

HANDBOOK
FOR

ELEMENTARY EDUCATION MAJORS

Childhood: Grades 1 – 6
(CED)

Early Childhood: Birth – Grade 2
(ECE)

Combined: Birth – Grade 6
(ECC)

**In General Education Intellectual Foundations (IF)
Program**

(Revised Spring 2010)

For additional information:

www.buffalostate.edu/elementaryeducation

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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. 3 |
| 2) How do you begin as a Pre-El. Ed./ELEW major, Admission to the Prog. | p. 8 |
| 3) How to then convert to one of the Full Elementary Education Majors? | p. 10 |
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| 6) What academic policies govern the courses in these programs? | p. 41 |

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

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

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. The department's vision is based on the strategic visions of the college and the School of Education.

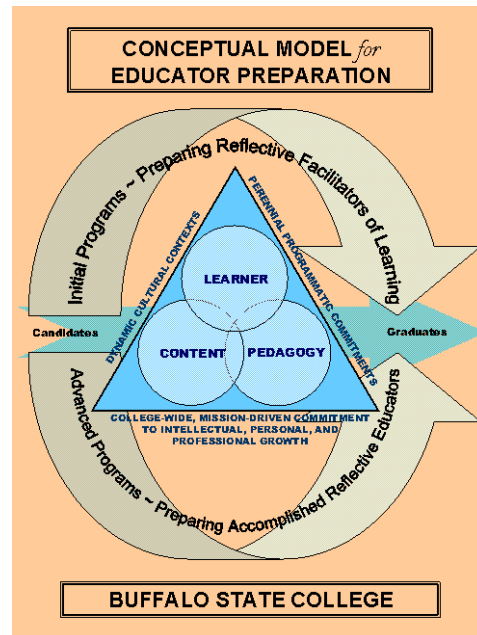
Description of the Conceptual Framework

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

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

- **Evaluation** - formal testing and formative assessment to obtain information for making instructional decisions, providing feedback to learners, and determining grades.
- **Reflection** - the process of examining the teaching and learning that has occurred by reviewing, reconstructing, re-enacting, and analyzing one's own teaching behavior and the learners' performance. For 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*.
- **Also embedded in the conceptual framework are the concepts of: Content, Learner, Pedagogy, Technology, Reflection, Diversity, and Disposition.**

Displayed below is a graphic representation of the conceptual model for educator preparation at 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 and educational community.

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. Your progress is also measured against the Conceptual Framework, INTASC, ACEI, and NAEYC Standards.

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 (ACEI), 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/NYACTE Distinguished Teacher Education Program in Collaboration with its Professional Development School Consortium.

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

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

Section 2

Admission to the Program

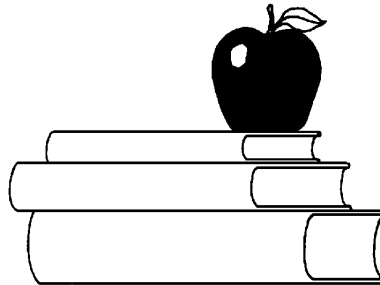
Pre-Elementary Education Major (ELEW)

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 major is Pre-Elementary Education (ELEW). (Many students will have started in CEDW as Freshmen prior to applying to ELEW.)

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. (ELEW) the student must:

- ✓ Have a minimum of 12 hours of college work.
- ✓ Satisfactorily complete ENG/CWP 101 or its equivalent.
- ✓ Pass two General Education/Intellectual Foundations courses with a C or better.
- ✓ Have a 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. (BAC 302)

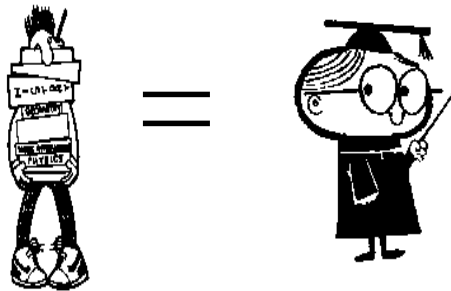
Section 3

The Elementary Education Full Majors

Once you have achieved all of the pre-requisites 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 CED); to teach at the **early childhood** level (Birth-Grade 2, Major Code ECE), or both, the **combined** major, (Birth-6 grade, Major Code ECC). You may also seek **“extended” certification** in some concentration areas so you can build on the Grades 1-6 certification and also teach middle school (Grades 7-9; more on that option is described later in this handbook).

A number of courses concerning pedagogy or “how to teach,” are restricted to students admitted into the formal elementary education majors, so you should not anticipate taking those courses until later in your program. These courses are the methods courses and many of them are taught in our **Professional Development Schools (PDS)**.



