) |
| <i><u>knowledge</u></i> | |
| <i><u>requirement</u></i> | |
| <i>Your <u>required</u></i> | D) The <u>Pedagogical or Professional sequence</u> in which you learn how to teach. The sequences vary depending on whether or not you are seeking Childhood certification, Early Childhood certification or a Combined certification. See page 42. |
| <i><u>professional or</u></i> | |
| <i><u>pedagogical</u></i> | |
| <i><u>knowledge</u></i> | |

Checklist

At the *end of this handbook you will find a checklist* of these academic requirements. Each area parallels A-D in the summary above. For further explanations of each of these requirements and the actual courses required see the following sections.

A. INTELLECTUAL FOUNDATIONS (IF-14) REQUIREMENTS

FOR MORE INFO SEE: <http://registrar.buffalostate.edu/>

Courses **bolded** in the Intellectual Foundations requirements represent those courses which are also on the **distribution lists** (Section B). These bolded courses may be “double dipped” from Section A (IF) to Section B (Distribution). **Use your DegreeWorks transcript for the most current list of IF courses.**

Basic Written and Oral Communication

Take

CWP 101 College Writing I (*some may be exempted; see your DW audit sheet and/or the catalog*) (ENG 101)

Then in the following semester, take

CWP 102 College Writing II (ENG 102)

Mathematics & Quantitative Reasoning

*Choose one course (3 credits). These courses may satisfy multiple requirements. Before taking any of these courses, you must have **one** of the following: (i) three years of high school mathematics; (ii) an SAT math score of 460 or above; (iii) an ACT math score of 16 or above; (iv) MAT 097 or MAT 098 or their equivalent.*

MAT 103 Introduction to Contemporary Mathematics

MAT 114 Functions and Modeling

MAT 122 Elementary Mathematics from an Advanced Standpoint II (*recommended*), *Pre req of MAT 121*

MAT 124 Functions and Modeling II

MAT 126 Calculus

MAT 161 Calculus I

MAT 311 Introduction to Probability and Statistics

PHI 107 Introduction to Mathematical Logic

ECO 305 Statistics for Economics

Cognate Foundations: Arts

Choose one course from this list:

AED 100 Essentials of Visual Arts

AED 200 Fundamentals of Art Inquiry

DAN 214 Introduction to Dance Techniques

DAN 224 Dance Appreciation

DES 114 Workshop in Crafts (*recommended*)

DES 190 Design Symposium (*recommended*)

ENG 170 Introduction to Creative Writing

FAR 100 Introduction to Fine Arts

FAR 101 Drawing I

FAR 250 Art History I

FAR 251 Art History II

HON 103 Arts Seminar (*Honors Program only*)

MUS 201 Survey of Western Music History

MUS206 Foundations of American Popular Music
MUS 208 Survey of World Music Cultures
MUS 210 Music Theory for Non-Majors
MUS 290 Philharmonic Orchestra
THA 106 Introduction to Theater Arts (*recommended*)
THA 107 Theater Performance for non-majors (*recommended*)
THA 234 Introduction to Theatre Design

Cognate Foundations: Humanities

*Choose one course from this list (an **ENG** prefix is preferred).*

AAS 240 African American Literature
COM 100 Media Literacy
ENG 151 Introduction to Poetry
ENG 160 Introduction to Literature and Film ENG 205
History of Cinema I
ENG 206 History of Cinema II
ENG 210 British Literature I: Selected Topics ENG 211
British Literature II: Selected Topics ENG 212 British
Literature III: Selected Topics ENG 220 American
Literature I: Selected Topics ENG 221 American
Literature II: Selected Topics ENG 230 Comparative
American Literature ENG 231 Women in Literature
ENG 240 African American Literature to 1940 ENG 241
African American Literature since 1940 ENG 243
Introduction to Latino/a Literature ENG 252 British
Modernism
ENG 255 The Short Story
HON 101 Humanities Seminar (*Honors Program only*)
HON 309 Western Ideals of Excellence
HUM 100 Introduction to Humanities
HUM 200 History of Rhetoric
MCL 100 Italian Cinema I
MCL 110 Introduction to French Cinema
MUS 223 Sacred Music in Western Society
PHI 101 Introduction to Philosophy
PHI 102 Introduction to Moral and Social Philosophy PHI
110 The Meaning of Life
PHI 111 Ethics for Scientists
REL 104 Introduction to Religious Studies
REL 205 Introduction to the Old Testament
REL 206 Introduction to the New Testament
SPC 103 Introduction to Human Communication

Cognate Foundations: Natural Sciences

Choose one course from this list. (Two Science courses will be required in Distribution, so BIO, CHE, GES, PHY, or SCI prefixes are preferred)

ANT 100 Human Origins
BIO 100 Principles of Biology
BIO 101 Human Biology
BIO 104 Environmental Biology
CHE 100 Chemistry and Society
CHE 101 General Chemistry I
CHE 111 Fundamentals of Chemistry I
GEG 101 World Natural Environments
GEG/GES 241 Meteorology

GES 101 Introduction to Geology
GES 102 Historical Geology
GES 111 General Oceanography
GES 131 Introduction to Astronomy
GES 223 Environmental Earth Science
GES 224 Geologic Hazards
GES 232 The Solar System
GES 241 Meteorology
HON 102 Natural Science Seminar (*Honors Program only*)
NFS 102 Introductory Nutrition
PHY 100 Physics for Non-Science Majors
PHY 103 Understanding Sound
PHY 104 Physics for elementary teachers (recommended)
PHY 107 General Physics I
PHY 111 University Physics I
SCI 100 Contemporary Science
SCI 105 Physical Science for Non-Science students
SCI 231 Pollution, the Environment and Society
SCI 232 Energy, Environment and Society

Cognate Foundations: Social Sciences

Choose one course from this list.

ANT 244/244W Introduction to Folklore and Folklife
CRJ 101 Introduction to Criminal Justice
ECO 101 The Economic System
ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics
GEG 102 Human Geography
HON 202 Social Science Seminar (*Honors Program only*)
PSC 101 Introduction to Government and Politics
PSC 103 Great Political Issues
PSC 230 International Relations
PSY 101 Introduction to Psychology
SLP 206 Language Development
SOC 100 Introduction to Sociology
SOC 240 Analyzing Social Problems

IMPORTANT: When you choose your civilizations, be sure that two of them have a social studies prefix.

Foundations of Civilizations: American History

Choose one three-credit course.

ANT 250 Historical Archaeology
ECO 103 Economic History of the United States
HIS 106 History of American Life I (recommended)
HIS 107 History of American Life II (recommended)
PSC 102 American Political Development

Foundations of Civilizations: Western Civilization

Choose one three-credit course.

AED 315 Arts and Living
ANT 303 Anthropology of Europe
DAN 324 Dance History
ENG 130 Biblical and Classical Literature
ENG 380 History of the Printed Book
GEG 362 Geography of the United States and Canada
GEG 364 Geography of Europe
**HIS 115 Foundations of Western Civilization HIS 116
Europe Since 1500**
HIS 117 Twentieth Century Europe
IDE 205 History of Interior Design and Architecture I MUS
224 Music and Political Action
PHI 301 History of Political Philosophy
PHI 310 History of Ethics
PHI 347 Western Thought: Homer to Alexander **PSC**
**351/351W History of Political Thought I PSC 352 History
of Political Thought II**
REL 105 Introduction to Christian Thought
REL 121 Introduction to Jewish Thought
THA 317 History of Theater: Ancient to Renaissance THA
332 Period Styles for the Theater

Foundations of Civilizations: Non-Western Civilizations

Choose one three-credit course.

ANT 101 Understanding Culture
ANT 300 Indigenous People of Western North America
ANT 301 Indigenous Peoples of Eastern North America
ANT 310 Mesoamerican Archeology
ANT 327 Introduction to Medical Anthropology
ANT 329 World Prehistory
ANT 332 Gender and Archeology
ANT 350 Global Marriage Practices
ANT 377 Ancient Civilization
ANT 381 Religion, Magic and Culture
ANT 383 Ethnography of Turkey
ENG 353 Native American Literature
FTT 349 History of Textiles
GEG 359 Arctic Geography from an Inuit Perspective
GEG 360 Geography of Asia
HEW 327 Introduction to Medical Anthropology
HIS 230 World Civilizations to 1600
HIS 231 World Civilizations II
HIS 306 History of Africa to 1800
HIS 307 History of India
HIS 310 History of East Asia: The Traditional Era HIS
320 Modern History of Japan and Korea
HIS 337 History of Africa since 1800
HIS 338 Modern History of China
HIS 445 History of Women and Gender in the Middle East
HIS 465 Imperialism in the 19th and 20th Centuries
MUS 209 Sub-Saharan African Music and Cultures
NFS 108 Civilizations and Food Culture in the Far East
PSC 337 Politics of Globalization

PSC 340 Politics of Developing Countries
REL 303 Women and Religion
REL 321 World Religions

Diversity

*Choose one three-credit course. **These courses may satisfy multiple requirements.***

AAS 100 Introduction to Africana Studies
AAS 240 African American Literature to 1940
AAS 321 History of Black Education in America
AAS 351 Sociology of Race and Ethnicity
ANT 300 Indigenous Peoples of Western North America
ANT 301 Indigenous Peoples of Eastern North America
ATS 325 Art and Special Needs
BUS 305 Workplace diversity in the 21st Century
CRJ 425 Race, Ethnicity, and the Administration of Justice
CRJ 430 Gender and Administration of Justice
DAN 230 Survey of African American Dance
DAN 234 The History of the Black Dance Movement
ECO 302/302W Women in Economy
EDU 310/310W Teaching Social Studies in the Elementary School
ENG 231 Women in Literature
ENG 240 African American Literature to 1940
ENG 241 African American Literature Since 1940
ENG 243 Introduction to Latino/a Literature
ENG 353 Native American Literature
ENG 354 Ethnic American Literature
ENG 385 Gender and Sexuality in Literature
EXE 100 Nature and Needs of Individuals who are Exceptional (*recommended*)
GEG 309 Urban Geography
HIS 302 Women in American History
HIS 311 American Immigration and Emigration
HIS 322/322 W African-American History
HIS/SSE/SST 363 American Identity in Transition: Diversity and Pluralism in the U.S.
MUS 206 Foundations of American Popular Music
PSC 225 Women in American Politics
PSY 387 Psychology of Gender Differences
SOC 240 Analyzing Social Problems
SOC 310 Sociology of Gender and Sex Roles
SOC 312 Women in Society
SOC 321 The African American Family
SOC 333 Social Movements
SOC 350 Power, Class and Inequality
SOC 351 Sociology of Race and Ethnicity
SPC 311 Intercultural Communication
SPC 333 Minorities and the Media
SPF/SOC 366 Cultural Proficiency and Public Achievement
WGS 101 Introduction to Women and Gender Studies

Intellectual Skills and Competencies

Writing Across the Curriculum (Infused)

Critical Thinking (Infused)

Information Management (Infused)

Global Engagement

Discuss this requirement with your academic adviser. Select from options 1-4. For Option 1, choose appropriate credits. You must have proficiency in a foreign language equivalent to at least the 102-level. If you took foreign language in high school, you may be able to waive this requirement. Normally one year of high school study equals one semester of college-level foreign language study. See the Modern and Classical Languages Department for more information.

