

HANDBOOK
FOR

ELEMENTARY EDUCATION MAJORS

Early Childhood: Birth – Grade 2
(0521/ECE)

Childhood: Grades 1 – 6
(0520/CED)

Combined: Birth – Grade 6
(0522/ECC)

In General Education 2000 Program

(Revised Summer 2009)

Please note: This handbook is intended for use by students who matriculated as of Summer 2006 or before.

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*Welcome to the Elementary
Education and Reading
Department!*



The Elementary Education and Reading Department welcomes your interest in securing a Bachelor's degree in Childhood, Early Childhood, or the Combined Childhood/Early Childhood Program.

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, Buffalo State College'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 5 sections:

- | | |
|--|-------|
| 1) Welcome and General Information for Teacher Education at BSC | p. 2 |
| 2) How do you begin as a Pre-El Ed major, Admission to the Program | p. 7 |
| 3) How do you then convert to one of the Elementary Education Majors? | p. 9 |
| 4) What are the academic and course requirements for these programs? | p. 11 |
| 5) What academic policies govern the courses in these programs? | p. 37 |

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 see our WEB page at <http://www.buffalostate.edu/elementaryeducation/> and we'll do our best to get you started!

Welcome to Elementary Education and Reading!

Section 1
Mission of Teacher Education

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

Shared Vision

The conceptual framework for all teacher preparation programs at Buffalo State College articulates the unit's vision, ensures *coherence* across candidates' programs and reflects our commitment to prepare candidates to work effectively with *all students* including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities.

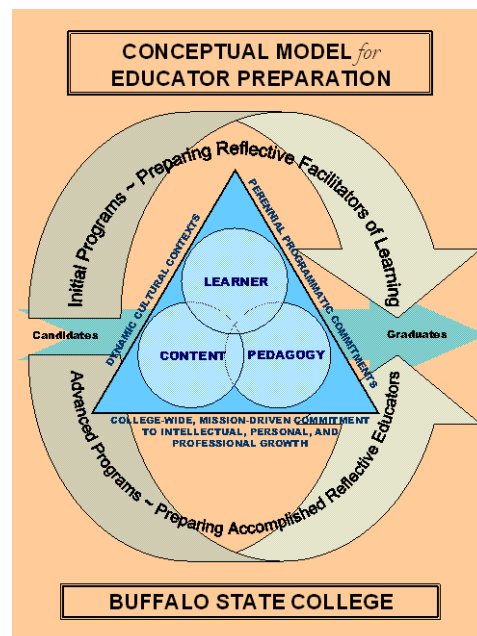
Description of the Conceptual Framework

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

- **Comprehension** -- an understanding of the purposes of education.
- **Transformation** -- the process of transforming material by interpreting it critically in light of one's own evolving understanding, by identifying alternative ways of representing it to learners, by choosing from an instructional repertoire, and by adapting and tailoring it to learner characteristics.
- **Instruction** -- organizing and managing a classroom, presenting clear explanations, assigning and reviewing work, interacting with learners through questions and probes, responding to answers and reactions, and providing praise and criticism.

- **Evaluation** -- formal testing and formative assessment to obtain information for making instructional decisions, providing feedback to learners, and determining grades.
- **Reflection** -- the process of examining the teaching and learning that has occurred by reviewing, reconstructing, re-enacting, and analyzing one's own teaching behavior and the learners' performance. For Buffalo State College's conceptual framework, the term "critical reflection" will be used to emphasize the need for teacher candidates to critically examine or reflect upon their performance as *reflective facilitators of learning*.

Displayed below is a graphic representation of the conceptual model for educator preparation at BSC.



Schoen, D. (1987). *Educating the Reflective Practitioner*. San Francisco, CA: Jossey-Bass
 Shulman, L. S. (February, 1987). "Knowledge and Teaching: Foundations of the New Reform," *Harvard Educational Review*, 57 (1), 1-22.

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

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

Goals for Candidates

The Elementary Education and Reading faculty has determined the following goals and expectations for its graduates. Your progress will routinely be evaluated throughout your program, using these goals as the standard.

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

1. Identify, define, and analyze situations in order to make decisions that are appropriate and effective to reach a desired goal.
2. Demonstrate the characteristics of liberally educated practitioners as evidenced by their knowledge of content in the various disciplines and their ability to transform this knowledge to provide appropriate content instruction for elementary school students.

3. Recognize and apply knowledge of child development and learning theory in planning, implementing, and evaluating learning experiences for all children.
4. Demonstrate an understanding and appreciation of cultural, gender, racial, and religious diversity; demonstrate skills in fostering such understanding and appreciation in elementary school children.
5. Select developmentally appropriate materials and use instructional strategies to facilitate children's learning of content, skills, values and attitudes.
6. Demonstrate an understanding of the educational applications of technology for improving professional productivity and enhancing instruction.
7. Use a variety of sources to obtain information about student progress as a basis for making informed instructional decisions.
8. Demonstrate effective organizational skills and classroom management strategies to provide a positive learning environment.
9. Demonstrate interpersonal skills, which enable them to work effectively with individuals and groups.
10. Demonstrate professional behavior in interaction with colleagues and students by enthusiasm for learning through commitment to continuing professional development.
11. Develop a personal philosophy of education and demonstrate the ability to examine the relationship between their professed beliefs and the decisions they make as classroom teachers.

Accreditation and Awards:

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

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

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

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

Section 2

Admission to the Program

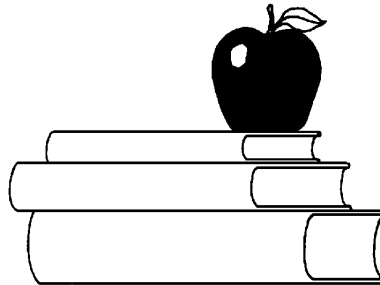
Pre-Elementary Education Major (0201)

A special undergraduate major for students planning to become part of the Elementary Education and Reading department has been established to help you move in the appropriate direction toward your goals. This special “holding” major is Pre-Elementary Education (0201).

The requirements for Pre-El Ed are listed below. Once you are accepted as a Pre-El Ed major we can keep in contact with you, provide academic advisement and help you make course choices.

To apply to Pre-EL ED (0201) the student must:

- ✓ Have a minimum of 12 hours of college work
- ✓ Satisfactorily complete ENG 101 or its equivalent
- ✓ Pass two General Education 2000 courses with a C or better
- ✓ Have a BSC cumulative GPA of 2.5 or higher



An application form (specifically available for Pre-EL ED majors) is available in Bacon Hall Room 302 two weeks prior to the admission deadline date. It is possible, in a few select cases, that you may also have received this application during the college admissions process.

Applications are due no later than February 15th, July 15th or September 15th of each year, which allows you to start in the Pre-EL ED program the following semester.

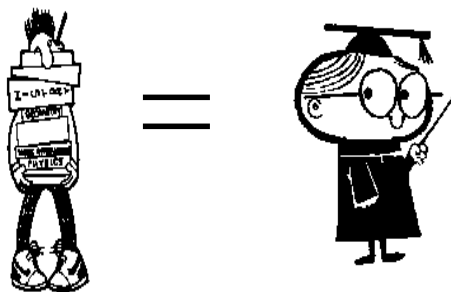
Section 3

The Elementary Education Full Majors

Once you have achieved all of the prerequisites described in the following section, you can apply to become one of the formal majors. In some circumstances, transfer students may be eligible for acceptance directly into one of the Full Education Majors. This will be decided on a case by case basis or by college joint articulation agreements.

Deciding to teach is only the beginning of your decision process...you will still need to determine whether or not you want to be certified to teach at the **childhood** level (Grades 1-6--Major Code 0520/CED); to teach at the **early childhood** level including Kindergarten (Birth-Grade 2--Major Code 0521/ECE), or both, the **combined** major, (Birth -6th grade--Major Code 0522/ECC). You may also seek “extended” certification in some concentration areas so you can build on the Grades 1-6 certification and also teach middle school (more on that option is described later in this handbook).

