



ELEMENTARY EDUCATION, LITERACY, *and* EDUCATIONAL LEADERSHIP DEPARTMENT

BUFFALO STATE • The State University of New York

Elementary Education Majors

Childhood: Grades 1 – 6 (CED)

Early Childhood: Birth – Grade 2 (ECE)

Combined: Birth – Grade 6 (ECC)

4+1 Pathways

Updated 2026

For additional information:

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

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Bacon Hall 302

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Welcome to the Elementary Education, Literacy and Educational Leadership Department

We welcome 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.

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 Partnership model (PDP), providing many opportunities for authentic classroom experiences. For more information about the PDP schools and this award-winning program, please go to the website: <http://PDP.buffalostate.edu/>

Sincerely,

**The Elementary Education, Literacy and
Educational Leadership Department**

Elementary Education Majors

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: <https://elementaryeducation.buffalostate.edu/4plus1>

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 is why:

The university 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 General Education '23 Requirements of the university (for B. S. degree) See page 10.
- 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, Spanish, 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. General Education '23 Requirements

FOR MORE INFO SEE: <https://generaleducation.buffalostate.edu/courses-and-requirements>

KNOWLEDGE AND SKILLS AREAS

Communication – Written and Oral 6 Credits

CWP 101 (3): must earn a minimum grade of C

CWP 102 (or equivalent) (3): must earn a minimum grade of C

Diversity: Equity, Inclusion, and Social Justice 3 Credits

Select one course from this area

All CED, ECE, ECC majors take EXE 100 which satisfies this requirement.

Mathematics and Quantitative Reasoning 3 Credits

Select one course from this area

Most CED, ECE, ECC majors take MAT 122 which satisfies this requirement.

Natural Sciences & Scientific Reasoning 3 Credits

Select one course from this area

Credits from Three Different Categories 9 Credits

Select one course from three different categories from the following

Humanities

Social Sciences

The Arts

World History and Global Awareness

US History and Civic Engagement

World Languages

Credits from Any Category and in any Combination 9 Credits**

Select three courses from any combination of courses appearing in one or more of the following

Diversity: Equity, Inclusion, and Social Justice: *CED, ECC majors take EDU 310 which is in this category*

Mathematics and Quantitative Reasoning

Natural Sciences & Scientific Reasoning

Humanities

The Arts

US History and Civic Engagement

Social Sciences

World History and Global Awareness

World Languages

B. Distribution Requirements

Students must complete **six credits of study in each of the following four areas:**

- English
- Mathematics (MAT 121 and MAT 122 required)
- Science
- Social Studies.

These courses may NOT be taken pass/fail.

C. Concentrations

All Elementary Education Majors must complete a 30-hour concentration (usually 10 courses) in an academic area.

The currently eight approved concentrations include:

- Mathematics
- English
- Science
- Social Studies
- Spanish
- Liberal Arts

A teacher candidate should be aware of the possibility for double or triple dipping some of their concentration courses with either distribution or GE23.

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.

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 190 - (pre-requisite CWP 102)

2) ENG 362 - Children's Literature

or

Extension students (CEN) are required to take:

ENG 461 - Young Adult Literature) (CEN may take both ENG 362 and ENG 461)

3) SPC 205 - Intro to Oral Communication or COM 100 or SPC 103 or HUM 200

4) Advanced Writing Course:

Choose one:

ENG 300W - Writing for the Professions (*recommended*)

ENG 305W - Creative Writing: Narrative (*check with instructor before taking*) (*Fall Only*)

or

ENG 306W - Creative Writing: Poetry (*check with instructor before taking*) (*Spring Only*)

5) ENG 370 - Found. of Lang. **or** ENG 311 - Methods in Teach. Lang. (*Fall Only*)

6) Ethnic American Literature:

Choose one:

ENG 240 - African American Literature to 1940 (*Fall Only*)

ENG 241 - African American Literature since 1940 (*Spring Only*)

ENG 353 - Native American Literature (*Spring Only*)

ENG 354 - Ethnic-American Minority Literature – *Take section for Education Majors*

18 Credits

ELECTIVES: Four additional ENG courses..... 12 Credits

TOTAL ENGLISH CONCENTRATION CREDITS 30 Credits

Spanish Concentration

(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.

