

ELEMENTARY EDUCATION MAJORS



Childhood: Grades 1 – 6 (CED)

Early Childhood: Birth – Grade 2 (ECE)

Combined: Birth – Grade 6 (ECC)

4+1 Pathways

(Revised for Undergraduates Matriculating in Fall 2018)

For additional information:

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

(716) 878-5916

Bacon Hall 302

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Welcome to the Elementary Education, Literacy and Educational Leadership 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 pathways.

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. 4**
- 3) How to apply to the **Elementary Education Major of your choice?** **p. 4**
- 4) What are the **academic and course requirements** for these programs? **p. 11**
- 5) What **academic policies** govern the courses in these programs? **p. 50**
- 6) What are the required exams and seminars for certification? **p. 64**

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/>

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

What majors are available?

- CED = Childhood Education, Grades 1-6
- ECE = Early Childhood Education, Birth- Grade 2
- ECC = Combined Childhood & 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

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/pathways-41-0>

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 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.

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

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 or the Bengal Success Portal 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 will sign up 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.

During the semester in which you are taking EDU 211, you will attend a mandatory PDS/EDU 311 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/>). 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 310 or EDU 311:

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 both CWP 101 and CWP 102 with C's or higher
6. Attended a PDS/EDU 311 Orientation and signed the confirmation 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 311, 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.

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.

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, as well as the Teacher Education Unit 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 311 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 Required Student Teaching Cohort Orientation must be attended during the semester prior to student teaching.
6. A Student Teaching Career Development Day will also be required.
7. 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.

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:

- A) The Intellectual Foundations Requirements of the college (for B. S. degree) See pages 13.
- B) The Distribution Requirements 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! (Yes – you can use the same courses for A & B!)
- C) A Concentration—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. (The same courses may sometimes be used for A, B & C as appropriate)
- D) The Pedagogical or Professional sequence 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.

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.

Take **Basic Written and Oral Communication** 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 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

Cognate Foundations: Arts

AED 100 Essentials of Visual Arts

AED 200 Fundamentals of Art Inquiry

DAN 214 Introduction to Dance Techniques

DAN 224 Dance Appreciation

DES114 Workshop in Crafts (*recommended*)

DES190 Design Symposium (*recommended*)

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

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
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
BIO104 Environmental Biology
CHE 100 Chemistry and Society
CHE 101 General Chemistry I
CHE111 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

Most students will take SPF 203 as it is required in the pedagogical sequence for ECC & CED

Others must 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 131 Medieval and Renaissance World 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 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

Diversity

All students should take EXE 100 Nature and Needs of Individuals who are Exceptional (this is a prerequisite for EXE 362)

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 302/302 Women in Economy
EDU 310/310 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
GEG 309 Urban Geography
HIS 302 Women in American History
HIS 311 American Immigration and Emigration
HIS 322/322 W African-American History
MED 200 Foundations of Teaching Math 7-12 & Field Exp.
HIS/SSE/SST 363 American Identity in Transition: Diversity and Pluralism in the U.S.
MUS 206 Foundations of American Popular Music
PLN 215 Introduction to Urban and Regional Planning
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
SWK 301 Dynamics of Poverty
WGS 101 Introduction to Women and Gender Studies

Global Engagement

Discuss this requirement with your academic adviser. Select from options 1-4 (see next page). 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.**

**Global Engagement (0-6 Credits)
Student FACT Sheet**

Select from the four options to satisfy the global engagement requirement:

***Option 1:
Study a Foreign
Language***

- Take and pass a college language course at the 102 level.
- Demonstration of successful completion of two sequential foreign language study (the same language) at the high school level will satisfy the Global Engagement requirement
- This option meets the SUNY General Education requirement
Contact the Modern and Classical Language Department at 716-878-5414 for information about the CLEP exam

***Option 2:
Proficiency
Exam***

- Pass an Oral Proficiency Interview (OPI) at the novice-high level
- Contact the Assistant Dean of International and Exchange Program at 716-878-4620

***Option 3:
Study Abroad***

- Take an approved faculty-led study abroad, global engagement course **OR**
- Contact the Assistant Dean of Intellectual Foundations at 716-878-5906 and Instructor of Record for an Independent Study Abroad experience
- Passing will satisfy 3 of 6 required credits for global engagement

***Option 4: Global
at Home and
Abroad***

- Take an approved service-learning, global engagement course **OR**
- Contact the Assistant Dean of Intellectual Foundations at 716-878-5906 and the Volunteer and Service Learning Coordinator at 716-878-5811 for an independent local, regional or international experience with an organization
Passing will satisfy 3 of 6 required credits for global engagement

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 305 Creative Writing: Narrative
ENG 306 Creative Writing: Poetry
ENG 300 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. The concentration needs to have at least 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.