A number of courses concerning pedagogy or “how to teach,” are restricted to students admitted into the formal elementary education majors, so you should not anticipate taking those courses until later in your program.



Important: Remember application dates: February 15th, July 15th, and September 15th!

Initial Candidacy: Becoming a Childhood Education Major, an Early Childhood Education Major or a Combined Program Major.

To apply as a Childhood Major, an Early Childhood major or a Combined major the teacher candidate must, by the end of the semester in which they are applying:

- ✓ Be a Pre-El Ed/ELEW major or equivalent
(**Beginning in Fall, 2001**, transfer students may be admitted directly to Pre-El Ed as long as they have the requirements completed; some transfer students may be directly admitted into the major based on college articulation agreements)
- ✓ Have completed 45 credit hours
- ✓ Satisfactorily completed ENG 102
- ✓ Have and maintain a BSC cumulative GPA of 2.5 or better
- ✓ Have an average GPA of 2.5 or better in **at least four** of the prerequisite courses of: EDF 202, EDF 203 (not required for 0521 majors), EDF 302, EDU/EDF 201 **and/or** EDU211.
- ✓ Satisfactorily complete the appropriate college basic mathematics requirement (varies by your general education program, see your Degree Navigator)
- ✓ Submit an acceptable department application (Bacon 302) Feb. 15th, July 15th, Sept. 15th, including signed change of major form
- ✓ Submit a copy of your LAST score **OR** proof of registration for the LAST with your application.

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

Denotes that period of study in which the candidate is taking methods courses, while continuing his/her liberal arts concentration, and thus is first developing his/her knowledge, skills and dispositions. These courses include: EDU 310W Teaching of Social Studies; EDU 311W Teaching of Reading, Writing and Literacy; EDU 312 Teaching of Math and Science, and EDU 329 Early Childhood methods. We refer to this experience as Junior Participation. Students are expected to have their initial LAST results on file with the office at this point. They should also have a completed PPDP (Personal Professional Development Plan developed in the Introduction to Elementary Education course) to use during advisement.

In order to proceed through Novice Teacher the candidate must have maintained a 2.5 cumulative GPA. Successful completion of Junior Participation must include a grade of C or better in each methods course. These Junior Participation courses will be conducted in an approved PDS School site. Teacher Candidates must attend a **mandatory orientation** prior to EDU 311W to learn more about the duties and responsibilities for teacher candidates in a PDS.

The second component of Novice Teacher includes the student teaching experience as described later in this handbook.

Initial and Professional Teacher Certification

Upon successful completion of the Novice Teacher Benchmark, candidates are designated as Professional Teachers with **Initial Certification** when:

1. Recommended for initial state certification and approved for graduation with an approved Bachelor's Degree through the BSC Teacher Certification Office
2. Successful completion of the required exams: LAST, ATS-W, CST multi-subject and/or CST for particular subject
3. Completion of 5 required seminars
4. Having met all of the NYS Teacher Certification requirements at the time of graduation for their appropriate full major

Professional Certification will follow with:

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

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

Movement through each phase or benchmark

To assist you in assessing your readiness to become a teacher, your instructors and academic advisor will work with you in determining your strengths and weaknesses in meeting the goals for candidates. It is your responsibility to remedy your weak areas prior to advancing to the next appropriate level of your program. Please use your **PPDP**, developed during your Introduction to Education course, to meet these goals. Please be sure you have a copy of the required **minimum competencies** for teachers as well as **teacher candidate**

dispositions. This document is signed upon acceptance to the full major. One copy is for your reference and the other is kept in your central file.

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 competencies required for teaching which they sign upon entry to the major.

Important Benchmarks to Remember:

1. Applications to pre and full majors are available at the beginning of each semester and accepted in Bacon 302 by September 15th, February 15th, and July 15th.
2. LAST – Liberal Arts and Sciences Test (www.nystec.necsinc.com) is taken prior to EDU 311W and during the semester to which you are applying for the full major.
3. ATS-W is taken following EDU 312 or EDU 329
4. CST – multi-subject is taken prior to or during student teaching (CED/ECE/ECC)
5. CST in subject areas are for teacher candidates taking a **7-9 extension**
6. Seminars may be taken throughout your novice teaching experience (www.buffalostate.edu/pds) for more information
7. The PDS/EDU 311W Orientation is mandatory during the semester prior to the course
8. A Mandatory Student Teaching Cohort Orientation must be attended during the semester prior to student teaching
9. A signed copy of the Minimum Technical Standards must be on file in the office prior to methods courses.
10. Novice teachers 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

Advisement

Advisement is mandatory in elementary education! Look outside Bacon 302 for your assigned advisor. Then sign up on that advisor's door in October and March every semester at BSC. Bring your handbook and most current Degree Navigator as well as your list of questions.

Section 4

Academic Requirements

Your bachelor's degree allows you to be recommended to the state of New York for initial certification. All bachelor's degrees at Buffalo State College 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 faculty here and the state of New York require that you must not only know **how** to teach, but that you must know **what** to teach.

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

In summary --- your academic requirements include:

- | | |
|---------------------------------|--|
| <i>Your <u>broad-based</u></i> | A) The <u>General Education 2000 requirements</u> of the college.
(for B. S. degree) See pages 12-14. |
| <i><u>content knowledge</u></i> | B) The <u>Distribution Requirements</u> which assures the State that you have content and broad-based knowledge in English, Mathematics, Science and Social Studies. These are the subjects you will be teaching!
See pages 16-18.
(Yes – you can use the same courses for A & B!) |
| <i><u>requirements</u></i> | |
| <i>Your <u>in depth</u></i> | C) A <u>Concentration</u> —the State requires 30 credits (usually 10 courses) in an academic discipline or concentration – to give you an in-depth experience in a discipline. Your options are currently: American Studies, English, Foreign Language, Math, Science, and Social Studies.
See pages 19-32.
(The same courses may sometimes be used for A, B & C as appropriate) |
| <i><u>knowledge</u></i> | |
| <i><u>requirement</u></i> | |
| <i>Your <u>required</u></i> | D) The <u>Pedagogical or Professional sequence</u> in which you learn how to teach. The sequences vary depending on whether or not you are seeking Childhood certification, Early Childhood certification or a Combined certification. See page 33. |
| <i><u>professional or</u></i> | |
| <i><u>pedagogical</u></i> | |
| <i><u>knowledge</u></i> | |

Checklist

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

A. GENERAL EDUCATION 2000 REQUIREMENTS

FOR MORE INFO SEE <http://www.buffalostate.edu/offices/registrar/ge2000.htm>

NOTE: General Education 2000 courses may **not** be “double dipped” **within** General Education with one exception. That exception is: **only a diversity** course may be used twice within GE2K. For example, EXE 100 could be used for both Applied Science and Technology as well as Diversity within GE2K.

Courses **bolded** in the General Education 2000 requirements represent those courses which are also on the **distribution lists** (Section B). These bolded courses may be “double dipped” from Section A (GE2K) to Section B (Distribution).