ARA 101 and ARA 102 Beginning Arabic I and II

CHI 101 and CHI 102 Beginning Chinese I and II

FRE 101 and FRE 102 Beginning French I and II

GER 101 and GER 102 Beginning German I and II

GRK 101 and GRK 102 Beginning New Testament Greek I and II

ITA 101 and 102 Beginning Italian I and II

LAT 101 and LAT 102 Beginning Latin I and II

SLP 101* and 102* Sign Language I and II

SPA 101 and 102 Beginning Spanish I and II

Foreign Language Requirement for Elementary Education Majors:

Students must exhibit proficiency through the 102 level. Proficiency may be demonstrated through satisfaction of approved coursework or evaluation of high school foreign language.

IMPORTANT: Transfer students need to request that a copy of their high school transcript be sent to the Transcript Evaluation Office in Admissions, to document high school language. Two years of the same language are required in grades 9-12 (high school) or two semesters of the same language in college. The Elementary Education department will allow students to use two semesters of **American Sign Language** for this purpose.

Students interested in continuing in a foreign language should take the **CLEP exam**. Please check with the Admissions Office in Moot Hall for a listing of available exams and their associated fees.

Additional Degree Requirements

- **Successful completion of required course work in the declared major.**
- **Successful completion of at least 120 credit hours, of which:**
 - **At least 45 must be upper division.**
 - **At least 32 must be taken at Buffalo State, including the last 16.**
- **Final overall cumulative average (GPA) of 2.5 or higher.**
- **Final major GPA of 2.5 or higher.**
- **Successful clearing of all I, N, or X grades.**

B. DISTRIBUTION REQUIREMENTS FOR CHILDHOOD AND EARLY CHILDHOOD MAJORS

Students must complete **six credits of study in each of the following four areas**: English, Mathematics, Science, and Social Studies. The courses shown in bold represent General Education IF credit as well as distribution credit. **These courses may NOT be taken pass/fail.**

ENGLISH

Speech: **SPC 205 Experiences in Speech** or COM 100 or SPC 103

Writing: ENG 305W Creative Writing: Narrative
ENG 306W Creative Writing: Poetry
ENG 300W Writing for the Professions
ENG 301 Advanced Composition

Literature: ENG 260 Children's Literature
ENG 354 Ethnic-American Minority Literature

OR ANY (IF) LITERATURE COURSE (see Humanities list of courses with ENG prefix) or any ENG 1XX or any ENG 3XX from a transfer institution

MATHEMATICS

MAT 121 Elementary Mathematics from an Advanced Perspective I (rec.)
MAT 122 Elementary Mathematics from an Advanced Perspective II (rec.)
MAT 124 Pre-Calculus Mathematics
MAT 126 Calculus
MAT 161 Calculus I
MAT 162 Calculus II
MAT 183 Problem Solving in Mathematics
MAT 301 Fundamentals of Abstract Algebra
MAT 304 Games and Linear Programming
MAT 306 Problem Solving in Basic
MAT 311 Elementary Probability & Statistics
MAT 322 Modern Geometry
MAT 351 Elementary Theory of Numbers

SCIENCE

(It is preferred that the teacher candidate takes 2 courses from 2 different academic disciplines; check with your adviser.)

BIO 100 Principles of Biology
BIO 101 Human Biology
BIO 104 Environmental Biology
BIO 111 Introduction to Biology
BIO 212 Introduction to Organismal Biology and Diversity
BIO 213 Introduction to Ecology, Evolution, and Behavior

CHE 100 Chemistry and Society
CHE 101 General Chemistry I
CHE 102 General Chemistry II
CHE 111 Fundamentals of Chemistry I or CHE 112 Fund. of Ch. II

GEG 101 World Natural Environments

GES 101 Introductory Geology
GES 111 General Oceanography
GES 102 Historical Geology
GES 131 Introductory Astronomy
GES 223 Environmental Earth Science
GES 224 Geologic Hazards
GES 241 Meteorology

PHY 100 Physics for Non-Science Majors
PHY 104 Physics for K-8 Teachers (rec.)
PHY 107 General Physics I
PHY 108 General Physics II
PHY 111 University Physics I
PHY 304 Optics and Vision for Teachers and Artists

SCI 100 Contemporary Science
SCI 105 Physical Science for Non-Science Students I
SCI 311 Processes in Physical Science
SCI 312 Processes in Life Science
SCI 313 Processes in Earth Science
SCI 323 Science as Inquiry

BIO 1XX, SCI 1XX, GES 1XX, PHY 1XX, CHE 1XX

SOCIAL STUDIES

(It is preferred that the teacher candidate takes 2 courses from 2 different academic disciplines; check with your adviser.)

ECO 101 The Economic System
ECO 103 Economic History of the United States
ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics
ECO 1XX

GEG 101 World Natural Environments
GEG 102 Human Geography
GEG 206 Geography of New York State
GEG 307 Conservation & Environmental Management
GEG 309 Introduction to Urban Geography
GEG 359 Arctic Geography from an Inuit Perspective
GEG 360 Geography of Asia
GEG 362 Geography of the United States & Canada
GEG 364 Geography of Europe

GEG 1XX

HIS 101 United States in the Twentieth Century
HIS 106 History of American Life I (recommended)
HIS 107 History of American Life II (recommended)
HIS 115 Foundations of Western Civilization
HIS 116 Europe Since 1500
HIS 117 Twentieth Century Europe
HIS 210 History of Modern Asia
HIS 211 History of Modern Africa Since 1919
HIS 230 World Civilizations to 1600
HIS 302 History of Women in America
HIS 304 Europe from Napoleon to the First World War
HIS 306 History of Africa to 1919
HIS 307 History of India
HIS 310 History of the Far East: The Traditional Era
HIS 313 Politics and History in the Middle East
HIS 314 Modern Latin America
HIS 318 History of the Former Soviet Union
HIS 319 Colonial History of the American People
HIS 320 Modern History of Japan and Korea
HIS 321 History of Medieval Europe
HIS 322 African American History
HIS 330 U.S. Environmental History
HIS 331 American Westward Expansion
HIS 332 Technology and U.S. History
HIS 338 Modern History of China
HIS 341 African American and Civil Rights
HIS 363 American Identity in Transition
HIS 365 American Labor History
HIS 373 Vietnam and the Vietnam War
HIS 1XX

PSC 101 Introduction to Government and Politics
PSC 102 American Political Institutions & Problems
PSC 210 The American Presidency
PSC 218 African American Political Culture
PSC 225 Women in American Politics
PSC 230 International Relations
PSC 240 European Political Systems
PSC 315 State and Local Government Politics
PSC 316 Urban Ethnic Politics
PSC 326 Politics and Media
PSC 330 American Foreign Policy
PSC 335 International Relations of the Middle East
PSC 1XX

SST 102 Problem Solving in the Social Studies

C. CONCENTRATIONS

All Elementary Education Majors must complete a **30-hour concentration (usually 10 courses)** in an academic area. Some concentrations will require slightly more than 30 credit hours in order to meet all of the requirements. These courses may be overlapped with both IF and distribution.

The currently eight approved concentrations include:

| | |
|------------------|--|
| American Studies | Mathematics |
| English | Science |
| Social Studies | Foreign Language (Spanish, French, or Italian) |
| Liberal Arts | Urban Studies |

In order to provide the in-depth experience required by the state, **18 credits** of each concentration must be at the **300 or 400 level**. Since many concentration courses may also be used in completing the college's Intellectual Foundations requirement, a concentration should be selected as early as possible. **A teacher candidate should be aware of the possibility for double or triple dipping some of their concentration courses with either distribution or Intellectual Foundations.**

IMPORTANT REMINDERS:

- 1 No double dipping is permitted within the concentrations. (30 credits)*
- 2 A course taken to meet the concentration, distribution, or professional sequence requirement cannot be taken Pass/Fail.*
- 3 Early and careful planning with an adviser will be necessary in order to meet all requirements within or close to the 120-credit hour minimum requirement for graduation. Students must indicate their choice of concentration on their change of major form when applying to one of the majors.*

AMERICAN STUDIES CONCENTRATION

The American Studies Concentration consists of **10 courses** or 30 hours chosen as described below from 6 different general areas. **At least 18 hours must be upper division (300 or 400) level.** It is suggested that the student work closely with their adviser in all concentration planning:

I. HISTORY:

Choose **two** courses; at **least one must be upper level**

HIS 106 American Life I
HIS 107 American Life II
HIS 308 History of Early Canada
HIS 322 African-American History (D)
HIS 324 American Presidents
HIS 340 History of Buffalo and the Niagara Region
HIS 371 American Diplomatic History since 1898

These courses may be used, but are offered infrequently. Please check with the History Department to confirm availability.

HIS 319 Colonial History of the American People
HIS 326 History of the Great Lakes Region
HIS 331 American Westward Expansion
HIS 345 US Since 1941
HIS 370 American Diplomatic History to 1898
HIS 404 Civil War
HIS 408 American Intellectual History
HIS 430 United States-The New Nation

6 crs.

II. GEOGRAPHY:

Choose **one** of the following

GEG 206 Geography of New York State
GEG 309 Introduction to Urban Geography

These courses may be used, but are offered infrequently. Please check with the Geography Department to confirm availability.

GEG 359 Arctic Geography from an Inuit Perspective
GEG 362 Geography of the United States and Canada

3 crs.

III. POLITICAL SCIENCE:

Choose **one** of the following

PSC 102 Introduction to American Government
PSC 218 African American Political Culture
PSC 315 State and Local Government
PSC 316 Urban Ethnic Politics

PSC 326 Politics and Media

These courses may be used, but are offered infrequently. Please check with the Political Science Department to confirm availability.

PSC 210 The American Presidency
PSC 215 Urban Government in the United States
PSC 220 Development of American Constitutional Law
PSC 225 Women in American Politics
PSC 310 American Political Parties
PSC 318 Democracy and Peace – the Urban Experience
PSC 320 U.S. Civil Liberties
PSC 330 American Foreign Policy
PSC 355 American Political Thought
PSC 364 American Public Policy

3 crs.