**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. major or equivalent.
- ✓ Have completed 45 credit hours.
- ✓ Satisfactorily completed ENG/CWP 102 or equivalent.
- ✓ Have and maintain a cumulative (OVERALL) GPA of 2.5 or better.
- ✓ Have an average GPA of 2.5 or better in **at least four** of the pre-requisite courses of: EDF 202, EDF 203 (not required for ECE majors), EDF 302, EDU/EDF 201 **and/or** EDU211. **All should be completed prior to taking EDU 311W.**
- ✓ Satisfactorily completed the appropriate college basic mathematics requirement (varies by your general education program; see your Deg. Nav.) Usually MAT 121 and MAT 122.
- ✓ Submit an acceptable department application to Bacon 302 by Feb. 15th, July 15th, or Sept. 15th, including **signed** change of major form and full audit Degree Navigator.
- ✓ 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, Thematic Instruction for the Young Child. 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. A signed copy of the Minimum Technical Standards must also be on file. In order to proceed to Novice Teacher the candidate must have maintained a 2.5 cumulative GPA and an average of 2.5 or better in the Pre-El. Ed. courses. Successful completion of Junior Participation must include a grade of C or better in each methods course. These Junior Participation courses will be conducted in an approved PDS School

site. Teacher Candidates must attend a **mandatory PDS orientation** prior to EDU 311W to learn more about the duties and responsibilities for teacher candidates in a PDS. The second component of Novice Teacher includes the student teaching experience as described later in this handbook.

Initial and Professional Teacher Certification

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

1. Successful completion of the required exams: LAST, ATS-W, CST multi-subject and/or CST for particular subject - AND
2. Completion of 5 required seminars - AND
3. Having met all of the NYS Teacher Certification requirements at the time of graduation for their appropriate full major – AND
4. Have been officially awarded their degree by the college, at which time the BSC Teacher Certification recommends candidate for the Initial Certificate.

Professional Certification will follow with:

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

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 Technical Standards** for teachers as well as **teacher candidate dispositions**. **This document is signed upon acceptance to the full major. One copy is for your reference and the other is kept in your central file.**

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

Important Benchmarks to Remember:

1. Applications to the Pre and Full majors are available at the beginning of each semester and accepted in Bacon 302 by February 15th, July 15th and September 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.
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. As is the PDS/EDU 329 Orientation for those in ECE and/or ECC.
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 broad-based content knowledge requirements</i> | A) The <u>Intellectual Foundations Requirements</u> of the college (for B. S. degree). See pages 14-18. |
| <i>Your in depth knowledge requirement</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 19-21. (Yes – you can use the same courses for A & B!) |
| <i>Your required professional or pedagogical knowledge</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 21-35. (The same courses may sometimes be used for A, B & C as appropriate) |
| | 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 36. |

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. INTELLECTUAL FOUNDATIONS (IF) REQUIREMENTS

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

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

Foundations of Inquiry

Choose this course, required of all students entering Buffalo State in Fall 2006 with fewer than 57 transfer credits:

BSC 101 Foundations of Inquiry **OR** HON 100 All College Honors Seminar (*Honors Program only*)

Basic Writing

Take

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

Then in the following semester, take

CWP 102 College Writing II (ENG 102)

Mathematics & Quantitative Reasoning

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

MAT 103 Introduction to Contemporary Mathematics

MAT 114 Functions and Modeling

MAT 122 Elementary Mathematics from an Advanced Standpoint II (*recommended*)

MAT 126 Calculus

MAT 161 Calculus I

MAT 311 Introduction to Probability and Statistics

Cognate Foundations: Arts

Choose two courses from two different disciplines (course prefixes) for a total of at least six credits.

AED 100 Essentials of Visual Arts

AED 200 Fundamentals of Art Inquiry

DAN 200 Beginning Modern Technique I

DAN 220 Beginning Ballet

DAN 224 Dance Appreciation

DES 114 Workshop in Crafts (***recommended***)

DES 190 Design Symposium (***recommended***)

FAR 100 Introduction to Fine Arts

FAR 101 Drawing I

FAR 250 Art History I

HON 103 Arts Seminar (*Honors Program only*)

MUS 201 Survey of Western Music History

MUS206 Foundations of American Popular Music

MUS 208 Survey of World Music Cultures
MUS 210 Music Theory for Non-Majors
THA 106 Introduction to Theater Arts (*recommended*)
THA 318 History of the Theater: Renaissance to Modern

Cognate Foundations: Humanities

Choose two courses from two different disciplines (course prefixes) for a total of at least six credits.

AAS 240 African American Literature
COM 100 Media Literacy
ENG 151 Introduction to Poetry
ENG 205 History of Cinema I
ENG 206 History of Cinema II
ENG 210 English Literature I: Selected Topics
ENG 211 English Literature II: Selected Topics
ENG 220 American Literature I: Selected Topics
ENG 221 American Literature II: Selected Topics
ENG 231 Women in Literature
ENG 240 African American Literature to 1940
ENG 252 British Modernism
HON 101 Humanities Seminar (*Honors Program only*)
HUM 100 Introduction to Humanities
PHI 101 Introduction to Philosophy
PHI 102 Introduction to Moral and Social Philosophy
PHI 110 The Meaning of Life
REL 104 Introduction to Religious Studies
REL 205 Introduction to the Old Testament
REL 206 Introduction to the New Testament
SPC 103 Introduction to Human Communication

Cognate Foundations: Natural Sciences

Choose two courses from two different disciplines (course prefixes) for a total of at least six credits.