REQUIRED COURSES (18 Credits)

SPA 101 - Beginning Spanish I	3 Credits
SPA 102 - Beginning Spanish II	3 Credits
SPA 201 - Intermediate Spanish I	3 Credits
SPA 202 - Intermediate Spanish II (Fall only)	3 Credits
SPA 301 - Intro to Hispanic Cultures (Spring only)	3 Credits
SPA 302 - Spanish Conversation and Composition (Spring only)	3 Credits

ELECTIVES (12 Credits)

Any upper-level (300-400 level) Spanish courses by advisement

Total 30 credits required

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. Study abroad is encouraged, especially in summer and this may count for 3 credits.

Talk to your advisor about how this concentration can support you to add a second certification in Spanish Grades 7-12 or to pursue the Certificate of Advanced Study in TESOL.

Liberal Arts Concentration

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 and Social Studies Courses (9 credits required)

- Required course: EDU 362 - Children's Literature
- Choose any 300 or 400 level English (ENG) course
- Choose any 300 or 400 level HIS, ECO, GEG, or PSC course

II. STEM (9 credits required)

- Required: At least one of the following education-related STEM courses:
 - PHY 104: Physics for K-8 Teachers
 - MAT 223: Elementary and Middle School Mathematics from an Advanced Standpoint
 - SED 311: Processes in Physical Science
 - SED 312: Processes in Life Science
 - SED 313: Processes in Earth Science
- 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. 12 Additional credits from the categories above or in LOTE (see below)

Optional: Language Other Than English (LOTE) Courses

- You can take up to 4 courses in LOTE (e.g. ASL, Spanish)
- If you would like to pursue the [TESOL advanced certificate](#) you will need 12 credits in LOTE

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.

REQUIRED COURSES (23 Credits):

MAT 121 - Elementary Mathematics from an Advanced Standpoint I	4 Credits
MAT 122 - Elementary Mathematics from an Advanced Standpoint II	4 Credits
MAT 126 - Calculus (or MAT 161 & 163 Calculus)	4 Credits
MAT 127 - (or MAT 162 & 164 Calculus) <i>Prerequisite MAT 126</i>	4 Credits
MAT 223 - Elementary and Middle School Mathematics from an Adv. Standpoint	4 Credits
MAT 311 - Introduction to Probability and Statistics	3 Credits

ELECTIVES (9 Credits):

Choose three courses:

- *MAT 270 - Discrete Mathematics (can be taken before or concurrent with calculus)
note: take this sophomore year as it is a prerequisite for many courses
- *MAT 322 - Modern Geometry- *prerequisite MAT 270*
[Offered every three semesters. Planned offerings: Fall 2026, Spring 2028, Fall 2029, Spring 2031]
- MAT 325 - Probability and Statistics (*Fall Only*)
- *MED 383 - Learning and Teaching Problem Solving *Prereq- MAT 270*
[Offered every three semesters. Planned offerings: Spring 2027, Fall 2028, Spring 2030, Fall 2031]
- MAT 351 - Number Theory
- MED 307 - Use of Teaching Aids in the Teaching of Mathematics
[Offered every three semesters. Planned offerings: Spring 2026, Fall 2027, Spring 2029, Fall 2030, Spring 2032]
- MAT 325 - prerequisite MAT 270 (*Fall Only*)

TOTAL MATHEMATICS CONCENTRATION CREDITS 32 Credits

* Courses are strongly recommended for Middle School Extension Majors

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.

Possible Courses:

BIO 333 - Intro. Organismal Biology & Diversity (*Fall only*)
BIO 111 - Intro. to Biology
BIO 211 - Introduction to Cell Biology and Genetics
BIO 213 - Intro. Ecology, Evolution, & Behavior
BIO 308 & 309 - Human Anatomy & Phys & Lab (*BIO 100 & 212*) (*Fall only*)

CHE 111 - Fundamentals of Chemistry I
CHE 112 - Fundamentals of Chemistry II
CHE 301 - Analytical Chemistry (*CHE 112*) (*Fall only*)
FOR 312 - Chemistry & Criminalistics

PHY 104 - Physics for K-8 Teachers
PHY 107 - General Physics I
PHY 108 - General Physics II
PHY 111 - University Physics (*Fall only*)
PHY 112 - University Physics II (*Spring only*)

GES 101 - Intro. Geology with Lab
GES 131 - Intro. Astronomy (*Spring only*)
GES 111 - General Oceanography (*Fall only*)
GES 123 - Environmental Earth Science
GES 124 - Geologic Hazards
GES 241 - Meteorology (*Every other Spring*)
GES 306 - Sedimentology and Stratigraphy (*Every other Spring*)
GES 307 - Geomorphology (*Every other Year*)
GES 452 - Hydrogeology (*Every other Year*)

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

SED 311 - Processes in Physical Science
SED 312 - Processes in Life Science
SED 313 - Processes in Earth Science
SED 323 - Science as Inquiry

At this time, a science 7-9 extension is not available. However, Buffalo State University does have a master's degree in Science Education (Grades 7-12). Consult with a graduate advisor early on to assure to be taking appropriate content courses.