ENGLISH:

Choose **two** courses; at **least one must be upper level.**

ENG 220 American Literature I
ENG 221 American Literature II
ENG 240 African-American Literature to 1940
ENG 241 African-American Literature since 1940
ENG 353 Native American Literature (J/S Status)
ENG 354 Ethnic-American Minority Literature

These courses may be used, but are offered infrequently. Please check with the English Department to confirm availability.

ENG 442 American Novel to 1900 (pre-requisite of 6 credits of literature)
ENG 444 American Novel after 1900 (pre-requisite of 6 credits of literature)

6 crs.

V. AMERICAN CULTURE ELECTIVES:

Choose **FOUR** courses; at **least TWO must be upper level**

HIS 302 History of Women in America (D)
HIS 332 Technology and U.S. History
HIS 468 Readings in African-American History (D) (J/S status)

SWK 319 Dynamics of Poverty
SWK 320 Social Services Organizations (pre-requisite of SWK 220, see chair for permission to take)

ANT 244W Folklore and Folklife
ANT 300 Indigenous Peoples of Western North America
ANT 301 Indigenous peoples of Eastern North America
ANT 307 Urban Anthropology
CRJ 101 Introduction to Criminal Justice

DAN 230 Survey of African American Dance **(D)**

ECO 103 Economic History of the US

SOC 100 Introduction to Sociology

PAR 350 The American Musical

SSE 350 Longhouse People (*highly recommended*)

These courses may be used, but are offered infrequently. Please check with the appropriate department to confirm availability.

HIS 330 United States Environmental History

HIS 341 African-Americans and Civil Rights

HIS 365 American Labor History

HIS 372 American Foreign Policy in the Far East (J/S status)

HIS 469 Black Protest and Leadership in US **(D)** (J/S status)

PSC 225 Women in American Politics **(D)**

PSC 318 Democracy and Peace – the Urban Experience

PSC 420 Contemporary Constitutional Issues

SWK 345 Child Welfare Services (J/S status)

ANT 312 Archeology of North America

SPF (EDF) 200 Introduction to Urban Education

SPF (EDF) 221 History of Black Education in America

FAR 365 American Art I (pre-requisites of FAR 250 & FAR 251)

GES 405 Geology of North America (pre-requisites of GES 101 & GES 102)

HUM 327 Great Writing and Reporting of American Journalism

MUS 306 Urban Blues and Rock (pre-requisite of MUS 206)

SOC 321 African-American Family **(D)** (pre-requisite of SOC 100)

ENGLISH CONCENTRATION

The English Concentration consists of **10 courses** or a total of 30 credit hours chosen as described below. **At least 18 credit hours must be at the upper division (300 or 400) level.** It is strongly suggested that the student work closely with an adviser in all concentration planning.

REQUIRED COURSES:

1. ENG 190W (pre-requisite CWP 102) 3crs.

 2. ENG 260 Children's Literature
or 3 crs.
(Extension students (CEN) are required to take:
ENG 461 Young Adult Literature) (CEN may take both ENG 260 and ENG 461)

 3. SPC 205 Intro to Oral Communication or COM 100 or SPC 103 or HUM 200 3 crs.

 4. Advanced Writing Course: 3 crs.
Choose one:
ENG 300W Writing for the Professions (*recommended*)
ENG 301W Advanced Composition (*recommended*)
ENG 305W Creative Writing: Narrative (*check with instructor before taking*)
OR
ENG 306W Creative Writing: Poetry (*check with instructor before taking*)

 5. ENG 370 Found. of Lang. or ENG 311 Methods in Teach. Lang. 3 crs.

 6. Ethnic American Literature: 3 crs.
Choose one:
ENG 240 African American Literature to 1940(D)
ENG 241 African American Literature since 1940(D)
ENG 353 Native American Literature
ENG 354 Ethnic-American Minority Literature(D)
-
- 18 crs.

ELECTIVES: Four courses may be selected from any of the following: **(Remember to have a total of at least 18 upper division credit hours in your concentration)**

CWP 102
ENG 130 Biblical and Classical Literature
ENG 151 Introduction to Poetry
ENG 205 History of Cinema I
ENG 206 History of Cinema II
ENG 210 English Literature I
ENG 211 English Literature II
ENG 220 American Literature I
ENG 221 American Literature II
ENG 230 Comparative Literature
ENG 231 Women in Literature

ENG 240 African American Literature to 1940 **(D)**
ENG 241 African American Literature since 1940
ENG 252 British Modernism
ENG 253 Twentieth Century Literature II
ENG 255 The Short Story
ENG 303 Literature in Film
ENG 304 Forms of Film
ENG 309 Teaching and Evaluating Writing – **Course suggestion for Extension Students**
ENG 311 Teaching Language – **Course suggestion for Extension Students**
ENG 315 Shakespeare I – **Course suggestion for Extension Students**
ENG 316 Shakespeare II – **Course suggestion for Extension Students**
ENG 317 Shakespeare for Future Teachers – **Course suggestion for Extension St. (see dept.)**
ENG 330 Literature of the Bible
ENG 345 World Literature After 1945
ENG 350 Twentieth Century Drama I
ENG 351 Twentieth Century Drama II
ENG 353 Native American Literature
ENG 354 Ethnic American Literature
ENG 415 Seventeenth Century English Literature
ENG 416 Eighteenth Century English Literature
ENG 417 English Novel to 1800
ENG 418 English Novel 1800-1900
ENG 419 Romantic Movement in English Literature
ENG 441 Romantic Movement in American Literature
ENG 443 American Poetry since 1900
ENG 445 American Realism

ENG 1XX or 3XX from transfer institutions

These courses may be used, but are offered infrequently. Please check with the English Department to confirm availability.

ENG 310 Modern European Literature
ENG 356 Futuristic Fiction
ENG 361 Contemporary Literature
ENG 442 American Novel to 1900 (pre-requisite of 6 credits of literature)
ENG 444 American Novel after 1900 (pre-requisite of 6 credits of literature)
ENG 450 Studies in Poetry
ENG 451 Studies in Fiction
ENG 452 Studies in Drama

12 crs.

FRENCH, SPANISH OR ITALIAN CONCENTRATION

Choose One (1) Language (Total of 30 Credits)

All students pursuing a foreign language concentration should initially take the **CLEP exam** to receive actual credit for prior work and knowledge in your chosen foreign language as well as determine initial level of coursework. Information about this exam is available in the Admissions Office and more information can be secured in the Modern and Classical Language Department in Bishop Hall. (A fee is required for the CLEP exam). In order to secure the required 30 credits in the concentration as well as proper initial placement, it is important that the student pursue this exam as an alternative credit option upon entry level.

The foreign language concentration consists of **30 credit hours** in **one** foreign language and must contain **at least 18 credit hours of upper division (300 or 400) level**.

1) LANGUAGE: (Required)

FRENCH

| | | |
|----------------|--|--------|
| FRE 101 – 102 | Beginning French – may CLEP | 6 crs. |
| FRE 201 – 202 | Intermediate French (pre-requisites 101, 102) | 6 crs |
| FRE 301 -- 302 | French Intro to Francophone Current Events/Media | 6 crs. |

SPANISH

| | | |
|------------------|--|--------|
| SPA 101 – 102 | Beginning Spanish – may CLEP | 6 crs. |
| SPA 201 – 202 | Intermediate Spanish (pre-requisites 101, 102) | 6 crs. |
| OR SPA 106 – 206 | Spanish for Educators | 6 crs. |
| SPA 301 – 302 | Intro to Hispanic Cultures/Intro to Hispanic Media | 6 crs. |

ITALIAN

| | | |
|---------------|--|--------|
| ITA 101 – 102 | Beginning Italian – may CLEP | |
| ITA 201 – 202 | Intermediate Italian (pre-requisites 101, 102) | 6 crs. |
| ITA 301 – 302 | Italian Conversation and Composition | 6 crs. |

12 crs.

2) RECOMMENDED ELECTIVES (FRE and SPA only) Choose Four.

FRENCH (FRE 301 & 302 are pre-requisites)

| | | |
|---------|--------------------------------------|--------|
| FRE 203 | Workplace French I | 3 crs. |
| FRE 204 | Workplace French II | 3 crs. |
| FRE 310 | Issues in Professional Communication | 3 crs. |
| FRE 321 | Issues in Francophone Caribbean | 3 crs. |
| FRE 399 | Francophone Study Abroad Experience | 3 crs. |
| FRE 460 | Francophone Caribbean | 3 crs. |

SPANISH (SPA 301 & 302 are pre-requisites)

| | | |
|---------|--|--------|
| SPA 321 | Issues in Contemporary Hispanic Cultures | 3 crs. |
| SPA 401 | Spanish for Spanish Teaching | 3 crs. |
| SPA 410 | Literacy for Spanish Teaching | 3 crs. |
| SPA 421 | Structure of Modern Spanish | 3 crs. |

| | | |
|---|---|---------------|
| FLE 340 | Second Language Acquisition and Literacy | 3 crs. |
| | | 6 crs. |
| 3) ALTERNATIVE ELECTIVES | | |
| Select one from the following: | | |
| <u>FRENCH</u> (FRE 301 & 302 are pre-requisites) | | |
| FRE 306 | Survey France Prehistory -Renaissance | 3 crs. |
| FRE 307 | Surveys France Renaissance-Revolution | 3 crs. |
| FRE 308 | Surveys France Revolution-Belle Epoque | 3 crs. |
| FRE 309 | Survey France Belle Epoque-Algerian War | 3 crs. |
| FRE 420 | Francophone North American | 3 crs. |
| FRE 435 | Francophone Africa | 3 crs. |
| MCL 389 | Francophone Cultures & Civilization | 3 crs. |
| <u>SPANISH</u> (SPA 301 or 302 are pre-requisites) | | |
| SPA 305 | Spanish Phonetics | 3 crs. |
| SPA 306 | Civilization and Cultures of Spain | 3 crs. |
| SPA 307 | Spanish Authors Pre-1800 | 3 crs. |
| SPA 308 | Spanish Authors 1800-Present | 3 crs. |
| SPA 309 | Culture and Civilization of Latin America | 3 crs. |
| SPA 310 | Spanish American Authors 1492-1810 | 3 crs. |
| | | 3 crs. |
| ITALIAN ELECTIVES (ITA 301 & 302 are pre-requisites) | | |
| ITA 306 | Contemporary Italian Civilization | 3 crs. |
| ITA 307-308 | Survey of Italian Literature | 3 crs. |
| ITA 401 | Dante's Divina Commedia | 3 crs. |
| ITA 406 | Nineteenth Century Italian Literature | 3 crs. |
| ITA 410 | Modern Italian Literature | 3 crs. |
| ITA 450 | Directed Readings I | 3 crs. |
| ITA 451 | Directed Readings II | 3 crs. |
| MCL 495 | Project | 3 crs. |
| MCL 499 | Independent Study | 3 crs. |

Total of 30 hours required in one language

30 crs.