ANT 100 Human Origins
BIO 100 Principles of Biology
BIO 101 Human Biology
BIO 104 Environmental Biology
BIO 105 Biotechnology: Applications and Issues
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 100 Chemistry and Society
CHE 101 General Chemistry I
CHE 111 Fundamentals of Chemistry I
ENS 100 Urban Environmental Science
GEG 101 World Natural Environments
GEG/GES 241 Meteorology
GES 101 Introduction to Geology
GES 102 Historical Geology
GES 111 General Oceanography
GES 131 Introduction to Astronomy
GES 223 Environmental Earth Science

GES 224 Geologic Hazards
GES/GEG 241 Meteorology
HON 102 Natural Science Seminar (*Honors Program only*)
PHY 100 Physics for Non-Science Majors
PHY 104 Physics for elementary teachers (recommended)
PHY 107 General Physics I
PHY 111 University Physics I
SCI 100 Contemporary Science
SCI 105 Physical Science for Non-Science students
SCI 231 Pollution, the Environment and Society
SCI 232 Energy, Environment and Society

Cognate Foundations: Social Sciences

Choose two courses from two different disciplines (course prefixes) for a total of at least six credits.

CRJ 101 Introduction to Criminal Justice
ECO 101 The Economic System
ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics
GEG 102 Human Geography
HON 202 Social Science Seminar (*Honors Program only*)
PSC 101 Introduction to Government and Politics
PSC 230 International Relations
PSY 101 Introduction to Psychology
SOC 100 Introduction to Sociology
SOC 240 Analyzing Social Problems

Foundations of Civilizations: American History

Choose one three-credit course.

ECO 103 Economic History of the United States
HIS 106 History of American Life I
HIS 107 History of American Life II
PSC 102 American Political Development

Foundations of Civilizations: Western Civilization

Choose one three-credit course.

AED 315 Arts and Living
ANT 303 Anthropology of Europe
ENG 130 Biblical and Classical Literature
GEG 364 Geography of Europe
HIS 115 Foundations of Western Civilization
HIS 116 Europe Since 1500
HIS 117 Twentieth Century Europe
PHI 301 History of Political Philosophy
PHI 310 History of Ethics
REL 105 Introduction to Christian Thought
THA 317 History of Theater: Ancient to Renaissance
THA 318 History of Theater: Renaissance to Modern

Foundations of Civilizations: Non-Western Civilizations

Choose one three-credit course.

ANT 101 Understanding Culture
ANT 300 Indigenous People of Western North America
ANT 301 Indigenous Peoples of Eastern North America
ANT 327 Introduction to Medical Anthropology
ANT 329 World Prehistory
ANT 377 Ancient Civilization
ANT 381 Religion, Magic and Culture
FTT 349 History of Textiles
GEG 359 Arctic Geography from an Inuit Perspective
GEG 360 Geography of Asia
HIS 230 World Civilizations to 1600
HIS 307 History of India
HIS 310 History of East Asia: The Traditional Era
HIS 320 Modern History of Japan and Korea
HIS 338 Modern History of China
HIS 373 Vietnam and the Vietnam War
NFS 108 Civilizations and Food Culture in the Far East
REL 303 Women and Religion
REL 321 World Religions

Technology & Society

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

BIO 105 Biotechnology: Applications and Issues
CHE 315 Environmental Chemistry
CIS 105 Information Technology and Society
EDU 375 Educational Technology (recommended during EDU 312 or EDU 329)
ENG 380 The History of the Printed Book
ENS 100 Urban Environmental Science
GES 111 General Oceanography
GES 223 Environmental Earth Science
HIS 120 History of American Urban Technology
HIS 332 Technology and U.S. History
HON 301 Values and Ethics in the Professions (*Honors program only*)
NFS 105 Food and People
SCI 231 Pollution, the Environment, and Society
TEC 150 The Shape of Things
TEC 260 The Development of Technology

Diversity

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

AAS 321 History of Black Education in America
ATS 325 Art and Special Needs
BUS 305 Workplace diversity in the 21st Century
CRJ 425 Race, Ethnicity, and the Administration of Justice
CRJ 430 Gender and Administration of Justice
DAN 230 Survey of African American Dance
DAN 234 The History of the Black Dance Movement