APPLIED SCIENCE & TECHNOLOGY (6 credits)

Select **two** courses from the following list (courses must come from two different academic disciplines):

__BUS116	__EDF206	__FTT150	__SAF305	__TEC260
__BUS117	__EDF362	__FTT206	__SWK220	__TEC319
__CIS101	__EXE100	__HON301	__SWK319	__TEC327
__CIS111	__EXE306	__HTR110	__SLP206	
__CRJ101	__EXE314	__NFS105	__SLP220	
__CRJ201	__EXE362	__NFS110	__TEC123	
__CRJ302	__FTT107	__NFS334	__TEC150	

BASIC MATHEMATICS (0-6 credits)

__MAT 103 __**MAT 122** __MAT 126 AND MAT 311 __MAT 161 AND MAT 311
__MAT 270 __MAT 301 __MED 383

MATH/SCIENCE (6 credits)

Select **two** courses from List A **or** one from List A and one from List B (courses must come from two different academic disciplines):

List A:

__**BIO100** __**BIO104** __**BIO115** __**BIO116** __BIO322 __BIO324 __CHE100
__**CHE101** __CHE111 __**GES101** __**GES102** __GES111 __**GES131** __**GES223**
__GES224 __**GES241** __HON102 __PHY100 __PHY103 __**PHY107** __PHY111
__SCI100 __SCI105 __SCI231

List B:

__BIO101 __BIO308 __BIO309 __CHE102 __CHE112 __MAT107 __MAT110
__MAT119 __MAT126 __MAT127 __MAT161 __MAT162 __MAT304
__MAT306 __MAT311 __PHY108 __PHY112 __PHY200 __SCI232 __SCI327

SOCIAL SCIENCES (6 credits)

Select **two** courses from List A **or** one from List A and one from List B (courses must come from two different academic disciplines):

List A:

__ANT100 __ANT101 __ANT144 __ANT301 __ANT303 __ANT381 __ECO101
__ECO103 __ECO201 __ECO202 __ECO301 __GEG101 __GEG200 __GEG300
__GEG307 __GEG309 __PSC101 __PSY101 __PSY304 __PSY308 __PSY311
__PSY325 __PSY340 __PSY355 __PSY367 __SOC100 __SOC240 __SOC310 __SOC312
__SOC320 __SOC330 __SOC350 __SOC351 __SOC360 __SOC362 __SOC380

List B:

__ANT 189 __ANT305 __ANT330 __ANT340 __GEG102 __GEG206
__GEG360 __GEG361 __GEG363 __GEG364 __HEW204 __HEW250
__HIS106 __HIS107 __HIS115 __HIS116 __HIS117 __HIS204 __HIS210
__HIS211 __HIS313 __HIS314 __HIS322 __HON302 __HPR 300 __PSC102 __PSC103
__PSC215 __PSC218 __PSC225 __PSC230 __PSC240 __PSC340 __PSC345
__PSC368 __SST102

CIVILIZATIONS (9 credits)

Select **one from each area** (courses must come from at least two different academic disciplines):

AMERICAN HISTORY Courses:

__ECO 103 __HIS 106 __HIS 107

WESTERN CIVILIZATION Courses:

__ANT 301 __FAR 250 __FAR 251 __GEG 364 __HIS 115 __HIS 116
__HIS 117 __PH I 310 __THA 317 __THA 318

OTHER WORLD CIVILIZATIONS Courses:

__ANT 101 __ANT 329 __ANT 330 __ANT 381 __FRE 341 __GEG 360
__GEG 361 __HIS 210 __HIS230 __HIS 307 __HIS 310 __HIS 313
__HIS 320 __HIS 338 __PHI321 __PSC 340 __PSC 345 __REL 321

HUMANITIES (6 credits)

Select **two** courses from List A **or** one from List A and one from List B (courses must come from two different academic disciplines):

List A:

__ENG210 __ENG211 __ENG220 __ENG221 __ENG231 __ENG355 __ENG361
__FRE331 __GER337 __HUM100 __HUM321 __HUM327 __HUM337 __ITA336 __PHI101
__PHI102 __PHI103 __PHI104 __PHI204 __PHI207 __PHI301 __PHI310 __PHI317
__PHI321 __PHI323 __REL104 __REL321 __COM100 __COM103 __COM 321
__COM327

List B:

ENG130 ENG151 ENG205 ENG206 ENG252 ENG253
ENG330 FLA337 FRE101 FRE102 FRE110 GER101 GER102
GRK101 GRK102 HON101 HUM320 CHI101 CHI102 MCL337
ITA101 ITA102 LAT101 LAT102 PHI307 SPA101 SPA102
SWA101 SWA102 AAS101 AAS102 **SPC 205**

ARTS (6 credits)

Select **two** courses from List A **or** one from List A and one from List B (courses must come from two different academic disciplines):

List A:

AED100 AED200 DAN200 DAN220 DAN224 DES114 DES190
FAR100 FAR101 FAR210 FAR220 FAR230 FAR240 FAR250
FAR251 MUS206 MUS301 MUS307 MUS308 MUS329 THA106
THA317 THA318 THA332

List B:

AED315 ATS320 DAN302 DAN330 DES101 DES103 HON103
MUS208 MUS210 MUS217 MUS314 MUS335 PAR100 PAR200
THA200 THA207

FOREIGN LANGUAGE (0-12 credits) (All List A) (Check High School)

Foreign Language Courses:

AAS101 AAS102 AAS201 AAS202 CHI101 CHI102 CHI201
CHI202 FRE101 FRE102 FRE110 FRE201 FRE202 FRE210
GER101 GER102 GER201 GER202 GRK101 GRK102 GRK201
GRK202 ITA101 ITA102 ITA201 ITA202 LAT101 LAT102 LAT201
LAT202 SPA101 SPA102 SPA201 SPA202 SWA101 SWA102
SWA201 SWA202

BASIC COMMUNICATION (0-6 credits):

ENG 101 or CWP 101 ENG 102 or CWP 102

DIVERSITY (3 credits)

Select **one** from the following list:

AED365 ANT144 ATS325 COM333 CRJ425 CRJ430 DAN230
DAN234 ECO302 ECO312 **ENG240** **ENG241** **ENG354** **EXE100(rec.)**
GEG309 GEG357 HEW319 HIS302 HIS322 HIS341 HIS 363
HIS468 HIS469 HPR319 HTR100 MUS206 MUS305 MUS306
NFS100 **PSC218** PSC225 PSC316 PSC319 PSC375 PSY387 SOC240
SOC310 SOC312 SOC321 SOC333 SOC350 SOC351 SSE363 SST350
SST363 SWK319

Additional Degree Requirements

- Successful completion of required coursework in the declared major
- Successful completion of six credits of writing intensive “w” courses (EDU 310W-3 credits and EDU 311W-six credits will help you fulfill this requirement)
- 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 BSC cumulative average (GPA) of 2.5 or higher
- Final major BSC GPA of 2.5 or higher
- Successful clearing of all I, N, or X grades
- Successful fulfillment of the following requirements: Foreign Language, Diversity, English Composition, and Mathematics

Foreign Language Requirement for Elementary Education Majors:

Students must exhibit proficiency through the 102 level in the same language. 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 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 Registrar’s Office in Moot Hall.

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 2000 credit as well as distribution credit. **These courses may NOT be taken pass/fail.**

ENGLISH

- Speech: **SPC 205 Experiences in Speech**
- Writing: ENG 305W Creative Writing: Narrative
 ENG 306W Creative Writing: Poetry
 ENG 300W Writing for the Professions
 ENG 301 Advanced Composition
- Literature: ENG 260 Children's Literature
 ENG 354 Ethnic-American Minority Literature

OR ANY General Education 2000 LITERATURE COURSE (see Humanities list of courses in handbook section A)

MATHEMATICS

- MAT 121 Elementary Mathematics from an Advanced Perspective I
MAT 122 Elementary Mathematics from an Advanced Perspective II
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
MAT 381 Probability

SCIENCE

(It is preferred that the teacher candidate take 2 courses from 2 different academic disciplines, check with your advisor.)

BIO 100 Principles of Biology

BIO 101 Human Biology

BIO 104 Environmental Biology

BIO 211 Introduction to Cell Biology and Genetics

BIO 212 Introduction to Organismal Biology and Diversity

BIO 213 Introduction to Ecology, Evolution, and Behavior

CHE 101 General Chemistry I

CHE 102 General Chemistry II

GEG 101 Man's Natural Environment (use in sci or soc st. – not both)

GES 101 Introductory Geology

GES 102 Historical Geology

GES 131 Introductory Astronomy

GES 223 Environmental Earth Science

GES 241 Meteorology

PHY 104 Physics for Elementary Teachers

PHY 107 General Physics I

PHY 108 General Physics II

SCI 100 Contemporary Science

SCI 105 Physical Science for Nonscience Students

SCI 311 Processes in Physical Science

SCI 312 Processes in Life Science

SCI 313 Processes in Earth Science

SCI 323 Science as Inquiry

SOCIAL STUDIES

(It is preferred that the teacher candidate take 2 courses from 2 different academic disciplines, check with your advisor.)