Note: Language courses must be taken in sequence and 300 level language is a pre-requisite for all other courses. Therefore, careful scheduling of courses for this concentration will be necessary. Students who enter with advanced standing in language skills will fulfill the balance of the 30-hour requirement by selecting courses in literature or linguistic categories or can receive actual credit for prior work by taking a CLEP exam through the Admissions Office (about \$70-90). Study abroad is encouraged, especially in summer. See International Education, SW 410, 878-3560, or Dr. Robert Summers, 878-4620. The office also provides alternative placement testing for heritage speakers.

Childhood Majors with Foreign Language Extension:

It is highly recommended that extension students take one or two additional courses in this concentration so that they will be successful in 7-9 settings and on the CST foreign language exam. Please work closely with the foreign language concentration EER adviser and the Modern and Classical Language department to plan your best course of action.

LIBERAL ARTS CONCENTRATION

The Liberal Arts Concentration allows childhood and early childhood teacher candidates to have a broad focus of study across the liberal arts. This will prepare them well to teach all subject areas. The Liberal Arts Concentration consists of 10 courses for a total of 30-32 credits. At least 18 credit hours must be at upper division (300 level or above in English and Social Studies, 200 level or above in the STEM areas).

I. English (3 courses)

Required courses:

ENG 260 Children's Literature

Choose two additional upper level English courses

II. STEM (4 courses)

Required courses:

MAT 223 Elementary and Middle School Mathematics from an Advanced Standpoint

PHY 104 Physics for K-8 school teachers

One ENT, MAT, or science course at the 200 level or higher

One ENT, MAT, or science course at the 300 level or higher

III. Social Studies (3 courses)

HIS 106 American Life I

or

HIS 107 American Life II

Choose two additional upper level ECO, GEG, HIS, or PSC courses

MATHEMATICS CONCENTRATION

The Mathematics concentration consists of a total of 30-32 credits chosen as described below. It is strongly suggested that the student work closely with their adviser and they are also encouraged to discuss their programs with members of the Mathematics Department in all concentration planning.

Please note: Upper level courses are marked with an *.

REQUIRED COURSES:

MAT 121 Elementary Mathematics from an Advanced Standpoint I (4 cr)

MAT 122 Elementary Mathematics from an Advanced Standpoint II (4 cr)

MAT 126 Calculus (or MAT 161 & 163 Calculus) (4 cr)

MAT 127 (or MAT 162 & 164 Calculus) (4 cr)

*MAT 223 Elementary and Middle School Mathematics from an Advanced Standpoint (4 cr)

*MAT 311 Introduction to Probability and Statistics (3 cr.)

23 crs.

ELECTIVES:

Choose three courses:

*MAT 270 Discrete Mathematics (can be taken before or concurrent with calculus) (**req. CMT**)

³*MAT 304 Games and Linear Programming

*MAT 322W Modern Geometry (**req. CMT**)

¹*MAT 325 Probability and Statistics

*MED 383W Learning and Teaching Problem Solving (**req. CMT**)

¹*MAT 351 Number Theory

²*MAT 495 Project

²*MAT 499 Independent Study

*MED 307 Use of Teaching Aids in the Teaching of Mathematics (recommended for extension students) **9 crs.**

Total 32 crs.

Notes

* Upper level courses

¹ Strongly recommended that all required courses be completed before taking this course

² Permission of Math Department Chair required

³ This course is rarely offered

All students are encouraged to discuss their programs with members of the Mathematics Department as well as with their assigned ed ed adviser.

Important Notes for Math Extension Students:

1. The math department will not accept any substitutions for students in the math extension.
2. MED 309 is an additional course for math extension and is taught in the **spring only**.
3. Work closely with the math department to monitor course availability and your individual progress.

SCIENCE CONCENTRATION

The Science Concentration consists of 30-33 credit hours chosen as described below. At **least 18 credit hours must be at the upper division (300 or 400) level.** It is strongly suggested that the student work closely with an adviser in all concentration planning.

REQUIRED COURSES:

I. Complete three of the following courses:

| | |
|--------------|---------------------------------------|
| BIO 212 | Intro. Organismal Biology & Diversity |
| | OR |
| BIO 111 | Introduction to Biology |
| BIO 213 | Intro. Ecology, Evolution, & Behavior |
| CHE 101 | General Chemistry I |
| | OR |
| CHE 111 | Fundamentals of Chemistry I |
| PHY 104 | Physics for K-8 Teachers. |
| | OR |
| PHY 107 | General Physics I |
| | OR |
| PHY 111 | University Physics |
| GES 101 &103 | Introductory Geology with Lab |

ONE YEAR SCIENCE SEQUENCE:

II. Complete one of the following courses to complete your one year sequence of science.

| | |
|---------|--|
| BIO 211 | Introduction to Cell Biology and Genetics |
| | OR |
| BIO 111 | Introduction to Biology |
| BIO 212 | Intro. Organismal Biology & Diversity |
| | OR |
| BIO 213 | Intro. Ecology, Evolution, & Behavior |
| CHE 102 | General Chemistry II |
| | OR |
| CHE 112 | Fundamentals of Chemistry II |
| PHY 304 | Optics and Vision for Teachers and Artists |
| | OR |

PHY 108 General Physics II

OR

PHY 112 University Physics II

GES 131 Introductory Astronomy

OR

GES 111 General Oceanography

OR

GES 223 Environmental Earth Science

OR

GES 224 Geologic Hazards

OR

GES 241 Meteorology

OR

GES 102 Historical Geology

ELECTIVES:

- I. Complete a minimum of **18 credit hours** in upper division science courses. (Prefix of BIO, CHE, PHY, GES, or SCI). Please note any pre-requisite courses.

Note: The following four courses are especially designed for elementary teachers:

| | |
|--|--------|
| SCI 311 Processes in Physical Science | 3 crs. |
| SCI 312 Processes in Life Science | 3 crs. |
| SCI 313 Processes in Earth Science | 3 crs. |
| SCI 323 Science as Inquiry | 3 crs. |
| SCI 335 Outdoor Science Education | 3 crs. |
| SCI 445 Literacy for Teaching Science (may need instructor permission) | 3 crs. |

Additional Possible Geosciences Selections:

| | |
|--|--------|
| GES 306 Sedimentology and Stratigraphy | 3 crs. |
| GES 307 Geomorphology (GES 101 or GEG 101) | 3 crs. |
| GES 452 Hydrogeology (GES 101 & one 300 level GES) | 3 crs. |

Additional Possible Biology Selections:

| | |
|--|--------|
| BIO 308 & 309 Human Anatomy & Physiology & Lab (BIO 100 & 212) | 4 crs. |
| BIO 414 Mammology (BIO 212 & 213 & J/S status) | 3 crs. |
| BIO 421 Invertebrate Structure & Function (BIO 212 & 213) | 3 crs. |
| BIO 428 Vertebrate Structure and Function (BIO 212 & 213) | 4 crs. |

Additional Possible Chemistry Selections:

| | |
|---|--------|
| CHE 300 Medications: Chemicals for your Health (CHE 100, 101, or 111) | 3 crs. |
| CHE 301 Analytical Chemistry (CHE 112) | 4 crs. |
| CHE 312 Chemistry & Criminalistics (CHE 102 or 100 with instr. Perm.) | 3 crs. |
| CHE 315 Environmental Chemistry (CHE 112 or 102, instr. perm) | 3 crs. |
| CHE 321 Principles of Organic Chemistry (CHE 102 or 112) | 4 crs. |
| CHE 322 Biological Chemistry (CHE 321) | 4 crs. |

Additional Possible Physics Selections:

| | |
|-------------------------------------|--------|
| PHY 323 Statics (PHY 111 & PHY 112) | 3 crs. |
|-------------------------------------|--------|

18-19 credits

Total 30-33 credits

Please see your adviser for possible substitutions.

NOTE: It is highly recommended that you work closely with the science department to monitor course availability and appropriate course selection.

Additional science courses may become available that would meet the requirements for a science concentration. Work with the science department and your education adviser to map out your concentration. See your adviser for possible substitutions of 1XX or 3XX courses from previous institutions.

At this time a science 7-9 extension is not available.

SOCIAL STUDIES CONCENTRATION

The Social Studies Concentration consists of **10 courses** or a total of 30 credit hours chosen as described below. **At least 18 credit hours must be at the upper division (300 or 400) level.** It is strongly suggested that the student work closely with an adviser in all concentration planning. **No double dipping within the concentration.**

NOTE: The Social Studies **Extension** (major code CSS) requires at least 12 credits of **history** course work. Extension students should work closely with the history department and social studies education to monitor course availability, especially for the additional course, SSE 303.

REQUIRED COURSES:

| | |
|---|----------------|
| ECO 101 The Economic System | 3 crs. |
| GEG 101 World Natural Environment | 3 crs. |
| PSC 102 Introduction to American Government | 3 crs. |
| HIS 106 History of American Life | 3 crs. |
| OR (highly recommended to take both) | |
| HIS 107 History of American Life II | 3 crs. |
| <hr/> | |
| | 12 crs. |

SOCIAL SCIENCE DIVERSITY FOCUS:

Take **two** courses from the following Social Studies diversity offerings:

| | |
|---|--|
| ECO 302 Women in the Economy (pre-requisite: ECO 201 or ECO 202) (D) | |
| GEG 309 Introduction to Urban Geography | |
| GEG 359 Arctic Geography from an Inuit Perspective | |
| HIS 302 History of Women in America (D) | |
| HIS 311 History of American Immigration and Emigration | |
| HIS 314 Modern Latin America | |
| HIS 322 African American History (D) | |
| HIS 468 Readings in African American History | |
| PSC 316 Urban Ethnic Politics | |
| PSC 335 International Relations of the Middle East | |
| <hr/> | |
| PSC 337 Politics of Globalization | |
| PSC 340 Politics of Developing Countries | |
| SSE 350 Longhouse People | |
| SSE 363 American Identity in Transition | |
| <hr/> | |
| REL 350 Holocaust | |

These courses may be used, but are offered infrequently. Please check with the appropriate department to confirm availability.

HIS 341 African Americans and Civil Rights

6 crs.

ELECTIVES:

Take **12 credits across 3 categories:** (at least one course in each category must be taken)

GEOGRAPHY

GEG 300 World Regional Geography

GEG 206 Geography of New York State (may interfere with the req. 18 upper division hours; check with your adviser)

GEG 359 Arctic Geography from a Inuit Perspective

GEG 360 Geography of Asia

GEG 364 Geography of Europe

These courses may be used, but are offered infrequently. Please check with the Geography Department to confirm availability.