ECO 302 Women in Economy
EDU 310W Teaching Social Studies in the Elementary School
ENG 231 Women in Literature
ENG 240 African American Literature to 1940
ENG 353 Native American Literature
ENG 354 Ethnic American Literature
EXE 100 Nature and Needs of Individuals who are Exceptional (*recommended*)
GEG 309 Urban Geography
HIS 302 Women in American History
HIS 311 American Immigration and Emigration
HIS 322 African-American History
HIS/SSE/SST 363 American Identity in Transition: Diversity and Pluralism in the U.S.
MUS 206 Foundations of American Popular Music
PSY 225 Women in American Politics
PSY 387 Psychology of Gender Differences
SOC 240 Analyzing Social Problems
SOC 310 Sociology of Gender and Sex Roles
SOC 312 Women in Society
SOC 321 The African American Family
SOC 333 Social Movements
SOC 350 Power, Class and Inequality
SOC 351 Sociology of Race and Ethnicity
SPC 311 Intercultural Communication
SPC 333 Minorities and the Media
SWK 319 Dynamics of Poverty

Basic Oral Communication

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

AED 303 Elementary Student Teaching in Art
AED 304 Secondary Student Teaching in Art
BIO 303 Genetics
BIO 350 Genes in Populations
CRJ/PSC/SOC 485 Moot Court
ENG 490 English Seminar
GES 460 Applied Environmental Methods
PSY 472 Seminar on Psychology
SED 407 Practice Teaching Science in the Middle School
SED 408 Practice Teaching Science in the High School
SPC 205 Introduction to Oral Communication (*recommended*)
EDU 400 and EDU 404 (student teaching)

Writing Across the Curriculum

*You must take six credits (two three-credit courses) or one six-credit course) designated "writing intensive" (marked "W" next to the course number in the schedule, such as "ENG 300W"). Writing Across the Curriculum courses may satisfy multiple requirements. **You will meet this requirement with EDU311W in your professional sequence.***

Foreign Language

Choose appropriate credits. You must have proficiency in a foreign language equivalent to at least the 102-level. If you took foreign language in high school, you may be able to waive this requirement. Normally one year of high school study equals one semester of college-level foreign language study. See the Modern and Classical Languages Department for more information.

CHI 101 & CHI 102 Beginning Chinese I & II
FRE 101 & FRE 102 Beginning French I & II
FRE 110 Accelerated Beginning French (combined I & II)
GER 101 & GER 102 Beginning German I & II
GRK 101 & GRK 102 Beginning New Testament Greek I & II
LAT 101 & LAT 102 Beginning Latin I & II
ITA 101 & 102 Beginning Italian I & II
SPA 101 & 102 Beginning Spanish I & II
SWA/AAS 101 & 102 Beginning Swahili I & II

Sign Language may substitute for a foreign language for students in the following majors:

- Childhood Education and Early Childhood Education.
- Exceptional Education.
- Speech-Language Pathology.

Additional Degree Requirements

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

Foreign Language Requirement for Elementary Education Majors:

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

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

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

B. DISTRIBUTION REQUIREMENTS FOR CHILDHOOD AND EARLY CHILDHOOD MAJORS

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

ENGLISH

Speech: **SPC 205 Experiences in Speech**

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

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

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

MATHEMATICS

MAT 121 Elementary Mathematics from an Advanced Perspective I
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

SCIENCE

(It is preferred that the teacher candidate takes 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 212 Introduction to Organismal Biology and Diversity
BIO 213 Introduction to Ecology, Evolution, and Behavior

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

GEG 101 Man's Natural Environment

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

PHY 100 Physics for Non-Science Majors
PHY 104 Physics for Elementary School Teachers
PHY 107 General Physics I
PHY 108 General Physics II
PHY 111 University Physics I
PHY 304 Optics and Vision for Teachers and Artists

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

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

SOCIAL STUDIES

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

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

GEG 101 Man's Natural Environment (GCS)
GEG 102 Human Geography
GEG 206 Geography of New York State
GEG 307 Conservation & Environmental Management
GEG 309 Introduction to Urban Geography
GEG 320 Historical Geography of the United States
GEG 359 Arctic Geography from an Inuit Perspective
GEG 360 Geography of Asia
GEG 362 Geography of the United States & Canada
GEG 364 Geography of Europe

GEG 1XX

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

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

C. CONCENTRATIONS

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

The six approved concentrations include:

American Studies	Mathematics
English	Science
Social Studies	Foreign Language (Spanish, French, or 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 Intellectual Foundations requirement, a concentration should be selected as early as possible. **A teacher candidate should be aware of the possibility for double or triple dipping some of their concentration courses with either distribution or Intellectual Foundations.**

IMPORTANT REMINDERS:

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

AMERICAN STUDIES CONCENTRATION

The American Studies Concentration consists of **10 courses** or 30 hours chosen as described below from 6 different general areas. **At least 18 hours must be upper division (300 or 400) level.** It is suggested that the student work closely with their 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 320 Historical Geography of the United States
GEG 359 Arctic Geography from an Inuit Perspective
GEG 362 Geography of the United States and Canada

3 crs.

III. POLITICAL SCIENCE:

Choose **one** of the following

PSC 102 Introduction to American Government
PSC 218 African American Political Culture
PSC 315 State and Local Government

PSC 316 Urban Ethnic Politics
PSC 326 Politics and Media

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

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

3 crs.