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.

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 (12 Credits):

ECO 101 - The Economic System	3 Credits
GEG 101 - World Natural Environment	3 Credits
PSC 102 - Introduction to American Government	3 Credits
HIS 106 - History of American Life	3 Credits
OR (highly recommended to take both)	
HIS 107 - History of American Life II	3 Credits

ADDITIONAL COURSES:

GEOGRAPHY

GEG 300 - World Regional Geography (*Offered Occasionally*)
GEG 309 - Introduction to Urban Geography (*Offered Occasionally*)
GEG 359 - Arctic Geography from an Inuit Perspective (*Fall only*)
GEG 360 - Geography of Asia

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 311 - History of American Immigration and Emigration
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 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 335 - International Relations of the Middle East
- PSC 337 - Politics of Globalization

TOTAL SOCIAL STUDIES CONCENTRATION CREDITS 30 Credits

IMPORTANT:

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

D. Professional Sequences

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, CWP 101, CWP 102
- May require major status

EDU 201 - Introduction to Elementary Education

- Pre-requisite: Majors only

EDU 211 - Introduction to Literacy

- Pre-requisite preferred or co-requisite with adviser approval: EDU 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
- 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
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 316
- Taught in a Professional Development School (PDP)

EDU 313 –Teaching Science in Early Childhood and Childhood Settings

- 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
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 311

- Taught in a Professional Development School (PDP)

EXE 362 - Classroom and Behavior Management

- Pre-requisites: EXE 100

EXE 371 - Foundations of Teaching of Children with Disabilities

- Pre-requisites: EXE 100

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, 313, 316)
- 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 one PDP school.
- EDU 402 is the seminar portion of student teaching.

**** 6 credit courses. No more than one 6-credit course can be taken in a semester.***

Early Childhood Education: Birth-Gr.2 (major code: ECE)

Total Credits: 51-57

SPF 202 - Child Development and Education

- Take this course early in program

EDU 201 - Introduction to Education

- Pre-requisite: Majors only

EDU 211 - Introduction to Literacy

- Pre-requisite preferred or co-requisite with adviser's approval: EDU 201 or EXE 360
- Majors only

EDU 220 - Programs for Infants and Toddlers

- Pre-requisites: Majors only, EDU 201, SPF 202
- EDU 211 with C or better

SPF 302 - Educational Psychology

- Pre-requisites: SPF 202, CWP 101, CWP 102

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
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 329
- Taught in a Professional Development School (PDP)

EDU 326 - Emergent Literacy

- Pre-requisite: EDU 220
- Must have earned a "C" or better in EDU 311

EDU 329* - Integrated Thematic Instruction for Young Children

- Pre-requisites: EDU 311; EDU 220
- Must have earned a "C" or better in all education methods courses
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 311
- Taught in a Professional Development School (PDP)

EXE 371 – Foundations of Teaching of Children with Disabilities

- Pre-requisites: EXE 100

EDU 375- Integrating Technology in Education

- Prerequisites: Majors; EDU 211

EDU 411 Parents, Schools and Community

- Prerequisites: major status, EDU 311

EDU 400/410/402 – Practicum in Teaching

- Pre-requisites: Majors only
- Grade "C" or higher, in all methods courses related to the respective major (EDU 211, 220, 311, 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 one PDP school.
- EDU 402 is the seminar portion of student teaching.