GEG 362 Geography of the United States and Canada

GEG 425 Fundamentals of GIS (CIS 101)

HISTORY

HIS 302 History of Women in America **(D)**

HIS 304 Europe from Napoleon to the First World War

HIS 306 History of Africa to 1919

HIS 308 History of Early Canada

HIS 310 History of the Far East: The Traditional Era

HIS 313 Politics and History in the Middle East

HIS 314 Modern Latin America

HIS 318 History of the Soviet Union

HIS 321 History of Medieval Europe (pre-requisite: HIS 115)

HIS 322 African American History

HIS 324 American Presidents (pre-requisite: HIS 106 or 107)

HIS 330 U.S. Environmental History

HIS 340 History of the Buffalo/Niagara Region

HIS 389 Topics vary

HIS 415W New York State History

These courses may be used, but are offered infrequently. Please check with the History Department to confirm availability.

HIS 319 Colonial History of the American People

HIS 331 American Westward Expansion

HIS 332 Technology and U.S. History

POLITICAL SCIENCE

PSC 315 State and Local Government Politics

PSC 316 Urban Ethnic Politics

PSC 318 Democracy and Peace – The Urban Experience

PSC 326 Politics and Media

PSC 335 International Relations of the Middle East

PSC 337 Politics of Globalization

PSC 350 Introduction to Legal Thought

These courses may be used, but are offered infrequently. Please check with the Political Science Department to confirm availability.

PSC 320 U.S. Civil Liberties
PSC 330 American Foreign Policy
PSC 355 American Policy

Total 30 crs.

IMPORTANT: See your adviser for substitutions in the social studies concentration. Most HIS, PSC, GEG, or ECO courses from SUNY Buffalo State and transfer institutions may be appropriate for this concentration.
D.

URBAN STUDIES CONCENTRATION

This concentration will be an option for teacher candidates seeking certification in early childhood and/or childhood education. The Urban Education Concentration consists of **10 courses** or a total of 31 credit hours chosen as described below. **At least 18 credit hours must be at the upper division (300 or 400) level.** It is strongly suggested that the student work closely with an adviser in all concentration planning.

REQUIRED COURSES (22 crs)

ANT 101 Understanding Cultures (3 crs)
SOC 100 Introduction to Sociology (3 crs)
SPF 203 School and Society (3 crs)
SOC 351 Sociology of Race and Ethnicity (3 crs) .
PSC 316 Urban Ethnic Politics (3 crs)
SPC 311 Intercultural Communication (3 crs)
SPF/SOC 366 Cultural Proficiency and Public Achievement (4 crs)

ELECTIVES: (9 crs)

Choose one or two courses from the following:

AAS/ENG 240 African American Literature to 1940 (3 crs)
AAS 321 The African American Family (3 crs)
AAS 341 African American and Civil Rights (3 crs)
AAS 469 Black Protest and Leadership in the U.S. in the 21st Century (3 crs)
ANT 307 Urban Anthropology (3 crs)
ANT 315 Research Methods in Cultural Anthropology (3 crs)
ENG 241 African American Literature Since 1940 (3 crs)
ENG 243 Introduction to Latino/a Literature (3 crs)
ENG 354 Ethnic American Minority Literature (3 crs)
GEG 309 Urban Geography (3crs)

Choose one or two courses from the following:

PSC 103 Great Political Issues (3 crs)
PSC 215 Urban Government (3 crs)
PSC 218 African American Political Culture (3 crs)
PSC 316 Urban Ethnic Politics (3 crs)
PSC 318 Democracy and Peace; Principles and Practices in the Urban Experience (3 crs)
MUS 224 Music and Political Action (3 crs.)
SOC 333 Social Movements (3 crs)
SOC 350 Power, Class and Inequality (3 crs)
SWK 319 Dynamics of Poverty (3 crs)

D. PROFESSIONAL SEQUENCES (major courses)

Childhood Education Grades 1-6 (Major code: CED)

Total Credits: 54

SPF (EDF) 202 Childhood Development and Education (**Take this course early in program**).

SPF (EDF) 203 - School and Society (**Take this course early in program**).

SPF (EDF) 302 - Educational Psychology (*pre-requisites: SPF (EDF) 202; may require major status*).

EDU/SPF (EDF) 201 - Introduction to Elementary Education (*pre-requisites: CWP 101; recommended after SPF (EDF) 202 and/or SPF (EDF) 203*). Majors only.

EDU 211 - Introduction to Literacy (*pre-requisite preferred or co-requisite with adviser approval: EDU/SPF (EDF) 201 or EXE 360; Majors only*).

EDU 310- Teaching Social Studies in the Elementary School (*pre-requisites: Majors only; C or better in EDU 211; and overall minimum GPA of 2.5. May be taken concurrently with EDU 311W or EDU 316 or alone*).

EDU 311** -Teaching Reading and the Other Language Arts in the Elementary School. (*pre-requisites: Majors only; C or better in EDU 211; an overall minimum GPA of 2.5. **Cannot be taken concurrently with EDU 316 or EDU 329**, PPDP (EDU 201) and all SPF courses should be completed. **Mandatory EDU 311W Orientation. Taught in a Professional Development School (PDS)).

EDU 313 –Teaching of Science (*pre-requisite of EDU 211 with C or better; majors only*)

***EDU 316** - The Teaching of Mathematics in the Elementary School (*pre-requisites: Majors only; EDU 311; Must have earned a "C" or better in all education methods courses and an overall minimum GPA of 2.5. **Cannot be taken concurrently with EDU 311**. Taught in a Professional Development School (PDS)*).

EXE 362 - Classroom and Behavior Management (*pre-requisites: Major status; EXE 100. Can be taken during Student Teaching by Childhood majors. Semester of Student Teaching cannot exceed 18 credits*).

EXE 371 - Foundations of Teaching of Children with Disabilities (*pre-requisites: Major Status; EDU 211*).

EDU 400/401/402 - Practicum in Teaching (15 credits) (*pre-requisites: Majors only; Grade "C" or higher, in all methods courses related to the respective major (EDU 211, 310W, 311W, 316 or 329; cumulative average of 2.5 or higher in all class work). **This cohort of courses is meant to be the culminating experience for majors and will usually take place in 2 PDS Schools. EDU 402 is the seminar portion of student teaching***).

Early Childhood Education: Birth – Grade 2 (Major code: ECE)
Total Credits: 51-57

SPF (EDF) 202 - Child Development and Education (**Take this course early in program**).

EDU/SPF (EDF) 201 - Introduction to Elementary Education (*pre-requisites: CWP 101; SPF 202; Major status*).

EDU 211 - Introduction to Literacy (*pre-requisite preferred or co-requisite with adviser's approval: EDU/SPF (EDF) 201 or EXE 360; Majors only*).

EDU 220 - Programs for Infants and Toddlers (*pre-requisites: Admission to program major; SPF (EDF) 202; EDU/SPF (EDF) 201; EDU 211 with a C or better*).

SPF (EDF) 302 - Educational Psychology (*pre-requisite: SPF (EDF) 202; major status may be required*);

***EDU 311W** -Teaching Reading and the Other Language Arts in the Elementary School. (*pre-requisites: Majors only; must have earned a "C" or better in EDU 211 and an overall minimum GPA of 2.5. Cannot be taken concurrently with EDU 329 or EDU 316; PPDP and all SPF courses should be completed*). **Mandatory 311W Orientation. Taught in a Professional Development School (PDS).**

EDU 326 - Emergent Literacy (*pre-requisite: EDU 201; EDU 211*). Often taken with EDU 329.

***EDU 329** – Integrated Thematic Instruction for Young Children (*pre-requisites: Admission to program major; EDU 311W; EDU 220; must have earned a "C" or better in all education methods courses and an overall minimum GPA of 2.5. Cannot be taken concurrently with EDU 311W*). **Taught in a Professional Development School (PDS). Mandatory EDU 329 Orientation.**

EXE 371 – Foundations of Teaching of Children with Disabilities (*pre-requisites: Major Status; EDU 211*).

EDU 411 – Parents, Schools, and Community (*Usually taken with student teaching cohort of classes: EDU 400/402/410 or may be taken in the previous semester*).

EDU 400/410/402 – Practicum in Teaching (*Prerequisite: Grade "C" or higher, in methods courses related to the respective major (EDU 211, 220, 311W, and 329), cumulative average of 2.50 or higher in all class work*). *This cohort of classes is meant to be the culminating experience. Student Teaching Cohort in a PDS. EDU402 is the seminar portion.*

Additional Recommended Course

EXE 362 - Classroom and Behavior Management (*pre-requisites: Major Status; EXE 100*). *Early childhood majors should take prior to student teaching because the semester of student teaching cannot exceed 18 credits.*

Combined Program (Major code: ECC)

Total credits: 69

SPF (EDF) 202 - Child Development and Education (**Take this course early in program**).

SPF (EDF) 203 - School and Society (**Take this course early in program**).

EDU/SPF (EDF) 201 - Introduction to Elementary Education (*pre-requisites: CWP 101 and SPF 202 preferred; Major status*).

EDU 211 - Introduction to Literacy (*pre-requisite preferred or co-requisite with adviser approval: EDU/SPF (EDF) 201 or EXE 360; Majors only*).

EDU 220 - Programs for Infants and Toddlers (*pre-requisites: Admission to program major; SPF (EDF) 202; EDU/SPF (EDF) 201; EDU 211 with a C or better*).

SPF (EDF) 302 - Educational Psychology (*pre-req: SPF (EDF) 202*). Major status may be req.

EDU 310W - Teaching Social Studies in the Elementary School (*pre-requisites: Majors only; must have earned a "C" or better in all education methods courses, including EDU 211; may be taken concurrently with EDU 311W, EDU 313, or EDU 316 or alone*).

***EDU 311W** -Teaching Reading and the Other Language Arts in the Elementary School. (*pre-requisites: Majors only; C or better in EDU 211; an overall minimum GPA of 2.5. Cannot be taken concurrently with EDU 316 or 329; PPDP (done in EDU 201) as well as all SPF courses should be completed*). **Mandatory PDS/EDU 311W Orientation. Taught in a PDS School.**

EDU 313 – Teaching of Science (*pre-requisite of EDU 211 with C or better; majors only*)

***EDU 316** -The Teaching of Mathematics in the Elementary School (*pre-requisites: Majors only; EDU 311; must have earned a "C" or better in all education methods courses and an overall minimum GPA of 2.5*). **Cannot be taken concurrently with EDU 311W or EDU 329. Taught in a PDS School.**

***EDU 329** - Integrated Thematic Instruction for Young Children (*pre-requisites: Admission to program; C or better in EDU 311W, EDU 220*). **Not taken with EDU 316; Mandatory EDU 329 Orientation. Taught in a PDS School.**

EXE 362 - Classroom and Behavior Management (*pre-requisites: Major Status; EXE 100*). Can be taken during Student Teaching by Childhood majors only, **not** by combined majors. Semester of Student Teaching cannot exceed 18 credits).