ENGLISH:

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

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

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

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

6 crs.

V. AMERICAN CULTURE ELECTIVES:

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

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

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

GES 310 Great Lakes Environmental Issues (J/S status)

ANT 244W Folklore and Folklife
ANT 300 Indigenous Peoples of Western North America
ANT 301 Indigenous peoples of Eastern North America
ANT 307 Urban Anthropology

CRJ 101 Introduction to Criminal Justice

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

ECO 103 Economic History of the US

SOC 100 Introduction to Sociology

PAR 350 The American Musical

SSE 350 Longhouse People (*highly recommended*)

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

GEG 340 Historical Urban Analysis of the Buffalo Metropolitan Area

HIS 330 United States Environmental History

HIS 341 African-Americans and Civil Rights

HIS 365 American Labor History

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

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

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

PSC 318 Democracy and Peace – the Urban Experience

PSC 420 Contemporary Constitutional Issues

SWK 345 Child Welfare Services (J/S status)

ANT 312 Archeology of North America

EDF 200 Introduction to Urban Education

EDF 221 History of Black Education in America

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

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

HUM 327 Great Writing and Reporting of American Journalism

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

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

ENGLISH CONCENTRATION

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

REQUIRED COURSES:

- | | | |
|----|---|----------------|
| 1. | ENG 190W (pre-requisite CWP 102) | 3crs. |
| 2. | ENG 260 Children’s Literature
or
(option for Extension students:
ENG 461 Young Adult Literature) | 3 crs. |
| 3. | SPC 205 Intro to Oral Communication | 3 crs. |
| 4. | Advanced Writing Course:
Choose one:
ENG 300W Writing for the Professions (<i>recommended</i>)
ENG 301W Advanced Composition (<i>recommended</i>)
ENG 305W Creative Writing: Narrative
OR
ENG 306W Creative Writing: Poetry | 3 crs. |
| 5. | ENG 370 Found. of Lang. or ENG 311 Methods in Teach. Lang. | 3 crs. |
| 6. | Ethnic American Literature:
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) | 3 crs. |
| | | 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
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 Extension Students**
ENG 311 Teaching Language – **Course suggestion for Extension Students**
ENG 315 Shakespeare I – **Course suggestion for Extension Students**
ENG 316 Shakespeare II – **Course suggestion for Extension Students**
ENG 317 Shakespeare for Future Teachers – **Course suggestion for Extension St. (see dept.)**
ENG 330 Literature of the Bible
ENG 345 World Literature After 1945
ENG 350 Twentieth Century Drama I
ENG 351 Twentieth Century Drama II
ENG 353 Native American Literature
ENG 354 Ethnic American Literature
ENG 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

ENG 1XX or 3XX from transfer institutions

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

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

12 crs.

FRENCH, SPANISH OR ITALIAN CONCENTRATION

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

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

The foreign language concentration consists of **30 credit hours in one** foreign language and must contain **at least 18 credit hours of upper division (300 or 400) level**. **Please Note:** Although the 101 and 102 levels are required as pre-requisites, 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 (pre-requisites 101, 102)	6 crs.
FRE 301 – 302	French Conversation and Composition	6 crs.

SPANISH

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

ITALIAN

ITA 201 – 202	Intermediate Italian (pre-requisites 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	Whispering Pines/Trois Pistoles Immersion	3 crs.
FRE 303	French Translation	3 crs.

<u>SPANISH</u> (SPA 301 & 302 are pre-requisites)		
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.
		<hr/>
		6 crs.
3) CIVILIZATION		
Select one from the following:		
<u>FRENCH</u> (FRE 301 & 302 are pre-requisites)		
FRE 306	Civilization of France	3 crs.
MCL 389	Francophone Cultures & Civilization	3 crs.
<u>SPANISH</u> (SPA 301 or 302 are pre-requisites)		
SPA 306	Civilization of Spain	3 crs.
SPA 309	Civilization of Latin America	3 crs.
<u>ITALIAN</u> (ITA 301 & 302 are pre-requisites)		
ITA 306	Contemporary Italian Civilization	3 crs.
		<hr/>
		3 crs.
4) LITERATURE		
Select two courses for French and Spanish:		
Select two <u>or</u> three courses for Italian:		
<u>FRENCH</u> (FRE 301 & 302 are pre-requisites)		
FRE 307	Surveys of French Literature	3 crs.
FRE 308	Surveys of French Literature	3 crs.
FRE 309	Survey of 19 th & 20 th Century French Literature	3 crs.
MCL 389 (FRE 304)	Introduction to French Literature	3 crs.
<u>SPANISH</u> (SPA 301 or 302 are pre-requisites)		
SPA 303	Intro to Spanish Literature	3 crs.
SPA 307	Survey of Spanish Literature	3 crs.
SPA 308	Survey of Spanish Literature	3 crs.
SPA 310	Survey of Latin American Literature	3 crs.
SPA 311	Survey of Latin American Literature	3 crs.
<u>ITALIAN</u> (ITA 301 & 302 are pre-requisites)		
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.
		<hr/>
		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 pre-requisite for all other courses. Therefore, careful scheduling of courses for this concentration will be necessary. Students who enter with advanced standing in language skills will fulfill the balance of the 30-hour requirement by selecting courses in literature or linguistic categories or can receive actual credit for prior work by taking a CLEP exam through the Admissions Office (about \$70-90). Study abroad is encouraged, especially in summer. See Dr. Lee Ann Grace in International Education, SW 410, 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 401**

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.