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

EDU 306 – Teaching Mathematical Concepts Birth – Grade 2

- Pre-requisites: EDU 211, MAT 121 or equivalent
- Talk to your advisor about how this course can count in your professional sequence or for your Concentration

****6 credit courses. No more than one 6-credit course can be taken in a semester.***

Combined Program: Birth-Grade 6 (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 201 - Introduction to Education

- Pre-requisite: Majors only

EDU 211 - Introduction to Literacy

- Pre-requisite preferred or co-requisite with adviser approval: EDU 201 or EXE 360
- Majors only

EDU 220 - Programs for Infants and Toddlers

- Pre-requisites: majors, EDU 201, SPF 202
- EDU 211 with C or better

SPF 302 - Educational Psychology

- Pre-requisites: SPF 202, CWP 101, CWP 102

EDU 310 - Teaching Social Studies in the Elementary School

- Pre-requisites: Majors only
- C or better in EDU 211
- 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
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 316 or EDU 329
- Taught in a Professional Development School (PDP)

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
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 311 or 329

- Taught in a Professional Development School (PDP)

EDU 329* - Integrated Thematic Instruction for Young Children

- Pre-requisites: EDU 311; EDU 220
- Must have earned a “C” or better in all education methods courses
- Overall minimum GPA of 2.5
- Cannot be taken concurrently with EDU 311 or 316
- Taught in a Professional Development School (PDP)

EXE 362 - Classroom and Behavior Management

- Pre-requisites: Major Status; EXE 100

EXE 371 - Foundations of Teaching of Children with Disabilities

- Pre-requisites: Major Status; EXE 100

EDU 326 –Emergent Literacy

- Pre-requisites: EDU 220
- Must have earned a “C” or better in all education methods courses.

EDU 411 Parents, Schools and Community

- Pre-requisites: major status, EDU 311

EDU 400/410/402 - Practicum in Teaching

- Pre-requisites: Majors only
- Grade "C" or higher, in all methods courses related to the respective major (EDU 211, 310, 311, 313, 316 and 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 one PDP school.
- EDU 402 is the seminar portion of student teaching.

**** 6 credit courses. No more than one 6-credit course can be taken in a semester.***

Elementary Education, Literacy and Education Leadership Department Policies

Required Grade Point Average

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 211, EDU 220, EDU 310, EDU 311, EDU 316, EDU 326, EDU 329, EDU 400/401/402 or 410.** 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 from the course. 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!**

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 311, EDU 316, and EDU 329 (for Early Childhood) are the 6-credit methods 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 (311, 316 and/or 329) in order to move through the program and into student teaching.

Course descriptions are available in this handbook.

Professional Development Partnership sites are listed on Banner. **Students may not take more than one six- credit methods course in one semester, e.g. EDU 311 & EDU 316 cannot be taken simultaneously.**

Candidate Concerns:

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

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

Student teaching is the moment you have been waiting for! It is the culmination of your program and where you will put into practice everything you have learned here at Buffalo State. 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. Find the handbook and more information here:

<https://elementaryeducation.buffalostate.edu/student-teaching>

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 September for spring semester and February for the fall semester. Exact dates, times, and locations will be distributed by email and 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, a candidate concern meeting will be required (with the department chairperson) before permission is granted to continue in student teaching.

Other University Policies

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

Minimum Technical Standards for Successful Completion of the Undergraduate Teacher Certification Program

Department of Elementary Education, Literacy and Educational Leadership

The Department of Elementary Education, Literacy and Educational Leadership at Buffalo State University is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability or sexual orientation.

The Department recognizes that the awarding of a bachelor's degree with the recommendation for teacher licensure carries with it the full authority of the institution and communicates to those who might seek the bearer that he or she is competent to teach. The degree is unique in that the graduate, upon licensure, is allowed to perform all the teaching duties in the state of New York. This requires that the student in the curriculum acquire the **knowledge, skills and dispositions** essential to the profession and agreed upon by the faculty as requisite for the practice of teaching. Teaching requires academic/cognitive skills, appropriate dispositions, and pedagogical skills as part of the curriculum.

The Department is mindful of the unique nature of the teacher education curriculum. Applicants must demonstrate the skills and abilities, with or without reasonable accommodations, that will allow them to successfully complete the course of study and receive the benefit of the education. In the process, the candidate is required to facilitate and perform a wide range of teaching activities with all children in New York state urban, suburban and rural schools. This includes providing for the general care and safety of the students. *With this in mind, the student must be able to meet, with or without reasonable accommodations, the following technical standards.*

Health and Safety

Candidates should be able to provide for the general care, safety, and education of the students within an acceptable amount of time.