ECO 101 The Economic System

ECO 201 Principles of Macroeconomics

ECO 202 Principles of Microeconomics

GEG 101 Man's Natural Environment (GCS)

GEG 202 Introduction to Regional Geography

GEG 203 Geography of Middle America

GEG 206 Geography of New York State

GEG 304 Map Interpretation

GEG 307 Conservation & Environmental Management

GEG 309 Introduction to Urban Geography

GEG 320 Historical Geography of the United States

GEG 360 Geography of Asia

GEG 361 Geography of Africa

GEG 362 Geography of the United States & Canada

GEG 364 Geography of Europe

GEG 415 Computer Mapping and Geographic Information Systems
(Prerequisite: CIS 101)

HIS 101 United States in the Twentieth Century

HIS 106 History of American Life I

HIS 107 History of American Life II

HIS 115 Foundations of Western Civilization

HIS 116 Europe Since 1500

HIS 117 Twentieth Century Europe

HIS 201 The Age of Discovery

HIS 210 History of Modern Asia

HIS 211 History of Modern Africa Since 1919

HIS 222 The American Revolution

HIS 302 History of Women in America

HIS 303 The City in American History

HIS 304 Europe from Napoleon to the First World War

HIS 306 History of Africa to 1919

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 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 341 African American and Civil Rights

HIS 365 American Labor History

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 320 U.S. Constitution and Civil Liberties

PSC 326 Politics and Media

PSC 330 American Foreign Policy

PSC 335 International Relation of the Middle East

PSC 350 Introduction to Legal Thought

PSC 355 American Political Thought

PSC 364 American Public Policy

SSE 102 Problem Solving in the Social Studies

C. CONCENTRATIONS

All Elementary Education Majors must complete a **30-hour concentration** in an academic area. Some concentrations will require slightly more than 30 credit hours in order to meet all of the requirements. Concentrations are usually **10 courses** to equal the 30 credit hours.

The six approved concentrations include:

American Studies	Mathematics
English	Science
Social Studies	
Foreign Language (Spanish, French, Italian)	

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 General Education 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 GE2K.

Note: A course taken to meet the concentration, distribution, or professional sequence requirement cannot be taken Pass/Fail.

Early and careful planning with an advisor will be necessary in order to meet all requirements within the 120-credit hour minimum requirement for graduation. Students must indicate their choice of concentration, by completing the available forms and turning them into the Elementary Education Office in Bacon 302. Concentration forms are also available from their advisor during advisement. Once the concentration is chosen and recorded it will show on the student's degree navigator record.

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 advisor in all concentration planning:

I. **HISTORY:** Choose **two** courses, at **least one must be upper level**

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

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

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

6 crs.

II. **GEOGRAPHY:** Choose **one** of the following

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

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

GEG 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 319 Lesbian and Gay Citizenship Policies in the US
PSC 320 US Constitution and Civil Liberties
PSC 330 American Foreign Policies
PSC 355 American Political Thought
PSC 364 American Public Policy
PSC 420 Contemporary Constitutional Issues

3 crs.

IV. 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
ENG 441 Romantic Movement in American Literature (pre req. of 6 credits of lit.)
ENG 443 American Poetry after 1900 (pre req. of 6 credits of lit.)

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 req. of 6 credits of lit.)
ENG 444 American Novel after 1900 (pre req. of 6 credits of lit.)

6 crs.

V. CONTEMPORARY TOPICS IN AMERICAN STUDIES:

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

HIS 302 History of Women in America (D)
HIS 332 Technology and US History

HIS 468 Readings in African-American History **(D)** (J/S status)
SWK 319 Dynamics of Poverty
SWK 320 Social Services Organizations (prerequisite of SWK 220, see chair for permission to take)
GES 310 Great Lakes Environmental Issues (J/S status)

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 319 Lesbian and Gay Citizenship Policies in US **(D)** (PSC 102 & J/S status)
PSC 420 Contemporary Constitutional Issues
SWK 345 Child Welfare Services (J/S status)
EDF 200 Introduction to Urban Education

6 crs.

VI. AMERICAN CULTURE:

Choose **two** courses from the list below. **One must be upper level.**

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

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

ANT 312 Archeology of North America
EDF 221 History of Black Education in America
FAR 365 American Art I (prerequisites of FAR 250 & FAR 251)
GES 405 Geology of North America (prerequisites of GES 101 & GES 102)
HUM 327 Great Writing and Reporting of American Journalism
MUS 306 Urban Blues and Rock (prerequisite of MUS 206)
SOC 321 African-American Family **(D)** (prerequisite 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 advisor in all concentration planning.

REQUIRED COURSES:

1. ENG 190W (prerequisite ENG 102, see advisor to expedite enrollment) 3crs.
Take this course early in your program

2. ENG 260 Children's Literature 3 crs.
or
(option for **Extension** students:
ENG 461 Young Adult Literature, must have ENG190W and J/S status)

3. SPC 205 Intro to Oral Communication 3 crs.

4. Advanced Writing Course: 3 crs.
Choose one:
ENG 300W Writing for the Professions
ENG 301W Advanced Composition
ENG 305W Creating Writing: Narrative
OR
ENG 306W Creating Writing: Poetry

5. ENG 370 Foundations of Language or ENG 311 3 crs.

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

18 crs.

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

ENG 130 Biblical and Classical Literature
ENG 151 Introduction to Poetry
ENG 205 History of Cinema I
ENG 206 History of Cinema II
ENG 210 English Literature I
ENG 211 English Literature II

ENG 220 American Literature I
ENG 221 American Literature II
ENG 230 Comparative Literature
ENG 231 Women in Literature
ENG 240 African American Literature to 1940 **(D)**
ENG 241 African American Literature since 1940 **(D)**
ENG 252 British Modernism
ENG 253 Twentieth Century Literature II
ENG 303 Literature in Film
ENG 304 Forms of Film
ENG 309 Teaching and Evaluating Writing – **Course suggestion for Ext. St.**
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 tchrs.– **Course suggestion for Ext.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 **(D)**
ENG 355 The Short Story
ENG 415 Seventeenth Century English Literature
ENG 416 Eighteenth Century English Literature
ENG 417 English Novel to 1800
ENG 418 English Novel 1800-1900
ENG 419 Romantic Movement in English Literature
ENG 441 Romantic Movement in American Literature
ENG 443 American Poetry since 1900
ENG 445 American Realism

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 (prerequisite of 6 credits of literature)
ENG 444 American Novel after 1900 (prerequisite 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.**

Please Note: Although the 101 and 102 levels are required as prerequisites, they do **NOT** count in the required 30 credit hours for Freshmen matriculating in Fall 2004 or more recently and for Transfer students matriculating in Spring 2005 or more recently.

1) LANGUAGE: (Required)

FRENCH

FRE 201 – 202	Intermediate French (prerequisites 101, 102)	6 crs.
FRE 301 – 302	French Conversation and Composition	6 crs.

SPANISH

SPA 201 – 202	Intermediate Spanish (prerequisites 101, 102)	6 crs.
SPA 301 – 302	Spanish Conversation and Composition	6 crs.

ITALIAN

ITA 201 – 202	Intermediate Italian (prerequisites 101, 102)	6 crs.
ITA 301 – 302	Italian Conversation and Composition	6 crs.

12 crs.

2) ADVANCED LANGUAGE (FRE and SPA only) **Select two.**

FRENCH (FRE 301 & 302 are pre-requisites)

FRE 305	Spoken French	3 crs.
FRE 415	Advanced Grammar and Composition	3 crs.
FRE 416	Advanced Conversation	3 crs.
FRE 497	Whisp. Pines/Trois Pistoles Immersion	3 crs.
FRE 303	French Translation	3 crs.