EXE 371 - Foundations of Teaching of Children with Disabilities (*pre-reqs: Major Status; EDU 211*).

EDU 326 –Emergent Literacy (*pre-req: EDU/SPF 201; EDU 211*). Often taken with EDU 329.

EDU 411 - Parents, Schools, and Community (*usually taken with Student Teaching, but may be taken prior to student teaching*).

EDU 400/410/402 - Practicum in Teaching (*pre-requisites: Majors only; Grade "C" or higher, in methods courses related to the respective major - EDU 211, 310, 311W, 316 and 329; cumulative average of 2.5 or higher in all class work*). This cohort of courses known as student teaching is meant to be the **culminating experience for majors**. EDU 402 is the seminar portion of student teaching.

Elementary Education & Reading Departmental Policies

Required Grade Point Average

A minimum cumulative grade point average of 3.0 is required for admittance to the major. A minimum cumulative and professional sequence grade point of 2.5 must be maintained throughout the program. At any point that a student's overall GPA falls below 2.5, the student will be placed on a department watch list. The student will then have two regular semesters in which to raise his/her GPA to 2.5. **While the student is on the department watch list, enrollment is not permitted in EDU 310W, EDU 311W, EDU 316, EDU 329, EDU 400/401/402 or 410.**

If unsuccessful in achieving a 2.5 within two regular semesters, the student will **not** be permitted to continue in the professional education sequence and will be advised to seek a major other than one within the Elementary Education department. **Students must also maintain a 2.5 in the professional sequence.**

Examinations - for New York State Certification

All students seeking **initial certification** as a teacher of Childhood and/or Early Childhood must successfully complete the required New York State Exams. At this time, the exams are in transition. Information about the examinations is available through the teacher certification office at Buffalo State, but for all of the most current testing information, please visit www.nystce.nesinc.com.

Methods and Student Teaching Regulations

EDU 310W, EDU 311W, EDU 313, EDU 316, and EDU 329 (for Early Childhood) are the courses required to learn appropriate teaching methodology.

The Elementary Education and Reading Department will **not accept transfer credits** to meet these requirements. Students must have a "C" or better in each methods course (310W, 311W, 316 and/or 329) in order to move through the program and into student teaching. Course descriptions are available in this handbook.

Only students who are formally admitted into the majors (CED, ECE, ECC and extensions) may take these courses. If a student registers for one of these courses and then does not have a cumulative 2.5 GPA, the student will be asked to withdraw or be administratively withdrawn from the course. **There are no exceptions.**

Once you have been withdrawn you will not be able to re-register for the course until you attain a 2.5 GPA. There are no exceptions!

IMPORTANT: Before registering for the methods courses you **MUST** attend an information/orientation meeting during the prior semester. All students should review any advisement information sent to them prior to the advisement period, distributed in classes, or displayed on department bulletin boards for information on meeting dates and locations. Students should regularly check the bulletin boards outside Bacon 302 for additional information regarding orientations and other events relevant to their programs. Professional Development School sites are listed on these bulletin boards and on the PDS website, <http://pds.buffalostate.edu/>. **Students may not take more than one six-credit methods course in one semester, e.g. EDU 311W & EDU 316 cannot be taken simultaneously.**

Student Teaching: EDU 400/401/404/410/402

Students are responsible for understanding and abiding by the regulations presented in the Student Teaching Handbook distributed by the department. Student Teaching is the **culminating** teacher candidate experience. Teacher Candidate and Mentor Teacher Handbooks are available on line at <http://pds.buffalostate.edu/>. Look under "For Current Students."

The Elementary Education and Reading Department will not accept transfer credits to meet these requirements.

Only students who are formally admitted into the majors may take these courses. If a student registers for one of these courses and then does not have a cumulative 2.5 GPA, the student will be administratively withdrawn from the course. Once you have been withdrawn you will not be able to re-register for the course until the following semester. **There are no exceptions!**

Student teachers are **required** to attend a **meeting** the semester prior to student teaching. At that time the student will complete the following:

Student Teaching Application
Student Teaching Information Sheet

Generally, the student teaching meeting will be held in October for spring semester and March for the fall semester. Exact dates, times, and locations will be included in the advisement packet or on bulletin board displays each semester. Watch for these announcements and discuss with your adviser.

Student Teaching Grading Policies

Students earn either a "satisfactory (S)" or "unsatisfactory (U)" grade for student teaching. If a student teacher receives an unsatisfactory (U) grade in either 7-week teaching situation, a case conference will be required (with the department chairperson) before permission is granted to continue in student teaching. Two unsatisfactory (U) grades will result in the termination of the student in the program. An appointment should be made with the Elementary Education and Reading Department chairperson to discuss other career and course options.

Other College Policies

Each student is responsible for meeting the requirements of the college generally and those of the Elementary Education and Reading department. If we can assist you in interpreting these policies, be certain to contact your academic adviser within the department.

Candidate Dispositions Teacher Education Unit SUNY Buffalo State

Initial and advanced candidates and candidates preparing for other education-related professional roles at SUNY Buffalo State should exhibit dispositions identified by the Interstate Teacher Assessment and Support Consortium (InTASC) standards including the following over-arching standard related to ethical behavior: *Teachers and other school personnel exhibit behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.*

Interstate Teacher Assessment and Support Consortium (InTASC) MODEL CORE TEACHING STANDARDS (2011) Interstate Teacher Assessment and Support Consortium

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Interstate Teacher Assessment and Support Consortium (InTASC) Dispositions

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|--|
| Principle One: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. |
| 1. Dispositions: The candidate |
| <ul style="list-style-type: none"> • realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field. • appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower. • has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life. • is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline. |
| Principle Two: The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development . |
| 2. Dispositions: The candidate |
| <ul style="list-style-type: none"> • appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence. • is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning. |
| Principle Three: The candidate understands how students differ in their approaches to learning and creates instruction opportunities that are adapted to diverse learners . |
| 3. Dispositions: The candidate |
| <ul style="list-style-type: none"> • believes that all children can learn at high levels and persists in helping all children achieve success. • appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." • respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. • is sensitive to community and cultural norms. • makes students feel valued for their potential as people, and helps them learn to value each other. • brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms. • creates a learning community in which individual differences are respected. |
| Principle #4: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. |
| 4. Dispositions: The candidate |
| <ul style="list-style-type: none"> • values the development of students' critical thinking, independent problem solving, and performance capabilities. • values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. |
| Principle Five: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. |
| 5. Dispositions: The candidate |
| <ul style="list-style-type: none"> • takes responsibility for establishing a positive climate in the classroom and participates in maintaining |

| |
|--|
| such a climate in the school as a whole. |
| <ul style="list-style-type: none"> • understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom. |
| <ul style="list-style-type: none"> • values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. |
| <ul style="list-style-type: none"> • recognizes the value of intrinsic motivation to students' life-long growth and learning. |
| <ul style="list-style-type: none"> • is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student. |
| Principle Six: The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| 6. Dispositions: The candidate |
| <ul style="list-style-type: none"> • recognizes the power of language for fostering self-expression, identity development, and learning. |
| <ul style="list-style-type: none"> • values many ways in which people seek to communicate and encourages many modes of communication in the classroom. |
| <ul style="list-style-type: none"> • is a thoughtful and responsive listener. |
| <ul style="list-style-type: none"> • appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class. |
| Principle Seven: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| 7. Dispositions: The candidate |
| <ul style="list-style-type: none"> • values both long term and short term planning. |
| <ul style="list-style-type: none"> • believes that plans must always be open to adjustment and revision based on student needs and changing circumstances. |
| <ul style="list-style-type: none"> • values planning as a collegial activity. |
| Principle Eight: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. |
| 8. Dispositions: The candidate |
| <ul style="list-style-type: none"> • values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning. |
| <ul style="list-style-type: none"> • is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities. |
| Principle Nine: The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| 9. Dispositions: The candidate |
| <ul style="list-style-type: none"> • values critical thinking and self-directed learning as habits of mind. |
| <ul style="list-style-type: none"> • is committed to reflection, assessment, and learning as an ongoing process. |
| <ul style="list-style-type: none"> • is committed to seeking out, developing, and continually refining practices that address the individual needs of students. |
| <ul style="list-style-type: none"> • recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues. |
| Principle Ten: The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. |
| 10. Dispositions: The candidate |
| <ul style="list-style-type: none"> • values and appreciates the importance of all aspects of a child's experience. |
| <ul style="list-style-type: none"> • is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties. |
| <ul style="list-style-type: none"> • is willing to consult with other adults regarding the education and well-being of his/her students. |
| <ul style="list-style-type: none"> • respects the privacy of students and confidentiality of information. |
| <ul style="list-style-type: none"> • is willing to work with other professionals to improve the overall learning environment for students. |

CAEP Dispositions for Teacher Candidates

1. Candidates and other school personnel exhibit behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.
2. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.
3. The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
4. The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children's learning of the discipline.
5. The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
6. The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.
7. The candidate values and appreciates the importance of all aspects of a child's experience.
8. The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.
9. The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.
10. The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
11. The candidate values the use of educational technology in the teaching and learning process.
12. The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.
13. The candidate is a thoughtful and responsive listener.
14. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
15. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".
16. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
17. The candidate is committed to reflection, assessment and learning as an ongoing process.
18. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
19. The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.
20. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
21. The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
22. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

COURSE DESCRIPTIONS

EDU/SPF (EDF) 201 - Introduction to Elementary Education **3 crs.**

(pre-requisite: ENG/CWP 101; SPF 202; Major Status)

Introduces students interested in the education profession to elementary school teaching. Applications of major theories, consideration of developmentally appropriate practices relative to NYS and Common Core Learning Standards, an introduction to classroom organization, classroom management and discipline, and participation in the reflective writing process are emphasized. **A field experience outside regularly scheduled course time is required (15 hours).**

SPF (EDF) 202 - Child Development and Education **3 crs.**

An introduction to the study of child behavior and development with emphasis on implications for teaching and learning. The focus will be on the child in school; from early childhood through pre-adolescence. Topics include child study and observation methods, theories of development, nature and sources of individual development from biological, cultural and behavioral perspectives, with emphasis on the following areas of development as they apply to the classroom; cognitive, social, emotional and physical. Required of Childhood, Early Childhood and Combined majors and students seeking certification in EXE. **Take early in program.**

SPF (EDF) 203 - School and Society **3 crs.**

Education as a function of a democratic society; sociological and historical backgrounds of the schools; current issues and problems affecting the schools; objectives, control and financial support of education in the state of New York and the U.S.; directed observations. Required of Childhood and Combined majors and students seeking certification in EXE. **Take early in program.**

SPF (EDF) 302 - Educational Psychology **3 crs.**

(pre-requisite: SPF (EDF) 202)

This course is designed to help prospective elementary education teachers understand learners, the learning process, how to evaluate learning and how to establish a classroom environment that will maximize learning. Required of all elementary majors and students seeking dual EXE certification.