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 I – 4 credits)
MAT 162 & 164 Calculus and 1 hour lab course (or **MAT 127** Calculus II – 4 credits)
*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 325 Probability and Statistics
*MAT 351 Number Theory
@*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 and is taught in the spring.
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 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 104	Physics for El. Ed. OR General Physics I OR PHY 111 University Physics I
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 111 Fundamentals of Chemistry II
PHY 304	Physics for El. Ed. OR General Physics II OR PHY 112 University Physics II
GES 131	Introductory Astronomy OR GES 111 General Oceanography OR GES 223 Environmental Earth Science OR GES 224 Geologic Hazards OR GES 241 Meteorology

ELECTIVES:

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

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

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

Additional Possible Geosciences Selections:

GES 300 Sedimentology (GES 10 1& 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.
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 & 212)	4 crs.
BIO 414 Mammology (BIO 212 & 213 & J/S status)	3 crs.
BIO 421 Invertebrate Structure & Function (BIO 212 & 213)	3 crs.
BIO 428 Vertebrate Structure and Function (BIO 212 & 213)	4 crs.

Additional Possible Chemistry Selections:

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

Additional Possible Physics Selections:

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

Total 30-33 credits

Please see your advisor for possible substitutions.

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

Additional science courses may become available that would meet the requirements for a science concentration. Work with the science department and your education advisor to map out your concentration.

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

SOCIAL STUDIES CONCENTRATION

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

NOTE: The Social Studies **Extension** (major code SST) 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 (highly recommended to take both)	
HIS 107 History of American Life II	3 crs.
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12 crs.	

SOCIAL SCIENCE DIVERSITY FOCUS:

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

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

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

HIS 341 African Americans and Civil Rights	
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6 crs.	

ELECTIVES:

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

GEOGRAPHY

GEG 300 World Regional Geography

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

GEG 359 Arctic Geography from a Inuit Perspective

GEG 360 Geography of Asia

GEG 364 Geography of Europe

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

GEG 362 Geography of the United States and Canada

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

GEG 426 Arc New Applications (pre-requisite: 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 Early Canada

HIS 310 History of the Far East: The Traditional Era

HIS 313 Politics and History in the Middle East

HIS 314 Modern Latin America

HIS 318 History of the Soviet Union

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

HIS 322 African American History

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

HIS 330 U.S. Environmental History

HIS 340 History of the Buffalo/Niagara Region

HIS 389 Topics vary

HIS 415W New York State History

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

HIS 319 Colonial History of the American People

HIS 331 American Westward Expansion

HIS 332 Technology and U.S. History

POLITICAL SCIENCE

PSC 315 State and Local Government Politics

PSC 316 Urban Ethnic Politics

PSC 318 Democracy and Peace – The Urban Experience

PSC 326 Politics and Media

PSC 335 International Relations of the Middle East

PSC 337 Politics of Globalization

PSC 350 Introduction to Legal Thought

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

PSC 320 U.S. Civil Liberties

PSC 330 American Foreign Policy

PSC 355 American Policy

Total 30 crs.

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

D. PROFESSIONAL SEQUENCES

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

Total Credits: 54

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

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

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

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

EDU 211 - Introduction to Literacy (***pre-requisite preferred*** or *co-requisite with advisement: EDU/EDF 201 or EXE 360; Pre-El. Ed., El. Ed. or Ex. Ed. Dual Majors only*).

EDU 310W- Teaching Social Studies in the Elementary School (*pre-requisites: Full Majors only; EDU 211; must have earned a "C" or better in all education methods courses, including EDU 21; 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. (*pre-requisites: 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 Minimum Technical Standards must be submitted to the department before the course begins, PPDP (EDU 201) and all Pre-El. Ed. courses should be completed*). **Mandatory EDU 311W Orientation. Taught in a Professional Development School (PDS).**

EDU 312** - The Teaching of Mathematics and Science in the Elementary School (*pre-requisites: 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 (*pre-requisites: Full major 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 (*pre-requisites: Junior Status; EDU 211*).

EDU/EXE 375 - Computer Applications in Education (*pre-requisites: 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) (*pre-requisites: 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 and will take place in 2 PDS Schools.**

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

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

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

EDU 211 - Introduction to Literacy (***pre-requisite preferred*** or *co-requisite with advisement: EDU/EDF 201 or EXE 360, Pre-El. Ed., El. Ed. or Dual Ex. Ed. Majors only*).