<u>SPANISH</u> (SPA 301 & 302 are prerequisites)		
SPA 305	Spanish Phonetics	3 crs.
SPA 415	Advanced Grammar and Composition	3 crs.
SPA 416	Advanced Conversation	3 crs.
SPA 497	Whispering Pines Immersion Camp	3 crs.

6 crs.

3) CIVILIZATION

Select one from the following:

<u>FRENCH</u> (FRE 301 & 302 are prerequisites)		
FRE 306	Civilization of France	3 crs.
MCL 389	Francophone Cultures & Civilization	3 crs.

<u>SPANISH</u> (SPA 301 or 302 are prerequisites)		
SPA 306	Civilization of Spain	3 crs.
SPA 309	Civilization of Latin America	3 crs.

<u>ITALIAN</u> (ITA 301 & 302 are prerequisites)		
ITA 306	Contemporary Italian Civilization	3 crs.

3 crs.

4) LITERATURE

Select two courses for French and Spanish:

Select two or three courses for Italian:

<u>FRENCH</u> (FRE 301 & 302 are prerequisites)		
FRE 307	Surveys of French Lit	3 crs.
FRE 308	Surveys of French Lit	3 crs.
FRE 309	Survey of 19 th & 20 th Century French Lit	3 crs.
MCL 389 (FRE 304)	Introduction to French Literature	3 crs.

<u>SPANISH</u> (SPA 301 or 302 are prerequisites)		
SPA 303	Intro to Spanish Lit	3 crs.
SPA 307	Survey of Spanish Lit	3 crs.
SPA 308	Survey of Spanish Lit	3 crs.
SPA 310	Survey of Latin American Lit	3 crs.
SPA 311	Survey of Latin American Lit	3 crs.

<u>ITALIAN</u> (ITA 301 & 302 are prerequisites)		
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.

6-12 crs.

5.) **UPPER ELECTIVES**

Select one from the following for French and Spanish:

Select two or three for Italian:

FRENCH

FRE 412	Studies in the French Novel	3 crs.
FRE 496, 497	Senior Seminar	3 crs.
FRE 499	Independent Study	3 crs.

SPANISH

SPA 303	Introduction to Spanish Literature	3 crs.
MCL 389 (SPA 304)	Upper Level Preparation	3 crs.
SPA 496, 497	Senior Seminar	3 crs.
SPA 499	Independent Study	3 crs.

ITALIAN

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.

3-9 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 prerequisite 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 \$50). Study abroad is encouraged, especially in summer. See Dr. Lee Ann Grace in International Education, GC 416, 878-4620. Dr. Grace also provides alternative placement testing for heritage speakers.

Childhood Majors with Foreign Language Extension:

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

REQUIRED: FLE 406

Note: 101 & 102 courses do not count in the 30 credit hours but are pre-requisites for further study. You may use two years of High School Foreign Language, your score on the CLEP exam, or take these courses at the college level to meet this requirement. (Freshmen since Fall 2004, Transfers since Spring 2005)

MATHEMATICS CONCENTRATION

The Mathematics concentration consists of a total of 30-32 credits chosen as described below. It is strongly suggested that the student work closely with their advisor and they are also encouraged to discuss their programs with members of the Mathematics Department in all concentration planning. **Please note: Upper level courses are marked with an *.**

REQUIRED COURSES:

MAT 121 Elementary Mathematics from an Advanced Standpoint I
MAT 122 Elementary Mathematics from an Advanced Standpoint II
MAT 161 & 163 Calculus and 1 hour lab course (or MAT 126 Calculus) (prereq: Pre-calc)
MAT 162 & 164 Calculus and 1 hour lab course (or MAT 127 Calculus)
*MAT 270 Discrete Mathematics
*MAT 311 Probability and Statistics
*MAT 322W Modern Geometry
*MED 383W Learning and Teaching Problem Solving

24-26 crs.

ELECTIVES:

Choose two courses:

*MAT 304 Games and Linear Programming
*MAT 306 Problem Solving in Basic
*MAT 351 Number Theory
MAT 325 Statistics
@ *MAT 490 Seminar
@ *MAT 495 Project
@ *MAT 499 Independent Study
*MED 307 Use of Teaching Aids in the Teaching of Mathematics

6 crs.

Total 30-32 crs.

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

@ Permission of Math Department Chair required.

All students are encouraged to discuss their programs with members of the Mathematics Department.

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 – spring semester 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 advisor in all concentration planning.

REQUIRED COURSES:

I. Complete three of the following courses:

BIO 211	Introduction to Cell Biology and Genetics	OR
BIO 212	Intro. Organismal Biology & Diversity	OR
BIO 213	Intro. Ecology, Evolution, & Behavior	
CHE 101	General Chemistry I	OR CHE 111 Fundamentals of Chemistry I
PHY 107	General Physics I	OR PHY 111 University Physics I or PHY 104
GES 101 & 103	Introductory Geology with Lab	

ONE YEAR SCIENCE SEQUENCE:

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

BIO 211	Introduction to Cell Biology and Genetics	OR
BIO 212	Intro. Organismal Biology & Diversity	OR
BIO 213	Intro. Ecology, Evolution, & Behavior	
CHE 102	General Chemistry II	OR CHE 112 Fundamentals of Chemistry II
PHY 108	General Physics II	OR PHY 112 University Physics II or PHY 304
GES 131	Introductory Astronomy	OR GES 111 General Oceanography OR GES 223 Environmental Earth Science OR GES 224 Geologic Hazards OR GES 241 Meteorology

ELECTIVES:

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

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

SCI 311	Processes in Physical Science	3 crs
SCI 312	Processes in Life Science	3 crs
SCI 313	Processes in Earth Science	3 crs
SCI 323	Science as Inquiry	3 crs

Additional Possible Geosciences Selections:

GES 300	Sedimentology (GES 101& 103)	3 crs
GES 301	Stratigraphy (GES 101, 103, 300 and co-requisite of 102)	3 crs
GES 307	Geomorphology (GES 101 or GEG 101)	3 crs
GES 310	Great Lakes Environmental Issues (J/S status)	3 crs
GES 314	Geological Oceanography (GES 111)	3 crs

SCIENCE CONCENTRATION CONTINUED

GES 409 Fluvial Geomorphology (GES 307)	3 crs
GES 452 Hydrogeology (GES 101 & one 300 level GES)	3 crs

Additional Possible Biology Selections:

BIO 308 & 309 Human Anatomy & Physiology & Lab (BIO 100)	4 crs
BIO 322 Human Heredity (BIO 100)	3 crs
BIO 324 Biology of Human Reproduction (BIO 100)	3 crs
BIO 414 Mammology (BIO 212 & 213 & J/S status)	3 crs
BIO 421 Invertebrate Structure & Function (BIO 212 & 213)	3 crs
BIO 428 Vertebrate Structure and Function (BIO 212 & 213)	4 crs

Additional Possible Chemistry Selections:

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

Additional Possible Physics Selections:

PHY 323 Statics (PHY 111 & PHY 112)	3 crs
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18-19 credits

Total = 30-33 credits

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 science department and your education advisor to map out your concentration.

At this time a science 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 advisor in all concentration planning.

NOTE: The Social Studies **Extension** (major code 0525) 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. **Important: The Praxis exam is required by the social studies department prior to SSE 303. Plan accordingly.**

REQUIRED COURSES:

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

SOCIAL SCIENCE DIVERSITY FOCUS :

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

ECO 302 Women in the Economy (*Prerequisite: ECO 201 or ECO 202*) **(D)**
GEG 309 Introduction to Urban Geography
HIS 302 History of Women in America **(D)**
HIS 322 African American History **(D)**
PSC 316 Urban Ethnic Politics
SST 350 Longhouse People

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

HIS 341 African Americans and Civil Rights

6 crs.