I. 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 3 crs.
or
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) – Take section for Education Majors

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
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 to 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
FRE 201 – 202 Intermediate French (pre-requisites 101, 102)
FRE 301 -- 302 French Intro to Francophone Current Events/Media

6 crs.
6 crs.
6 crs.

SPANISH

SPA 101 – 102 Beginning Spanish – may CLEP
SPA 201 – 202 Intermediate Spanish (pre-requisites 101, 102)
SPA 200 – 206* Intermediate Spanish (pre-requisites 101, 102)
SPA 203 –204* Spanish for Professionals I & II
Spanish for Professionals I & II

6 crs.
6 crs.
6 crs.
6 crs.
6 crs.

*SPA 204-206 count as upper division courses

ITALIAN

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

6 crs.
6 crs.
6 crs.

2) ELECTIVES

FRENCH (FRE 301 & 302 are pre-requisites)

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

3 crs.
3 crs.
3 crs.
3 crs.
3 crs.
3 crs.

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.

SPANISH (SPA 301 or 302 are pre-requisites)

SPA 321	Issues in Contemporary Hispanic Cultures	3 crs.
SPA 306	Civilization and Cultures of Spain	3 crs.
SPA 309	Culture and Civilization of Latin America	3 crs.

ITALIAN (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.

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:

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 students work closely with their adviser to plan for prerequisites.

Please note: Upper level courses are marked with *.

REQUIRED COURSES:

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

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

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

MAT 127 (or MAT 162 & 164 Calculus) (4 cr)- Prerequisite MAT 126

*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) * note: take this sophomore year as it is a prerequisite for many courses

3*MAT 304 Games and Linear Programming

*MAT 322 Modern Geometry **(req. CMT)- prerequisite MAT 270**

1*MAT 325 Probability and Statistics

*MED 383 Learning and Teaching Problem Solving **(req. CMT)* Prereq- MAT 270**

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)

MAT 381 - prerequisite MAT 270

MAT 325 - prerequisite MAT 270

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

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	Intro. 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	Intro. 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
BIO 111	Introduction to Biology
BIO 212	Intro. Organismal Biology & Diversity
BIO 213	Intro. Ecology, Evolution, & Behavior
CHE 102	General Chemistry II
CHE 112	Fundamentals of Chemistry II

PHY 304	Optics and Vision for Teachers and Artists
PHY 108	General Physics II
PHY 112	University Physics II
GES 131	Intro. Astronomy
GES 111	General Oceanography
GES 223	Environmental Earth Science
GES 224	Geologic Hazards
GES 241	Meteorology
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 specially 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.

Additional Possible Geoscience 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 & Phys & 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 or 111)	3 crs.
CHE 301 Analytical Chemistry (CHE 112)	4 crs.
CHE 312 Chemistry & Criminalistics (CHE 102)	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.
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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 credits

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
PSC 337 Politics of Globalization
PSC 340 Politics of Developing Countries
SSE 350 Longhouse People
SSE 363 American Identity in Transition
REL 350 Holocaust

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

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

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

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.

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 & Practices in 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 202 Childhood Development and Education (Take this course early in program).

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

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

EDU/SPF 201 - Introduction to Elementary Education (pre-requisite) Majors only.

EDU 211 - Introduction to Literacy (pre-requisite preferred or co-requisite with adviser approval: EDU/SPF 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 311 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 311 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, 310, 311, 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 202 - Child Development and Education (Take this course early in program).

EDU/SPF (EDF) 201 - Introduction to 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 202; EDU/SPF (EDF) 201; EDU 211 with a C or better).

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

*EDU 311 -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 311 Orientation. Taught in a Professional Development School (PDS).

EDU 326 - Emergent Literacy (pre-requisite: EDU 201; EDU 211).

*EDU 329 – Integrated Thematic Instruction for Young Children (pre-requisites: Admission to program major; EDU 311; 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 311). 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 375- Integrating Technology in Education Prerequisites: Majors; EDU 211.

Equivalent Course: EXE 375

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, 311, 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. EDU 402 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 Early Childhood & Childhood Program

(Major code: ECC)

Total credits: 69

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

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

EDU/SPF 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 201 or EXE 360; Majors only).

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

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

EDU 310 - 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 311, EDU 313, 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 329; PPDP (done in EDU 201) as well as all SPF courses should be completed). Mandatory PDS/EDU 311 Orientation. Taught in ta 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; EDU311; 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 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 311, 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

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, 311, 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, Literacy and Educational Leadership 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 310, EDU 311, 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.**

Methods and Student Teaching Regulations

EDU 310, EDU 311, 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 (310, 311, 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!

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 311 & 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, Leadership and Educational Leadership 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 Resume

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, Literacy & Educational Leadership Department chairperson to discuss other career and course options.