It is required that the candidate be able to

- Provide for the general care and safety of all the students
- Operate the necessary technology and equipment to teach and assist students in the elementary classroom
- Form one-to-one communication with students, monitor work, and facilitate general classroom activity providing for the learning and safety of the students
- Pass a fingerprint clearance in order to be eligible for NYS certification. If you have any questions, please contact the NYSED Fingerprint Helpdesk at: ospra@nysed.gov or call (518) 473-2998. If a background check reveals a criminal conviction, an analysis must be conducted by NYSED in accordance with the standards set forth in the Executive Law § 296(16) and the Corrections Law §§ 752 and 753 to determine whether a clearance should be issued. If it is determined that there may be an impediment to issuing a full clearance, you have certain due process rights.

Observation Capabilities

Candidates must demonstrate the ability to observe and monitor academic, behavioral, and non-verbal student activity in order to maintain a safe, responsible, and productive classroom environment.

It is required that the candidate is able to do the following:

- Use visual, audio, and kinesthetic inputs in assessing student needs
- Use visual, audio, and kinesthetic inputs to teach students in an elementary classroom

Communication Capabilities

Candidates must demonstrate effective and sensitive communication with students, parents and guardians, colleagues and community members both to understand issues and perspectives and to be understood.

It is required that the candidate is able to do the following:

- Use effective written and oral communication skills to build and maintain positive relationships with students, parents, colleagues, and the general public, and to provide corrective and instructional feedback
- Demonstrate the reading skills to learn from text
- Speak and write with clarity, fluency, and appropriate standard English
- Communicate effectively with diverse audiences

Cognitive Capabilities (Knowledge)

Candidates must demonstrate effective instruction.

It is required that the candidate is able to do the following:

- Understand and use concepts within the discipline as well as interdisciplinary concepts
- Plan and design instruction
- Use and model critical and divergent thinking
- Use and model problem solving techniques

Dispositional Capabilities

Candidates exercise good judgement, maintain student confidentiality, and complete all responsibilities attendant to teaching and learning. Candidates also develop effective and appropriate relationships with individuals, students, parents and the school community. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

See Buffalo State University Teacher Candidate Disposition document for details

I have read and understand the above technical standards and know that I need to meet these.

Candidate's Signature

Please Print Name

Adapted from the University of Indianapolis (Indiana) Teacher Education Program Handbook.



Buffalo State University 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 201 - Introduction to Elementary Education

3 Credits

(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 (10 hours).

SPF 202 - Child Development and Education

3 Credits

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 Credits

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 Credits

(Pre-requisites: SPF 202, CWP 101, CWP 102)

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.

EDU 211 - Introduction to Literacy

3 Credits

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

Introduces current literacy theory and research-based practices supportive of diverse populations and congruent with the Science of Reading. **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 Credits***(pre-requisites: SPF 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 and implement developmentally appropriate activities to use with these age groups. Attention is given to the assessment of young children. **A field experience outside regularly scheduled course time is required (20 hours).**

EDU 310 - Teaching Social Studies in the Elementary School**3 Credits***(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. **A field experience outside regularly scheduled course time is required (10 hours).**

EDU 311* -Teaching Reading & the Other Language Arts in Elementary School **6 Credits***(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.*

Builds proficiency in assessing and teaching all aspects of literacy in a classroom setting. Develops deep knowledge of research-based practices to teach literacy across disciplines. Teacher candidates plan, implement, and evaluate lessons aligned with learning standards. Emphasizes professional dispositions, reflective practices, and the ability to facilitate a classroom environment to support diverse learners through application of culturally responsive practices. EDU 311 takes place in a PDP School.

EDU 313 – Teaching Science in Early Childhood and Childhood Settings**3 Credits***(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. **A field experience outside regularly scheduled course time is required (10 hours).**

EDU 316* - The Teaching of Mathematics in the Elementary School**6 Credits***(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 or 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 Next Generation 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 PDP School.

EDU 329* - Integrated Thematic Instruction for Young Children**6 Credits**

(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 or EDU 316)

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 PDP School.

EXE 362 - Classroom and Behavior Management**3 Credits**

(pre-requisites: Major Status; EDU 211 and EXE 100)

The focus of this course is on managing the classroom environment in order to facilitate effective instruction. Various models of behavior management are discussed.

EDU 326 - Emergent Literacy (Usually taken with EDU 329)**3 Credits**

(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 Credits**

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. This course is offered online asynchronous.

EDU 411 - Parents, Schools, and Community**3 Credits**

Prerequisite: ECE or ECC majors only; this course may be taken concurrently with student teaching or in a previous semester.