ELECTIVES:

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

GEOGRAPHY

GEG 300 World Regional Geography
GEG 206 Geography of New York State (may not allow student to take the required 18 upper division hours required, check with your advisor)
GEG 360 Geography of Asia

GEG 364 Geography of Europe

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

GEG 362 Geography of the United States and Canada

GEG 425 Computer Mapping and Geographic Information Systems (CIS 101)

GEG 426 Arc New Applications (Prerequisite: CIS 101 or GEG 199)

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 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 (prerequisite of HIS 115)

HIS 322 Afro-American History

HIS 324 American Presidents (*Prerequisite: HIS 106 or 107*)

HIS 330 US Environmental History

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

HIS 319 Colonial History of the American People

HIS 331 American Westward Expansion

HIS 332 Technology and US History

POLITICAL SCIENCE

PSC 315 State and Local Government Politics

PSC 316 Urban Ethnic Politics

PSC 326 Politics and Media

PSC 335 International Relations of the Middle East

PSC 350 Introduction to Legal Thought

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

PSC 320 U.S. Constitution and Civil Liberties

PSC 330 American Foreign Policy

PSC 355 American Political Thought

PSC 364 American Public Policy

Total 30 crs.

D. PROFESSIONAL SEQUENCES

Childhood Education Grades 1-6 (Major code: 0520/CED)

Total Credits = 54

EDU/EDF 201 - Introduction to Elementary Education (*Prerequisite: ENG 101, 0201 status*)

EDU 211 - Introduction to Literacy (***Prerequisite Preferred*** or *Co-requisite: EDU/EDF 201 or EXE 360, Pre- El Ed, El. Ed. or Ex Ed Majors only*)

EDF 202 - Child Development and Education

EDF 203 - School and Society

EDF 302 - Educational Psychology (*Prerequisite: EDF 202, may require major status*)

EDU 310W- Teaching Social Studies in the Elementary School (*Prerequisites: Full Majors only, EDU 211, must have earned a "C" or better in all education methods courses, including EDU 211 and an overall minimum GPA of 2.5. May be taken concurrently with EDU 311W or EDU 312*)

EDU 311W** -Teaching Reading and the Other Language Arts in the Elementary School. (*Prerequisites: Full Majors only. C or better in EDU 211. 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 312 or EDU 329.** Copy of LAST score and PPDP (completed in EDU 201) have to be submitted to the department before the course begins. **Mandatory EDU 311W Orientation. Taught in a Professional Development School (PDS).)

EDU 312** - The Teaching of Mathematics and Science in the Elementary School (*Prerequisites: Full Majors only. EDU 311W. Must have earned a "C" or better in all education methods courses and an overall minimum GPA of 2.5. **Cannot be taken concurrently with EDU 311W) **Taught in a Professional Development School (PDS).**

EXE 362 - Classroom and Behavior Management (*Prerequisites: Junior Status. EDU 211. 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 (*Prerequisites: Junior Status. EDU 211*) ***EXE 100 may be substituted for this course at the discretion of department.***

EDU/EXE 375 - Computer Applications in Education (*Prerequisites: EDU 201. Can be taken during student teaching by childhood majors only. Semester of Student Teaching cannot exceed 18 credits*)

EDU 400/401/402 - Practicum in Teaching (15 credits) (*Prerequisite: Full Majors only. Grade "C" or higher, in all methods courses related to the respective major (EDU 211, 310W, 311W, 312 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.***

Early Childhood Education: Birth – Grade 2 (Major code: 0521/ECE)
Total Credits: 51-57

EDU/EDF 201 - Introduction to Elementary Education (*Prerequisite: ENG 101, 0201 status*)

EDU 211 - Introduction to Literacy (***Prerequisite Preferred*** or *Co-requisite: EDU/EDF 201 or EXE 360, Pre- El Ed, El Ed or Ex Ed Majors only*)

EDF 202 - Child Development and Education

EDU 220 - Programs for Infants and Toddlers (*Prerequisites: Admission to program major, EDF 202, EDU/EDF 201, EDU 211 with a C or better*)

ENG 260 – Classics in Children’s Literature (for English concentration only)

EDF 302 - Educational Psychology (*Prerequisite: EDF 202, major status may be required*)

***EDU 311W** -Teaching Reading and the Other Language Arts in the Elementary School.
(*Prerequisites: Full Majors only. C or better in EDU 211. 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 EDU329.** Copy of LAST score and PPDP (done in EDU 201) have to be submitted to the department before the course begins.*) **Mandatory 311W Orientation. Taught in a Professional Development School (PDS).**

EDU 329** – Integrated Thematic Instruction for Young Children (*Prerequisites: Admission to program major, EDU 311W, EDU 220. Must have earned a “C” or better in all education methods courses and an overall minimum GPA of 2.5. **Cannot be taken concurrently with EDU 311W) **Taught in a Professional Development School (PDS).**

EXE 371 – Foundations of Teaching of Children with Disabilities (*Prerequisites: Junior Status. EDU 211*)
EXE 100 may be substituted for this course at the discretion of the department.

EDU/EXE 411 – Parents, Schools, and Community (***Taken with student teaching cohort of classes: EDU 400/402/410***)

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

EDU 410 – Practicum in Teaching Early Childhood (*Prerequisite: Grade of “C” or higher in EDU211, 220, EDU 311W, EDU 329; cumulative average of 2.5 or higher in all class work*) No more than 18 credits during st. tchng.

EDU/EXE 375 – Computer Applications in Education (*Prerequisites: Full major status and EDU 201. Can be taken during student teaching by childhood majors only. Early childhood majors should take prior to student teaching because the semester of student Teaching cannot exceed 18 credits.*)

EDU 426 is now required for all ECE and ECC majors

Additional Recommended Courses

EXE 362 - Classroom and Behavior Management (*Prerequisites: Junior Status. EDU 211.*) *Early childhood majors should take prior to student teaching because the semester of Student Teaching cannot exceed 18 credits.)*

Combined Program – B-6 (Major code: 0522/ECC)

Total credits: 69

EDU/EDF 201 - Introduction to Elementary Education (*Prerequisite: ENG 101, 0201 status*)

EDU 211 - Introduction to Literacy (***Prerequisite Preferred*** or *Co-requisite: EDU/EDF 201 or EXE 360, Pre- El Ed, El. Ed. or Ex Ed Majors only*)

EDU 220 - Programs for Infants and Toddlers (*Prerequisites: Admission to program major, EDF 202, EDU/EDF 201, EDU 211 with a C or better*)

EDF 202 - Child Development and Education

EDF 203 - School and Society

ENG 260 – Classics in Children’s Literature

EDF 302 - Educational Psychology (*Prerequisite: EDF 202*)

EDU 310W - Teaching Social Studies in the Elementary School (*Prerequisites: Full Majors only, Must have earned a “C” or better in all education methods courses, including EDU 211. May be taken concurrently with EDU 311W or EDU 312*)

EDU 311W** -Teaching Reading and the Other Language Arts in the Elementary School. (*Prerequisites: Full Majors only. C or better in EDU 211. 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 312** Copy of LAST score and PPDP (done in EDU 201) have to be submitted to the department before the course begins). **Mandatory EDU 31W Orientation.)

EDU 312** -The Teaching of Mathematics and Science in the Elementary School (*Prerequisites: Full Majors only. EDU 311W. Must have earned a “C” or better in all education methods courses and an overall minimum GPA of 2.5. **Cannot be taken concurrently with EDU 311W)

EDU 329** - Integrated Thematic Instruction for Young Children (*Prerequisites: Admission to program, C or better in EDU 311W, EDU 220; **instructor permission and department chair permission necessary to take concurrently with EDU 312)

EXE 362 - Classroom and Behavior Management (*Prerequisites: Junior Status. EDU 211. 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 (*Prerequisites: Junior Status. EDU 211) EXE 100 may be substituted for this course at the discretion of the department.*

EDU/EXE 375- Computer Applications in Education (*Prerequisites: Full major and EDU 201. Can be taken during student teaching by childhood majors only, **not** by combined majors Semester of student Teaching cannot exceed 18 credits)*

EDU/EXE 411 - Parents, Schools, and Community (*must be taken with Student Teaching*)

EDU 426 is now required for all **ECC** and **ECE** majors

EDU 400/410/402 - Practicum in Teaching (*Prerequisite: Full Majors only. Grade "C" or higher, in methods courses related to the respective major (EDU 211, 310W, 311W, 312 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**.