Take as a second semester sophomore or first semester junior; should take prior to EDU 311W.

EDU 211 - Introduction to Literacy **3 crs.**

(pre-requisite preferred, or co-requisite with adviser's approval: EDU/SPF (EDF) 201 or EXE 360; Majors only)

Introduces students interested in teaching in elementary school settings to current literacy theories and practices supportive of diverse populations and congruent with NYS and Common Core Learning Standards. **School or Community based activities beyond regularly scheduled course time that support course objectives are required (10-15 hours). Take as a second semester sophomore or first semester junior.**

EDU 220 - Programs for Infants and Toddlers **3 crs.**

(pre-requisites: Admission to major; SPF (EDF) 202; EDU 201; EDU 211)

Introduces students to the field of early childhood education. Students will become familiar with the developmental needs and program requirements for infants and toddlers. Students will plan developmentally appropriate activities to use with these age groups and implement them in a **field placement (50 hours+)**. Special attention is given to the assessment of young children.

EDU 310W - Teaching Social Studies in the Elementary School 3 crs.
(pre-requisites: Majors only; EDU 211; must have earned a “C” or better and an overall minimum GPA of 2.5 and professional sequence 2.5 GPA. May be taken concurrently with EDU 311, EDU 313, or EDU 316 or alone)
Critically examines current trends and pedagogical issues in social studies standards-based education. Students will develop and implement creative extensions of social studies through the visual and performing arts.

***EDU 311W -Teaching Reading & the Other Language Arts in Elementary School** 6 crs.
*(pre-requisites: Majors only; C or better in EDU 211; must have earned a “C” or better in all education methods courses and an overall and professional sequence minimum GPA of 2.5. Cannot be taken concurrently with EDU 316 or 329. Must attend **mandatory PDS/311W orientation** to register for this course)*
Builds and supports pedagogical content knowledge developed in EDU/SPF (EDF) 201 and EDU211. In-depth curricular, theoretical, and practical educational frameworks are explored through field-based teaching in school settings. Students will plan, implement and evaluate language arts lessons incorporating the New York State and Common Core Learning Standards for English Language Arts; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective teaching abilities. EDU 311W takes place in a **PDS School**.

EDU 313 – The Teaching of Science 3 crs.
(pre-requisite of c or better in EDU 211, majors only) Effective science instruction practices for early childhood and childhood students; covering many elementary science topics, learning theories and current standards including assessment strategies and engineering practices. Field experience may be required.

***EDU 316 - The Teaching of Mathematics in the Elementary School** 6 crs.
(pre-requisites: Majors only; EDU 311W; must have earned a “C” or better in all education methods courses and an overall minimum and professional sequence GPA of 2.5. Cannot be taken concurrently with EDU 311, EDU 329)
EDU 316 is a basic curriculum course for elementary teachers that explores in-depth curricular, theoretical, and practical educational frameworks. Students will plan, implement and evaluate lessons incorporating the New York State and Common Core Learning Standards for mathematics; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective techniques for instructional organization. EDU 316 takes place in a **PDS School**.

***EDU 329 - Integrated Thematic Instruction for Young Children** 6 crs.
(pre-requisites: Admission to program/major; EDU 311W; EDU 220)
Students will use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, cognitive, and aesthetic development of preschool, kindergarten, and primary-aged children. Students will develop, implement, and evaluate an integrated curriculum that focuses on children’s needs in a culturally and linguistically diverse field placement setting. Students will evaluate and demonstrate the use of technology with young children. EDU 329 takes place in a **PDS School**.

EXE 362 - Classroom and Behavior Management 3 crs.
(pre-requisites: Major Status; EDU 211 and EXE 100. Can be taken during Student Teaching by Childhood majors. Semester of Student Teaching cannot exceed 18 credits.)
The focus of this course is on managing the classroom environment in order to facilitate effective instruction. Various models of behavior management are discussed. Students seeking Exceptional Education certification must take this course concurrently with EXE 363: **Field Experiences in Behavior Management may be required.**

EDU 326 Emergent Literacy (Usually taken with EDU 329) 3 crs.

Certification Extensions for Middle School

Extensions to Childhood Education Certification Authorizations to teach in Grades 7 - 9

Childhood Education majors with concentrations in English, Mathematics, Social Studies, French, Spanish, and Italian may choose to extend their teaching certification to grades 7-9. Requirements for extensions to the Childhood 1-6 certificate for each of the listed concentrations along with required course additions and adaptations are listed in the table below:

| Concentration | Major | Student Teaching Courses (Instead of EDU 400-401) | Other Course Additions |
|---|----------------------|--|--|
| English (CEN) (page 19) | Childhood 1-6 | EDU 404 – Practicum in the Elementary School ENG 464- Student Teaching in the Middle School/Junior High School EDU 402 Seminar is required | ENG 463 – <u>Methods & Materials in Teaching Secondary English (check when offered)</u> (6 credits) Be sure to take ENG 461 |
| Mathematics (CMT) (page 24) | Childhood 1-6 | EDU 404 – Practicum in the Elementary School MED 407- Student Teaching of Mathematics in Middle School/Junior High School EDU 402 Seminar is required | MED 309 – <u>Teaching Mathematics in the Middle School (SPRING ONLY)</u> (Check with math dept. for particulars) |
| Social Studies (CSS) (page 26) | Childhood 1-6 | EDU 404 – Practicum in the Elementary School SSE 409- Student Teaching of Social Studies in Middle School EDU 402 Seminar is required | SSE 303 – <u>Methods & Materials in Teaching Middle School Social Studies</u> (Check with Social Studies department for orientation, etc.) |
| French(CFR) Spanish(CSH) Italian(CIT) (page 21) | Childhood 1-6 | EDU 404 – Practicum in the Elementary School FLE 407- Teaching of Foreign Languages in the Middle School/Junior High School EDU 402 Seminar is required | FLE 300 preferred – check availability FLE 401- <u>Tech. for Teaching & Evaluating For. Lan. in Middle & Sec. Sch. (FALL ONLY)</u> (Check with language department for particulars) |

Requirements for Programs Leading to Extended Certification in English (CEN)

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters - one quarter will be in an elementary setting (EDU 404 Practicum in Teaching) and one quarter will be in a Middle School English setting (ENG 464 Student Teaching in the Middle/Secondary School). In addition to completing a concentration of thirty hours in English the candidate will complete the course entitled Methods and Materials in Teaching Secondary English (ENG 463 – 6 credits).

ENG 463 Methods, Materials, and Professional Development for Teachers of English-Secondary. (6 credits)

A study of the methods and materials necessary to become an effective teacher of English, including such areas as secondary school curriculum, NYS standards for the language arts, planning, assessment, and classroom management. An additional emphasis is placed on professional development with on-site observations, practice teaching sessions, and interactions with public school teachers and personnel.

ENG 464 Student Teaching in Middle School/Junior High School

Full time practice teaching five days per week for 7 weeks in a middle school/junior high school situation. College supervision biweekly.

EDU 404 Practicum in Elementary School Teaching

(pre-requisites: Grade of "C" or higher in EDU 310, EDU 311W, and EDU 316, ENG 463; cumulative and professional sequence average of 2.5 or higher in all class work. Successful completion of math and English competency)

Provides supervised teaching experience in an elementary grade setting five days a week for approximately 7 consecutive weeks. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice are required. Only EXE 362, or EDU 375, may be taken with student teaching to total 18 credit hours.

EDU 402 Seminar to accompany student teaching

3 crs.

IMPORTANT NOTE:

CEN majors must take ENG 461 prior to ENG 463. They may also take ENG 260 in their concentration. CEN majors should look for concentration courses that might strengthen their ability to teach middle school. See adviser for suggestions.

Requirements for Programs Leading to Extended Certification in French, Spanish, or Italian (CFR; CSH; CIT)

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters - one quarter will be in an elementary setting (EDU 404 Practicum in Teaching) and one quarter will be in a Middle School/Junior High, French, Italian or Spanish setting (FLE 407 Student Teaching of Foreign Languages in the Middle and Secondary Schools). In addition to completing a concentration of thirty hours in French, Italian or Spanish, the candidate will complete the course entitled Techniques for Teaching and Evaluating Foreign Languages in Middle and Secondary Schools (**FLE 300 or 401**). **See adviser for appropriate concentration selections as more difficult level courses, or additional courses, may be highly suggested.**

FLE 300 (preferred) or 401/401W Techniques for Teaching and Evaluating Foreign Languages in Middle and Secondary School

Development of the student's skill in teaching and testing foreign languages, with special emphasis on applying a communicative syllabus to middle and secondary school language students. **EDU 300 is the preferred course for elementary education extension students. Check with the appropriate department for availability. EDU 401 is offered in fall semester only! Check with foreign language department for course availability.**

FLE 407 Student teaching of Foreign Languages in the Middle/Junior High School

Teaching under supervision in a middle school or junior high school five days a week, with additional participation in school program. Evaluation by college and school personnel.

EDU 404 Practicum in Elementary School Teaching

(pre-requisites: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 316; cumulative average of 2.5 or higher in all class work. Successful completion of math and English competency)

Provides supervised teaching experience in an elementary grade setting five days a week for approximately 7 consecutive weeks. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice are required. Only EXE 362, or EDU 375 may be taken with student teaching to total 18 credit hours.

EDU 402 Seminar to accompany student teaching

3 crs.

Requirements for Programs Leading to Extended Certification in Mathematics (CMT)

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters - one quarter will be in an elementary setting (EDU 404 Practicum in Teaching) and one quarter will be in a Middle School Mathematics setting (MED 407 Teaching in the Middle/Junior High School). In addition to completing a concentration of thirty/thirty-two hours in Mathematics the candidate will complete the courses entitled Teaching Mathematics in the Middle School (MED309) and Teaching Literacy in the Middle and Secondary School (EDU 416) or EDU 211. **See adviser for concentration course selections.**

MED 309 Teaching Mathematics in the Middle School

An introduction to the theory and practice of classroom teaching for prospective middle school teachers. Experiences in classroom discipline, planning for instruction, curricular issues, evaluation and testing, and special learning techniques. Includes lectures, peer presentation, construction and critique of lesson plans, use of media, and research of teaching strategies. **Offered in spring semester only!**

MED 407 Student Teaching of Mathematics in Junior High-Middle School

Early secondary-school classroom laboratory experiences; goal of early secondary math education; psychological influences; teaching models; testing and evaluation techniques; total involvement in early secondary school activities-practicum.