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

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

***EDU 311W** -Teaching Reading and the Other Language Arts in the Elementary School. (*pre-requisites: 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 Technical Standards have to be submitted to the department before the course begins; PPDP and all Pre-El. Ed. courses should be completed*). **Mandatory 311W Orientation. Taught in a Professional Development School (PDS).**

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

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

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

EDU/EXE 411 – Parents, Schools, and Community (***Usually 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. Student Teaching Cohort in a PDS.**

EDU 410 – Practicum in Teaching Early Childhood (*pre-requisites: Grade of “C” or higher in EDU211, 220, EDU 311W, EDU 329; cumulative average of 2.5 or higher in all class work*). Semester of student teaching cannot exceed 18 credits.

NOW REQUIRED: EDU/EXE 375 – Computer Applications in Education (*pre-requisites: 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.

Additional Recommended Course

EXE 362 - Classroom and Behavior Management (*pre-requisites: 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 (Major code: ECC)

Total credits: 69

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

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

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

EDU 211 - Introduction to Literacy (***pre-requisite preferred*** or *co-requisite with advisement: EDU/EDF 201 or EXE 360; Pre-El. Ed., El. Ed. or Ex. Ed. Majors only*).

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

EDF 302 - Educational Psychology (*pre-requisite: EDF 202*).

EDU 310W - Teaching Social Studies in the Elementary School (*pre-requisites: 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.
(*pre-requisites: 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**; LAST score should be submitted to department; PPDP (done in EDU 201) as well as all Pre-El. Ed. courses should be completed. **Mandatory PDS/EDU 311W Orientation.***

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

***EDU 329** - Integrated Thematic Instruction for Young Children (*pre-requisites: Admission to program; C or better in EDU 311W, EDU 220*). **Not taken with EDU 312; Mandatory EDU 329 Orientation.**

EXE 362 - Classroom and Behavior Management (*pre-requisites: 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 (*pre-requisites: Junior Status; EDU 211*).

EDU/EXE 375 - Computer Applications in Education (*pre-requisites: 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 326 –Emergent Literacy (*pre-requisites: EDU/EDF 201; EDU 211*). Often taken with EDU 329.

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

ENG 260 is now optional unless English Concentration, then it is required as part of the concentration– (Classics in Children’s Literature.)

EDU 400/410/402 - Practicum in Teaching (*pre-requisites: Full Majors only; Grade "C" or higher, in methods courses related to the respective major - EDU 211, 310, 311W, 312 and 329; cumulative average of 2.5 or higher in all class work*). This cohort of courses known as student teaching is meant to be the **culminating experience for majors**.

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 overall 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. **Students must also maintain a 2.5 in the professional sequence.**

Examinations - for New York State Certification

All students seeking **initial certification** as a teacher of Childhood and/or Early Childhood must successfully complete the 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 (**CST**). Information about the examinations is available in Bacon Hall 302 and Caudell Hall 101, but for all of the most current testing information, please visit www.nystce.nesinc.com. 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. 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 (310W, 311W, 312 and 329) in order to move through the program and into student teaching. Course descriptions are available in this blue 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. **There are no exceptions.**

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 and 316 for additional information regarding orientations and other events relevant to their programs. Professional Development School sites are listed on these bulletin boards and on the PDS website, www.buffalostate.edu/pds

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. Teacher Candidate and Mentor Teacher Handbooks are available on line at www.buffalostate.edu/pds. Look under "For Current Students."

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

Only students who are formally admitted into the 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!**

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

Student Teaching Application
Student Teaching Information Sheet

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

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.
(*pre-requisite: ENG/CWP 101; major code of 0201/ELEW 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 pre-adolescence. Topics include child study and observation methods, theories of development, nature and sources of individual development from biological, cultural and behavioral perspectives, with emphasis on the following areas of development as they apply to the classroom; cognitive, social, emotional and physical. Required of Childhood, Early Childhood and Combined majors and students seeking certification in EXE according to the program; elective for others beyond the freshmen level. **Take early in program.**

EDF 203 - School and Society 3 crs.

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

EDF 302 - Educational Psychology 3 crs.
(*pre-requisite: 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.

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

EDU 211 - Introduction to Literacy 3 crs.
(*pre-requisite preferred, or co-requisite with advisement: 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. Take as a second semester sophomore or first semester junior.**

EDU 220 - Programs for Infants and Toddlers 3 crs.
(*pre-requisites: Admission to pre or full major; 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 (50 hours+)**. Special attention is given to the assessment of young children.