Elementary Education & Reading Departmental Policies

Required Grade Point Average

A minimum cumulative grade point average of 2.5 must be maintained throughout the program. At any point that a student's GPA falls below 2.5, the student will be placed on a department jeopardy 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 jeopardy list, enrollment is not permitted in EDU 310W, EDU 311W, EDU 312, 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.

Examinations -- for New York State Certification

All students seeking **initial certification** as a teacher of Childhood and/or Early Childhood must successfully complete the 1) Liberal Arts and Science Test (**LAST**); which must be taken prior to admission to the majors; 2) Assessment of Teaching Skills-Written (**ATS-W**). The ATS-W is usually taken during EDU 312 or student teaching, and 3) Content Specialty Test – multi-subject (**CST**). Information booklets are available in Bacon Hall 302 and Caudell Hall 112. While the LAST results must be submitted with the original application to a major, it is not required that you pass at that time. However, **before you can be certified you MUST pass the LAST, ATS-W, and CST-multisubject. There are no exceptions to this regulation.**

Methods and Student Teaching Regulations

EDU 310W, EDU 311W, EDU 312, 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, 312 & 329) in order to move through the program and into student teaching. Course descriptions are available in this purple handbook.

Only students who are formally admitted into the actual majors (not Pre-El Ed) 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!

Before registering for the methods courses you **MUST** attend an information/orientation meeting during the prior semester. All students should review any advisement information sent to them prior to the advisement period, distributed in classes, or displayed on department bulletin boards for information on meeting dates and locations. Students should regularly check

the bulletin boards outside Bacon 302 for additional information regarding orientations and other events relevant to their programs.

Students may not take more than one six-credit methods course in one semester, e.g. EDU 311W & EDU 312 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.

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

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

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

Student Teaching Application
Student Teaching Information Sheet

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

Student Teaching Grading Policies

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

Other College Policies

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

COURSE DESCRIPTIONS

EDU/EDF 201 - Introduction to Elementary Education

3 crs.

(Prerequisite: ENG 101, major code of 0201 or full major)

Introduces students interested in the education profession to elementary school teaching. Applications of major theories, consideration of developmentally appropriate practices relative to NYS 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.**

EDF 202 - Child Development and Education

3 crs.

An introduction to the study of child behavior and development with emphasis on implications for teaching and learning. The focus will be on the child in school; from early childhood through preadolescence. 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 according to the program; elective for others beyond the freshmen level.

EDF 203 - School and Society

3 crs.

Education as a function of a democratic society; sociological and historical back-grounds 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 US.; directed observations. Required of Childhood and Combined majors and students seeking certification in EXE according to program electives for others beyond freshmen level.

EDF 302 - Educational Psychology

3 crs.

(Prerequisite: EDF 202)

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

EDU 211 - Introduction to Literacy

3 crs.

(Prerequisite preferred) or Co-requisite: EDU/EDF 201 or EXE 360, Pre- El Ed, El. Ed. or Ex Ed 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 Learning Standards. **School-based activities beyond regularly scheduled course time that support course objectives are required.**

EDU 220 - Programs for Infants and Toddlers**3 crs.***(Prerequisites: Admission to program, EDF 202, EDU/EDF 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**. Special attention is given to the assessment of young children.

EDU 310W - Teaching Social Studies in the Elementary School**3 crs.***(Prerequisites: Majors only. EDU 211. Must have earned a "C" or better in all education methods courses and an overall minimum GPA of 2.5. May be taken concurrently with EDU 311W or EDU 312)*

Critically examines current trends and pedagogical issues in social studies standards-based education. Students will develop and implement creative extensions of social studies through the visual and performing arts.

EDU 311W - Teaching Reading & the Other Language Arts in Elementary School 6 crs.(Prerequisites: Majors only. C or better in EDU 211. 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 312. Copy of LAST score and PPDP (done in EDU 201) have to be submitted to the department before the course begins). Must attend **mandatory orientation** to register for this course.*

Builds and supports pedagogical content knowledge developed in EDU/EDF201 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 standards for English Language Arts; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective teaching abilities. EDU 311W takes place in a **PDS School**.

EDU 312 - The Teaching of Mathematics & Science in the Elementary School 6 crs.(Prerequisites: Majors only. EDU 311W.. Must have earned a "C" or better in all education methods courses and an overall minimum GPA of 2.5. Cannot be taken concurrently with EDU 311W)*

EDU 312 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 standards for mathematics, science and technology; practice and evaluate assessment tools and processes; become reflective practitioners; and demonstrate effective techniques for instructional organization. EDU 312 takes place in a **PDS School**.

EDU 329 - Integrated Thematic Instruction for Young Children*6 crs.***(Prerequisites: Admission to program, EDU 311W, EDU 220)*

Students will use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, cognitive, and aesthetic development of preschool, kindergarten, and primary-aged children. Students will develop, implement, and evaluate an integrated curriculum that focuses on children's needs in a culturally and linguistically diverse

field placement setting. Students will evaluate and demonstrate the use of technology with young children. EDU 329 takes place in a **PDS School**.

EXE 362 - Classroom and Behavior Management **3 crs.**

(Prerequisites: Junior Status. EDU 211. 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.**

EXE 371 - Foundations of Teaching of Children with Disabilities **3 crs.**

(Prerequisites: Junior Status. EDU 211)

This course focuses on adaptations, procedures and management systems necessary for effective instruction of children with disabilities in general education settings. It is required for Childhood Education majors. (Possible substitution of EXE 100 at department discretion)

EDU/EXE 375 Computer Applications in Education **3 crs.**

(Prerequisites: Full Major status, EDU 201. Can be taken during student teaching by childhood majors only. Semester of student Teaching cannot exceed 18 credits)

This course is designed to introduce childhood majors to the field of educational technology. Students will develop a productivity portfolio that documents their competence in using word processing, databases, print merging, spread sheets, and charting. In addition, students will learn instructional strategies for using Macintosh and IBM compatible computer programs for presentations, small group lessons, or computer lab settings. Students will also examine the educational use of the following: telecommunications, hypermedia, scanners, digitizers, liquid crystal display, video disc players, CD-ROM drives, and local area networks.

EDU/EXE 411 - Parents, Schools, and Community **3 crs.**

(This course is taken during student teaching by Early Childhood and Combined Childhood majors; this semester cannot exceed 18 credits.)

This course is designed to assist students in building partnerships among parents, schools and diverse communities. Students will learn how to collaborate with families and implement these techniques while student teaching. Special attention will be given to linking families with services offered in the schools and community.

EDU 426 - Emergent Literacy *(Prerequisite: EDU 201)* **3 crs.**

(Note: Can be taken instead of EDU 211 for Early Childhood majors only)

Develops an understanding of various areas of literacy development typical to preschool and primary grade children. Strategies and practices that foster various aspects of early reading, writing, speaking and listening in young children are stressed. Components of a literate early childhood environment, classroom management and literacy assessment techniques currently endorsed for educators of emergent readers are introduced.