EDU 404 Practicum in Elementary School Teaching

(pre-requisites: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 316; cumulative average of 2.5 or higher in all class work. Successful completion of math and English competency)

Provides supervised teaching experience in an elementary grade setting five days a week for approximately 7 consecutive weeks. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice are required. Only EXE362, or EDU 375 may be taken with student teaching to total no more than 18 credit hours.

EDU 402 Seminar to accompany student teaching

3 crs.

CMT majors must have taken MAT 270, MAT 322W and MED 383W.

Requirements for Program Leading to Extended Certification in Social Studies (CSS)

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters - one quarter will be in an elementary setting (EDU 404 Practicum in Teaching) and one quarter will be in a middle school social studies setting (SSE 409 Student Teaching of Social Studies in the Middle School). In addition to completing a concentration of thirty hours in **Social Studies** the candidate will complete the course entitled Methods and Materials in Teaching Middle School Social Studies (**SSE 303**), **twelve credit hours in History**.

SSE 303 Methods and Materials in Teaching Middle School Social Studies

A study of the purposes, goals, curricular materials, methodologies and instructional techniques of social studies education. A major emphasis will be for the student to develop competency in designing and practicing instructional strategies drawn from the methodologies and of the curricular materials of social studies education and the disciplines of history and the social sciences. **See Social Studies department for additional testing requirements, required GPA, or additional information.**

SSE 409 Student Teaching of Social Studies in the Middle School (*pre-requisites: Minimum cumulative GPA of 2.75 (overall and in major coursework); grade of C or higher in SSE 303; successful completion of English composition (CWP), basic communication, and mathematics competency requirements; All other coursework must be completed prior to student teaching*)

Teaching under supervision five days per week; individual and group instruction; daily and long-view planning; unit teaching; classroom management and routine procedures; audio-visual aids; community resources; record keeping, evaluation procedures; participation in total school program.

EDU 404 Practicum in Elementary School Teaching

(*pre-requisites: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 316; cumulative average of 2.5 or higher in all class work*)

Provides supervised teaching experience in an elementary grade setting five days week for approximately 7 consecutive weeks. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice are required. Only EXE 362, or EDU 375 may be taken with student teaching to total 18 credit hours.

EDU 402 Seminar to accompany student teaching

3 crs.

Checklist for All Elementary Education Majors in Intellectual Foundations

Childhood Education: Grades 1-6 (CED)

Early Childhood Education: Birth-Grade 2 (ECE)

Combined Program: Birth-Grade 6 (ECC)

| | | | | |
|---|---------|--|--|--|
| A. General Education Intellectual Foundations Requirements: | | | | |
| Under the IF requirements, students must complete the requisite number of credit hours in the following | | | | |
| Basic Written and Oral Communication | 6 | | | |
| Mathematics & Quantitative Reasoning | 3 | | | |
| Cognate Foundations: 1 Arts, 1 Hum, 1 Nat. Sci., 1 Soc. Sci. | 12 | | | |
| Civilizations: 1 Amer., 1 Western, 1 Non-West. | 9 | | | |
| Diversity | 3 | | | |
| Global Engagement or 2 Years High School Language | 0-6 | | | |
| Intellectual Skills and Competencies | Infused | | | |
| B. Six-Hour Distribution | | | | |
| English | 6 | | | |
| Math | 6 | | | |
| Science | 6 | | | |
| Social Studies | 6 | | | |
| C. Concentration (30 credits: 18 must be upper division) | | | | |
| | | | | |
| | | | | |
| D. Professional Sequence Courses | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| E. Extended Certification: To achieve 7-9 extended certification to concentration | | | | |
| | | | | |

PROFESSIONAL SEQUENCES

| (CED) CHILDHOOD EDUCATION GRADES 1-6 | (ECE) EARLY CHILDHOOD EDUCATION BIRTH-GRADE 2 | (ECC) EARLY CHILDHOOD AND CHILDHOOD BIRTH-GRADE 6 |
|---|--|--|
| SPF 202 _____ | SPF 202 _____ | SPF 202 _____ |
| SPF 203 _____ | EDU 201 _____ | SPF 203 _____ |
| EDU 201 _____ | EDU 211 _____ | EDU 201 _____ |
| EDU 211 _____ | SPF 302 _____ | EDU 211 _____ |
| SPF 302 _____ | EDU 220 _____ | SPF 302 _____ |
| EDU 310W _____ | EDU 311W _____ | EDU 220 _____ |
| EDU 311W* _____ | EDU 329* _____ | EDU 310W _____ |
| EDU 316* _____ | EXE 371 _____ | EDU 311W* _____ |
| EXE 362 _____ | EDU 326 _____ | EDU316* _____ |
| EXE 371 _____ | | EDU 329* _____ |
| EDU 313 _____ | EDU 400/ 410** _____ | EXE 362 _____ |
| | EDU 402 _____ | EXE 371 _____ |
| | EDU 411 _____ | EDU 326 _____ |
| EDU 400/ 401** _____ | | EDU 313 _____ |
| EDU 402 _____ | Optional | **EDU 400/410 _____ |
| | EXE 362 _____ | EDU 402 _____ |
| | | EDU 411 _____ |

Take EXE 100 early in program and prior to EXE 362.

**All courses listed are three credit hours unless otherwise marked with *(6 crs.), or
(12 crs.)

Advisement/Mentor Checklist

Adviser's Name: _____ Date _____

Student Name _____ Major Code _____
 Program: IF (2015) _____ Transfer student? _____ Institution _____
 Does student have an AS/AA degree? _____ Is it posted on DW? _____

How is Course Work Coming Along at this Point? (Use DegreeWorks)

Distribution _____ (24 hrs)
 Concentration: _____ (30 hrs.) Concentration Identified on DW? _____
 Concentration on Advisement List? Check _____ Upper Division _____ (15/18 for most)
 Professional Sequence- use handbook _____

Intellectual Foundations Requirements?

ENG/CWP 101 _____ ENG/CWP 102 _____ MATH REQ. _____
 Global Engagement/Foreign Lang. _____ (H.S., ASL?) Other: _____
 Upper Division Hours of at least 45 hours _____
 Total Hours of at least 120 hours _____
 At least 32 hours completed at BS _____
 Last 16 hours completed at BS _____

Teacher Candidates: Please use this checklist every semester!

- | | |
|---------------------|--|
| Handbook | _____ Read regularly and check off courses as taken; follow program |
| DegreeWorks | _____ Know how to read DW and check it for accuracy; print out |
| GPA | _____ Keep above 2.5 or much higher (both overall and prof. seq.) |
| Orientations | _____ PDS/EDU 311W, EDU 329, Student Teaching: all mandatory |
| Fingerprinting | _____ Absolutely mandatory prior to initial cert., preferred for ST/JP |
| TB Test | _____ Information given at ST orientation |
| Seminars (6) | _____ Check ed/pds websites & certification site for information; graduation requirement |
| Cert. Exams | _____ Check www.nystce.nesinc.com for latest information (ALST, EAST, CST-multi-subject, edTPA, etc.) |
| Graduation | _____ See your adviser for your graduation check and remember to apply for graduation, Jan (for May), May (for August) or Sept.(for Dec.) |
| Prof. Org. | _____ Join! Join! Join! EEC student prof. org., HOLA, journals, etc. |
| Reference file | _____ Collect in EDU 311, 316, 329 and student teaching from both BS instructors and cooperating/mentoring teachers: Grover Cleveland 306, Career Development Center - http://cdc.buffalostate.edu |
| Taskstream | _____ Required for all EDU courses – use rubric wizard and standards |
| Portfolio | _____ TS/Elect./hard copy artifacts/organize (InTASC, Danielson, etc.) |
| Graduate Programs | _____ Consider BS program; Applications are accepted throughout the year |
| Road to Prof. Cert. | _____ Need to teach 3 years out of first 5 and also get Masters. Subbing will count. 180 days = one year. Get subbing! |
| Other: | _____ Check out http://pds.buffalostate.edu/ - important information! Acronyms4teachers.wordpress.com; Facebook.com/buffalostatetpds |



INITIAL CERTIFICATION CHECKLIST

TEACH Account: Go to www.highered.nysed.gov/tcert/teach. Be sure to record your username and password and keep in a safe place for future reference.
Username: _____ Password: _____

Fingerprint Clearance: Should be done PRIOR to Field Placement. Apply and submit application fee (\$91.50) on TEACH. Submit inked fingerprint cards to NYSED.

Examinations:

EAS (Educating All Students)

ALST (Academic Skills Literacy Test)

CST (Content Specialty Test) Multi-subject (check for your particular exams)

edTPA (Teacher Performance Assessment)

These tests are subject to change. Additional CST exams may be required. For the latest information, registration, and preparation materials go to: www.nystce.nesinc.com.

Seminars: All teacher certification candidates who are applying for Initial Certification through Buffalo State College's Teacher Certification Office are required to complete the following seminars. **These seminars are required for graduation:**

Childhood/Early Childhood Majors

- S.A.V.E.
- Child Abuse Identification
- Alcohol & Other Drugs
- Fire & Arson
- HIV in the Classroom
- DASA Training (Anti-Bullying)

Program: Upon completion of your approved program, apply and be cleared for graduation by the appropriate college office.

Certification Application: Apply and pay for the appropriate certificate(s) on TEACH. Directions to apply for Initial Certification may be found on the Teacher Certification Office webpage under "QUICK LINKS!":
www.buffalostate.edu/teachercertification.

Release Authorization: Complete and sign a Release Authorization form and send with copies of the completed seminar certificates to the Teacher Certification Office in Caudell Hall Room 101.

*****All requirements are subject to change at any time and without notice.*****

Visit the Teacher Certification Office website for more information regarding the above requirements as well as for links to websites, forms and other resources:

Tentative Semester by Semester Plan for Elementary Education Majors

Circle: CED (1-6) ECE (B-2) ECC (B-6) CEN CMT CSS CFR CSH CIT 4 + 1

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Semesters | | | | | | | |
| Professional Sequence Courses | | | | | | | |
| Concentration: 30 hrs., 18 upper division | | | | | | | |
| Distribution (2 each) MAT: 121, 122 SCI: PHY 104 + 1 ENG: 260 + 1 SCI: 1 + 1 Dif. | | | | | | | |
| General Ed. Req: IF 14 | | | | | | | |
| Foreign Language HS, ASL, Other Global | | | | | | | |
| Other | | | | | | | |