Designed to assist students in building partnerships among parents, schools, and diverse communities. Students will learn how to collaborate with families and implement family involvement strategies during student teaching. Special attention will be given to linking families with services offered in the school and community. Offered every semester.

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 Course
English (CEN)	Childhood 1 – 6	ENG 463 – (6 credits) Methods & Materials in Teaching Secondary English 25 hours field experience <i>(check when offered)</i> Be sure to take ENG 461: Young Adult Learners (3 credits)	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	MED 309 – (3 credits) Teaching Mathematics in the Middle School <i>(Offered every three semesters. Planned to be offered Spring 2026, Fall 2027, Spring 2029, Fall 2030, Spring 2032)</i>	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	SSE 303 – (3 credits) Methods & Materials in Teaching Middle School Social Studies <i>(Check with Social Studies department for orientation, etc.)</i>	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 461 – Young Adult Literature

Pre-requisite: Upper-level status or one course in English. Literature appropriate to students in Grades 7-12.

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

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

EDU 402 - Seminar to accompany student teaching and ENG 462 Seminar (3 Credits)

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). **See adviser for concentration course selections.**

MED 309 - Teaching Mathematics in the Middle School (3 credits)

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 (3 credits)

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 7consecutive 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 Credits)

CMT majors are urged to take 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 (3 credits)

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 Credits)

Professional Sequences

CED Childhood (Grades 1-6)	ECE Early Childhood (Birth-Grade 2)	ECC Early Childhood and Childhood (Birth-Grade 6)
SPF 202	SPF 202	SPF 202
SPF 203		SPF 203
EDU 201	EDU 201	EDU 201
EDU 211*	EDU 211*	EDU 211*
SPF 302	SPF 302	SPF 302
	EDU 220*	EDU 220*
EDU 311 (6 Credits)	EDU 311 (6 Credits)	EDU 311 (6 Credits)
EDU 310*		EDU 310*
EDU 316 (6 Credits)		EDU 316 (6 Credits)
EXE 362 (EXE 100 Pre-requisites)	EXE 362 (optional)	EXE 362 (EXE 100 Pre-requisites)
EXE 371	EXE 371	EXE 371
EDU 313*		EDU 313*
	EDU 375 or EDU 306	
	EDU 326*	EDU 326*
	EDU 329 (6 Credits)	EDU 329 (6 Credits)
	EDU 411	EDU 411
Student teaching EDU 400/401 EDU 402 (15 credits together)	Student teaching EDU 400/410 EDU 402 (15 credits together)	Student teaching EDU 400/410 EDU 402 (15 credits together)
54 Credits total	54-57 credits total	69 credits total

*Indicates service learning or field experience outside class (10-35 hrs.) 6 credit courses include 45 hours of field experience during class time. Student teaching is full-time teaching all day, all semester.

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 required 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 university, 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



Preparation is the key to success! Register for tests and see review materials and sample tests here:
<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 after EXE courses (for special education info).*

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). Registration for computer-based testing is available only by selecting "Register Now" on the NYSTCE website.

Learn about the Pearson testing experience here: <http://www.pearsonvue.com/ppc>

Our students give advice about preparing for exams on this web page (scroll down):
<https://elementaryeducation.buffalostate.edu/advisement>

TEACH Accounts and Fingerprinting

What is TEACH and why do I need to register?

The TEACH system is the NYS certification system. This 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. Make sure you follow the step-by-step instructions on this web site to apply for certification as the details are tricky and hard to fix if you make a mistake: <https://teachercertification.buffalostate.edu/initial-certification>

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 and submit your Release Authorization Form so that the university can submit the “college recommendation” to your account verifying that you completed the program.

Required Workshops:

Check your Degree Works to see which workshops are required in order to complete your program. Here is the information about workshops: <https://teachercertification.buffalostate.edu/workshops>
These are required for graduation AND for certification.

Buffalo State University Teacher Certification Office Resources including links for fingerprinting:

EMAIL: teachercertification@buffalostate.edu

Contact the certification officer for the latest information about certification, seminars/workshops, and answers to all your certification questions:

Patricia A. Recchio, M.S., Ed.

Chase Hall 222

Phone: (716)878-6121

<http://teachercertification.buffalostate.edu>

Tentative Semester by Semester Plan

Fall	20__

Spring	20__

Fall	20__

Spring	20__

Fall	20__

Spring	20__

Fall	20__

Spring	20____

Summer and J-Term