Certification Extensions for Middle School

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

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

Concentration	Major	Student Teaching Courses (Instead of EDU 400-401)	Other Course Additions
English (0523) (page 19)	Childhood 1-6	EDU 404 – Practicum in the Elementary School ENG 464- Student Teaching in the Middle School/Junior High School	EDU 211 <u>ENG 462 – Methods & Materials in Teaching Secondary English (check when offered)</u> (pending approval: ENG 463** Methods, Materials, & Professional Development for Teachers of English-Instead of 416 and ENG 462)
Mathematics (0524) (page 24)	Childhood 1-6	EDU 404 – Practicum in the Elementary School MED 407- Student Teaching of Mathematics in Middle School/Junior High School	EDU 211 <u>MED 309 – Teaching Mathematics in the Middle School - SPRING</u>
Social Studies (0525) (page 26)	Childhood 1-6	EDU 404 – Practicum in the Elementary School SSE 409- Student Teaching of Social Studies in Middle School	EDU 211 <u>SSE 303 – Methods & Materials in Teaching Middle School Social Studies PRAXIS exam is required</u>
French(0526) Spanish(0527) Italian(0528) (page 21)	Childhood 1-6	EDU 404 – Practicum in the Elementary School FLE 407- Teaching of Foreign Languages in the Middle School/Junior High School	EDU 211 <u>FLE 401- Tech. for Teaching & Evaluating For. Lan. in Middle & Sec. Sch. FALL</u>

Requirements for Programs Leading to Extended Certification in English (0523/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 (EDU404: 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 courses entitled Methods and Materials in Teaching Secondary English (**ENG 462**) and Teaching Literacy in the Middle and Secondary Schools (EDU 416) or Introduction to Literacy (EDU 211). The English Department also offers a six credit methods course (ENG 463) which may be taken in lieu of ENG 462 and EDU416, pending approval. See advisor for appropriate concentration selections.

ENG 462 Methods and Materials in Teaching Secondary English

Required three credit hour course for English extension students at this time. A study of the methods and materials necessary to become an effective teacher of English in the middle school. **Check for availability. See English Department for orientation.**

ENG 463 Methods, Materials, and Professional Development for Teachers of English (pending approval) (6 credits)**

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

ENG 464 Student Teaching in Middle School/Junior High School

Full time practice teaching five days per week for seven weeks in a middle school/junior high school situation. College supervision biweekly. Elementary extension students teach one situation (* Required of juniors and seniors in secondary English and elementary extension.)

EDU 404 Practicum in Elementary School Teaching

(Prerequisite: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 312; cumulative average of 2.5 or higher in all class work. Successful completion of math and English competency)

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

EDU 402 Seminar to accompany student teaching

3 crs.

Requirements for Programs Leading to Extended Certification in French, Spanish, or Italian (0526/CFR; 0527/CSH; 0528/CIT)

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters-- one quarter will be in an elementary setting (EDU404 Practicum in Teaching) and one quarter will be in a Middle School/Junior High, French, Italian or Spanish setting (FLE 407 Student Teaching of Foreign Languages in the Middle and Secondary Schools). In addition to completing a concentration of thirty hours in French, Italian or Spanish, the candidate will complete the course entitled Techniques for Teaching and Evaluating Foreign Languages in Middle and Secondary Schools (**FLE 401**). **See advisor for appropriate concentration selections as more difficult level courses, or additional courses, may be highly suggested.**

FLE 401 Techniques for Teaching and Evaluating Foreign Languages in Middle and Secondary School

Development of the student's skill in teaching and testing foreign languages, with special emphasis on applying a communicative syllabus to middle and secondary school language students. **FALL**

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

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

EDU 416 Teaching Literacy in Middle and Secondary Schools or EDU 211 or FLE 316 Reading in a Second Language (in progress – check with dept.)

(416: An analysis of the special problems in reading encountered in the middle and secondary schools. Topics to be discussed as they relate to middle and secondary schools include the reading process, reading skills, and techniques for assessing developing reading skills. Special emphasis placed on critical reading in the content areas.)

EDU 404 Practicum in Elementary School Teaching

(Prerequisite: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 312; cumulative average of 2.5 or higher in all class work. Successful completion of math and English competency)

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

EDU 402 Seminar to accompany student teaching

3 crs.

Requirements for Programs Leading to Extended Certification in Mathematics (0524/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 (EDU404 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 advisor 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. **SPRING**

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

(Prerequisite: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 312; cumulative average of 2.5 or higher in all class work. Successful completion of math and English competency)

Provides supervised teaching experience in an elementary grade setting five days a week for approximately 7 consecutive weeks. Effective demonstration of content knowledge, pedagogical preparation, instructional delivery, classroom management, knowledge of student development, collaboration with school professionals, and reflectivity of practice are required. Only EXE/EDF 362, or EDU/EXE 375, (EDU/EXE411 for early childhood certification) may be taken with student teaching to total 15 credit hours.

EDU 402 Seminar to accompany student teaching

3 crs.

Requirements for Program Leading to Extended Certification in Social Studies (0525/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 (EDU404-- 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**, and Teaching Literacy in the Middle and Secondary Schools (EDU 416) or Introduction to Literacy (EDU 211).

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. **PRAXIS EXAM IS REQUIRED PRIOR TO COURSE.** See **Social Studies department for most current information.**

SSE 409 Student Teaching of Social Studies in the Middle School (*Prerequisites Minimum cumulative GPA of 2.75 (overall and in major coursework); grade of C or higher in SSE 303; successful completion of English composition, basic communication, and mathematics competency requirements; if referred, satisfactory completion of or exemption from SLP 100. 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

(*Prerequisite: Grade of "C" or higher in EDU 310w, EDU 311W, and EDU 312; 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/EDF 362, or EDU/EXE 375, may be taken with student teaching to total 18 credit hours.

EDU 402 Seminar to accompany student teaching

3 crs.

Checklist for All Elementary Education Majors in General Education 2000

Childhood Education: Grades 1-6 (0520)

Early Childhood Education: Birth- Grade 2 (0521)

Combined Program: Birth-Grade 6 (0522)

A. General Education Requirements:				
Under the Gen Ed requirements, students must complete the requisite number of credit hours in the following				
Applied Sci. & Tech	6			
Arts	6			
Basic Communication	0-6			
Civilizations	9			
Diversity	3			
Humanities	6			
Math Requirement (Basic)	0-6			
Math/Science	6			
Foreign Language (2 college semesters)	0-12			
Social Sciences	6			
Writing Intensive	6			
B. Six-Hour Distribution				
English	6			
Math	6			
Science	6			
Social Studies	6			
C. Concentration (30 credits: 18 must be upper division)				
D. Professional Sequence Courses				
E. Extended Certification: To achieve 7-9 extended certification to concentration				

PROFESSIONAL SEQUENCES

(0520/CED) CHILDHOOD EDUCATION GRADES 1-6	(0521/ECE) EARLY CHILDHOOD EDUCATION BIRTH – GRADE 2	(0522/ECC) EARLY CHILDHOOD AND CHILDHOOD BIRTH-GRADE 6
EDF 202 _____	EDF 202 _____	EDF 202 _____
EDF 203 _____		EDF 203 _____
EDU/EDF 201 _____	EDU/EDF 201 _____	EDU/EDF 201 _____
EDU 211 _____	EDU 211 _____	EDU 211 _____
EDF 302 _____	EDU 220 _____	EDU 220 _____
EDU 310W _____	EDF 302 _____	EDF 302 _____
EDU 311W* _____	EDU 311W* _____	EDU 310W _____
EDU 312* _____	EDU 329* _____	EDU 311W* _____
EXE 362 _____	EXE 371/100 _____	EDU312* _____
EXE 371/100 _____	EDU 411 _____	EDU 329* _____
EDU375 _____	EDU 400/ 410** _____	EXE 426/326 _____
	ENG 260 _____	EXE 362 _____
	EDU 402 _____	EXE 371/100 _____
EDU 400/ 401** _____	EDU 402 _____	ENG 260 _____
	EXE 426/326 _____	EDU 375 _____
EDU 402 _____	EDU 375 _____	**EDU 400/410 _____
	Optional:	EDU 402 _____
	EXE 362	EDU 411 _____

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