Other College Policies

Each student is responsible for meeting the requirements of the college. If we can assist you in interpreting these policies, contact your academic adviser within the department.

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

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 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.



Buffalo State College Teacher Education Unit

Candidate Dispositions

Buffalo State Teacher and Leadership Candidates must demonstrate the following dispositions. These dispositions are introduced early, monitored throughout and assessed at the end of the program.

Candidates are:

1. Professional:

- Follow the New York State Code of Ethics
- Maintain confidentiality
- Exhibit professional pride in appearance and demeanor
- Demonstrate high quality communication skills in both written and oral communications

2. Reliable and Dependable:

- Are punctual and organized
- Complete essential tasks without prompting
- Meet deadlines

3. Respectful:

- Committed to meeting student needs
- Practice judicious and empathetic interactions with students and colleagues on campus and in the community
- Show care and thoughtfulness in using the intellectual and physical property of others

4. Committed to Student Learning:

- Make decisions and plans that are student centered and foster higher-order thinking skills
- Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
- Use culturally-relevant curricula
- Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs
- Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

5. **Reflective:**

- Show an openness to continuous improvement
- Listen effectively
- Demonstrate receptivity to feedback by improving performance
- Tailor and reformat instruction based on assessed student needs

6. **Enthusiastic:**

- Show initiative and leadership
- Practice creative problem solving
- Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations
- Are energetic, and open to new ideas.

7. **Collaborative:**

- Work well with peers, faculty and mentors and seek to learn from them and share ideas
- Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
- Seek appropriate leadership roles



COURSE DESCRIPTIONS

EDU/SPF 201 - Introduction to Elementary Education

3 crs.

(pre-requisite: 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 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 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 302 - Educational Psychology

3 crs.

(pre-requisite: SPF 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 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 (45 hours+)**. Special attention is given to the assessment of young children.

EDU 310 - 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 311 -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/311 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 311 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 311; 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 311; 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.

Prerequisites: ECE or ECC Majors; Overall and Professional Sequence GPAs of 2.5 or higher, EDU 220, C or higher in EDU 311W. May be taken concurrently with EDU 329. Exploration of principles, practices and materials for providing children, Birth-Preschool, with strong foundation to support early literacy skills and language development. Examines theoretical influences on language development, relationship between oral language and early literacy, children's literature, curriculum and assessment. Consideration of implications for enhanced literacy and language outcomes for all children.

EDU 375 INTEGRATION OF TECHNOLOGY IN EDUCATION 3 crs.

Prerequisites: Majors; [EDU 211](#). Provides the pre-service teacher with an awareness of the current range of instructional and adaptive technologies. Emphasis on curricular integration of technology within the general and special education classroom, and connections between instructional technology and the broader role of technology in society. Offered every semester.

Equivalent Course: [EXE 375](#)

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, and 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	Course Additions	Student Teaching Courses
English(CEN)	Childhood 1-6	<u>ENG 463</u> – <u>Methods & Materials in Teaching Secondary English</u> (check when offered) 25 hours field experience (6 credits) Be sure to take ENG 461	EDU 404 – Practicum in the Elementary School ENG 464- Student Teaching in the Middle School/Junior High School ENG 462 Seminar EDU 402 Seminar is required
Mathematics (CMT)	Childhood 1-6	<u>MED 309</u> – <u>Teaching Mathematics in the Middle School</u> (SPRING ONLY) (Check with math dept. for particulars)	EDU 404 – Practicum in the Elementary School MED 407- Student Teaching of Mathematics in Middle School/Junior High School EDU 402 Seminar is required
Social Studies (CSS)	Childhood 1-6	<u>SSE 303</u> – <u>Methods & Materials in Teaching Middle School Social Studies</u> (Check with Social Studies department for orientation, etc.)	EDU 404 – Practicum in the Elementary School SSE 409- Student Teaching of Social Studies in Middle School EDU 402 Seminar is required

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, ENG 461 required)

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. Includes 25 hours of field experience.

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 311, 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 and ENG 462 Seminar 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 310, EDU 311, 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 322 and MED 383.

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 310, EDU 311 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.

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 310	EDU 311	EDU 220
EDU 311*	EDU 329	EDU 310
EDU 316*	EXE 371	EDU 311*
EXE 362	EDU 326	EDU316*
EXE 371	EDU 375	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.)

BUFFALO STATE
The State University of New York
INITIAL CERTIFICATION CHECKLIST

TEACH Account: This should be done PRIOR to student teaching. Create your TEACH account on www.highered.nysed.gov/tcert/teach. Be sure to record your username and password and keep in a safe place for future reference.