EDU 310W - Teaching Social Studies in the Elementary School **3 crs.**

(pre-requisites: Majors only; EDU 211; must have earned a “C” or better 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.**

*(pre-requisites: Majors only; C or better in EDU 211; must have earned a “C” or better in all education methods courses and an overall minimum GPA of 2.5. Cannot be taken concurrently with EDU 312. LAST registration and completion of all Pre-El. Ed. courses required. Must attend **mandatory PDS/311W 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.**

(pre-requisites: 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.**

(pre-requisites: 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.**

(pre-requisites: 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.**

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

EDU 375 Educational Technology (Usually taken with EDU 312) **3 crs.**

Certification Extensions for Middle School

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

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

Concentration	Major	Student Teaching Courses (Instead of EDU 400-401)	Other Course Additions
English (CEN) (page 19)	Childhood 1-6	EDU 404 – Practicum in the Elementary School ENG 464- Student Teaching in the Middle School/Junior High School EDU 402 Seminar is required	<u>ENG 462 – Methods & Materials in Teaching Secondary English (check when offered)</u> (pending approval: ENG 463** may be used – check with ENG dept)
Mathematics (CMT) (page 24)	Childhood 1-6	EDU 404 – Practicum in the Elementary School MED 407- Student Teaching of Mathematics in Middle School/Junior High School EDU 402 Seminar is required	<u>MED 309 – Teaching Mathematics in the Middle School (SPRING ONLY)</u>
Social Studies (CSS) (page 26)	Childhood 1-6	EDU 404 – Practicum in the Elementary School SSE 409- Student Teaching of Social Studies in Middle School EDU 402 Seminar is required	<u>SSE 303 – Methods & Materials in Teaching Middle School Social Studies</u> <u>PRAXIS exam is required prior to acceptance in extension</u>
French(CFR) Spanish(CSH) Italian(CIT) (page 21)	Childhood 1-6	EDU 404 – Practicum in the Elementary School FLE 407- Teaching of Foreign Languages in the Middle School/Junior High School EDU 402 Seminar is required	<u>FLE 401- Tech. for Teaching & Evaluating For. Lan. in Middle & Sec. Sch. (FALL ONLY)</u>

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

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters - one quarter will be in an elementary setting (EDU 404 Practicum in Teaching) and one quarter will be in a Middle School English setting (ENG 464 Student Teaching in the Middle/Secondary School). In addition to completing a concentration of thirty hours in English the candidate will complete the course entitled Methods and Materials in Teaching Secondary English (ENG 462).

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. Orientation is mandatory. Speak with English Dept.**

ENG 463 Methods, Materials, and Professional Development for Teachers of English-Secondary. (pending approval) (6 credits) May be combined with ENG 462 students**

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

ENG 464 Student Teaching in Middle School/Junior High School

Full time practice teaching five days per week for 7 weeks in a middle school/junior high school situation. College supervision biweekly. Elementary extension students teach one situation (* Required of juniors and seniors in secondary English and elementary extension.)

EDU 404 Practicum in Elementary School Teaching

(pre-requisites: Grade of "C" or higher in EDU 310, 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 (CFR; CSH; CIT)

This program requires completion of the childhood education professional sequence with the following additions or adaptations. The semester of student teaching will be divided into two quarters - one quarter will be in an elementary setting (EDU 404 Practicum in Teaching) and one quarter will be in a Middle School/Junior High, French, Italian or Spanish setting (FLE 407 Student Teaching of Foreign Languages in the Middle and Secondary Schools). In addition to completing a concentration of thirty hours in French, Italian or Spanish, the candidate will complete the course entitled Techniques for Teaching and Evaluating Foreign Languages in Middle and Secondary Schools (**FLE 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. **Offered in fall semester only!**

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

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

EDU 404 Practicum in Elementary School Teaching

(pre-requisites: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 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 (CMT)

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

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

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

EDU 404 Practicum in Elementary School Teaching

(pre-requisites: Grade of "C" or higher in EDU 310W, EDU 311W, and EDU 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 (CSS)

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

SSE 409 Student Teaching of Social Studies in the Middle School (*pre-requisites: Minimum cumulative GPA of 2.75 (overall and in major coursework); grade of C or higher in SSE 303; successful completion of English composition, 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

(*pre-requisites: 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 Intellectual Foundations

Childhood Education: Grades 1-6 (CED)

Early Childhood Education: Birth-Grade 2 (ECE)

Combined Program: Birth-Grade 6 (ECC)

A. General Education Intellectual Foundations Requirements:				
Under the Gen Ed requirements, students must complete the requisite number of credit hours in the following				
Foundations of Inquiry	3			
Basic Writing	6			
Writing Intensive or writing across the cur.	6			
Mathematics & Quantitative Reasoning	3			
Technology and Society	3			
Diversity	3			
Basic Oral Communication	3			
Cognates: 2 Arts, 2 Hum, 2 Nat. Sci, 2 Soc. Sci.	24			
Foreign Language	6			
Civilizations: 1 Amer., 1 Western, 1 Non-West.	9			
B. Six-Hour Distribution				
English	6			
Math	6			
Science	6			
Social Studies	6			
C. Concentration (30 credits: 18 must be upper division)				
D. Professional Sequence Courses				
E. Extended Certification: To achieve 7-9 extended certification to concentration				

PROFESSIONAL SEQUENCES

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

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