Fingerprint Clearance: This should be done PRIOR to student teaching. Apply and submit application and fee on www.lidentogo.com. Use ORI Code: TEACH Contact MorphoTrust at 877-472-6915 for more information.

Examinations: Most certificates require the edTPA, EAS, and CST

Registration and preparation materials are available online at: www.nystce.nesinc.com

Seminars/Workshops: All teacher certification candidates who are applying for Initial Certification through Buffalo State'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: Verify ALL program requirements are met on Degree Works. Apply for graduation through the appropriate college office by the appropriate deadline for your expected degree conferral date.

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 at <http://teachercertification.buffalostate.edu/> under "QUICK LINKS!"

Release Authorization: Complete and sign a Release Authorization form and submit it to the Teacher Certification Office in Chase Hall Room 222.

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:

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

Initial and Professional Certification

The teacher certification office on campus can help answer all your certification questions, both now and after graduation.

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

Candidates are designated as Teachers with Initial Certification upon

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. Having 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 Master's Program - AND
2. 3 years of teaching - AND
3. Approved application.

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

NYS Teacher Certification Examinations 2018

Preparation is the Key to Success!

<http://www.nystce.nesinc.com/>

- **Educating All Students (EAS):**
The Educating All Students test consists of selected-response items and focused constructed-response assignments. *Take this exam after EDU 310 (for ELL info) and EXE 362 and 371 (for special education info)*
- **The Teacher Performance Assessment (edTPA):**
Performance assessment completed during *student teaching*
- **Content Specialty Test (CST):** *Take during your senior year after EDU 316 and/or EDU 329.*



- **Multi-subject – For Early Childhood, Childhood, Childhood/Special Education and Adolescence Special Education Generalist:** This test includes three parts-
 - ✓ Part One: Literacy and ELA;
 - ✓ Part Two: Mathematics
 - ✓ Part Three: Arts and Sciences (Transitional).

You must take and pass all three parts to qualify for certification in this field. You may take one, two, or all three parts at one test appointment. Note that there are four Multi-Subject tests available for four different grade levels (Early Childhood, Childhood, Middle Childhood, and Adolescence). Each Multi-Subject test has three parts. Part Three is shared by all four Multi-Subject tests; therefore, if you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

- **Students with Disabilities-** required for all Special Education certifications
- **Content Specialty Tests for Adolescence Subject Areas:** Content Specific CST (English, math, biology, Spanish...etc) These are also required for childhood students seeking a middle school extension in a content area.

Computer-Based Testing

Computer-based testing (CBT) is available at Pearson authorized test centers (225 in the US and 30 international, including Canada). Registration for computer-based testing is available only on the Internet by selecting "Register Now" on the NYSTCE website.

- Register in advance; appointments are scheduled on a first-come, first-served basis and seating is limited. You may not take the same computer-based test more than once in any 30-day period.
- Learn about the Pearson testing experience here: <http://www.pearsonvue.com/ppc>

Preparation is Key!

Registration and Preparation Materials including sample test items are available here:
<http://www.nystce.nesinc.com/>

TEACH Accounts and Fingerprinting

What is TEACH and why do I need to register?

The TEACH system is designed for various users to perform various functions regarding teacher certification and fingerprinting. For students working toward a career in education, the TEACH system is an online profile where you store all of the information NYS will need to grant your certification (i.e. certification test scores, fingerprint processing, etc.). It is also where you will go to apply for your certification. Once your account is set up, you can use TEACH to complete the application for your fingerprinting, complete your certification application, check your test scores, obtain your control number after your certification has been issued, and view/update your professional development record.

When should I set up my TEACH account?

You can set up your TEACH account at any time during your program, however, you will need an account to start the process of fingerprint clearance. This process can take time, so the earlier you set up your TEACH account, the better off you are. Waiting may cause delays in obtaining your certification. You also need to set up your TEACH account prior to graduation so that the college can submit its “college recommendation” to your account verifying that you completed the program AND so that your certification scores have an account to be housed in. It is sometimes very difficult to have TEACH go back and look for past scores.

Required Seminars:

Check your Degree Works to see which seminars are required in order to complete your program. You can take these on campus via this link: <http://continuingstudies.buffalostate.edu/nys-teacher-certification-seminars>
These can also be obtained through other providers or embedded in certain classes.

Buffalo State College Teacher Certification Office Resources:

EMAIL: teachercertification@buffalostate.edu

Contact the certification officer for the latest information about certification and answers to all your certification questions:

Patricia A. Recchio, M.S., Ed.
Teacher Certification Officer
Buffalo State College
Chase Hall 222
(716)878-6121 phone
(716)878-5148 fax
<http://teachercertification.buffalostate.edu>

Tentative Semester by Semester Plan for Elementary Education Majors

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

Semesters	1	2	3	4	5	6	7	8	Summer J Term
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									