

Postbaccalaureate Programs

Art Education (PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-AS

Major Code: AED

Art and Design Department

Upton Hall 402

(716) 878-6032

artdesign.buffalostate.edu/art-education

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the Program Coordinator.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program is designed for students who have earned a baccalaureate degree with coursework in fine arts, design, and/or art education from an accredited college or university and intend to complete the coursework required for New York State certification to teach visual art. After successfully completing the teacher-certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State initial certification through the Teacher Certification Office, Chase Hall 222. No degree or teacher certification is awarded by Buffalo State.

Students are expected to complete the entire sequence of coursework and are responsible for any additional certification requirements established by the New York State Teacher Certification Division, including fingerprinting and at least four state-mandated seminars. Students in the program may elect to attend part time or full time yet must attend full time during the student teaching semester. Courses are offered in spring and fall semesters (excluding summer) during the day to accommodate practical experiences in public schools.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Advisement

Academic advisers are assigned by the department and must be consulted each semester in order to register for courses and finish in a timely manner. Students remain responsible for fulfilling department and college requirements specific to the program. Contact the Buffalo State Art Education Program for advisement materials.

Financial Assistance

For financial aid purposes, students in this program are considered fifth-year undergraduates, eligible for undergraduate loans. Contact the Financial Aid Office for up-to-date information.

Admission Requirements

For students to enroll and remain in the program, they must have a minimum GPA of 3.0.

A studio portfolio review is required for admission to the program. Contact the Art Education Program for Portfolio Guidelines.

This program is designed for students who have completed at least a visual arts/design related undergraduate degree. If applicants are missing courses equivalent to those found in Buffalo State's undergraduate art education foundations coursework, they may be asked to take one or more courses (or their equivalents) to fulfill content needed for state required certification exams. The content from foundational art courses is needed for New York State certification exams, which applicants will have completed as part of their undergraduate degree programs, are not included among the 36 credit hours required for completion of this program.

The Buffalo State's AED BFA Foundations Program includes these courses:

AAD101: DRAWING I
 FAR103: DRAWING II (figure drawing from life)
 AAD102: INTRODUCTION TO TWO-DIMENSIONAL DESIGN
 AAD103: INTRODUCTION TO THREE-DIMENSIONAL DESIGN
 AAD150: THEMES AND ISSUES IN THE CONTEMPORARY ARTS
 AAD251: ART HISTORY I
 AAD252: ART HISTORY II

Program Requirements

AED 200	FUNDAMENTALS OF ART INQUIRY	3
AED 300	FOUNDATIONS IN ART EDUCATION	3
AED 301	THEORETICAL CONSTRUCTS IN ART EDUCATION	3
AED 302	FUNCTIONS AND PRACTICE IN ART EDUCATION	3
AED 303	ELEMENTARY STUDENT TEACHING IN ART	6
AED 304	SECONDARY STUDENT TEACHING IN ART	6
AED 315	ARTS IN LIVING	3
AED 398	ART, SOCIETY AND NEW MEDIA TECHNOLOGIES FOR ART EDUCATORS	3
AED 400	STUDENT TEACHING SEMINAR	3
AED335	INCLUSIVE ART CLASSROOMS	3
Total Credit Hours		36

Students will:

1. Demonstrate an understanding of the central concepts, tools of inquiry, and structures of the visual arts they teach.
2. Demonstrate an understanding of instructional techniques, evaluation concepts, and effective classroom management strategies.
3. Develop and create planned learning experiences that encourage students' development of critical thinking, problem solving, and meaningful visual art making.
4. Demonstrate an understanding of how diverse children learn and develop, and provide engaging learning opportunities that support their intellectual, social, and personal development.
5. Consistently exhibit dispositions that are consistent with the TEU Teacher Dispositions and NYS Educator Code of Ethics.
6. Exhibit engagement in continued Professional Learning, Ethical Practice and Leadership.

English Education (7–12; PTCP)

Postbaccalaureate Teacher Certification Program
 Program Code: UG-PBC-AS
 Major Code: ENS

English Department
 Ketchum Hall 208
 (716) 878-5417
english.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The English education (7-12) postbaccalaureate teacher certification program leads to eligibility for New York State initial certification to teach English in grades 7-12. This program is designed for students who have earned a baccalaureate degree in English or a related field from an accredited college or university and intend to complete the coursework required for New York State certification to teach English in secondary or middle schools.

After successfully completing the teacher certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Chase Hall 222. No degree or certificate is awarded by Buffalo State.

Students are responsible for any additional certification requirements, including the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills written test for provisional/initial certification, and child abuse certification.

It takes approximately three to four semesters to complete certification requirements at Buffalo State. Students in this program take both undergraduate- and graduate-level courses and are billed appropriately for each level. Graduate-level credits may be applied to a master's degree at Buffalo State.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Advisement

Each student is assigned an academic adviser.

Financial Assistance

For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum cumulative GPA of 3.0 (4.0 scale) and a major in English (or a related discipline with a minimum of 30 credit hours in English), including courses in Shakespeare, multicultural American literature, and young adult literature.¹
2. A minimum GPA of 2.75 in English coursework.¹
3. Two years of high school or two semesters of college study in one foreign language.¹ Applicants must verify foreign language study with high school or college transcripts.
4. Coursework in English education field experience, exceptional education and educational technology (3 credit hours each) or demonstrated expertise in these areas.¹

¹Applicants who do not meet these requirements should apply as a premajor to the postbaccalaureate certificate program.

Program Requirements

Undergraduate-Level Education Courses (15 credit hours)		
SPF 403	HISTORICAL AND PHILOSOPHICAL FORCES INFLUENCING SECONDARY EDUCATION	3
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
ENG 311	LANGUAGE, LITERACY AND CULTURE IN ENGLISH TEACHING	3
ENG 463	METHODS, MATERIALS, AND PROFESSIONAL DEVELOPMENT FOR TEACHERS OF ENGLISH	6
Graduate-Level Education Courses (9 credit hours)		
SPF 500	MULTICULTURAL EDUCATION	3
SPF 503 or SPF 529	EDUCATIONAL PSYCHOLOGY ADOLESCENT PSYCHOLOGY	3

ENG 692	THE TEACHING OF WRITING	3
Student Teaching Courses (12 credit hours)		
ENG 464/465	STUDENT TEACHING IN MIDDLE SCHOOL/JUNIOR HIGH SCHOOL ENGLISH	6

Students will:

1. demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
2. demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
3. plan instruction and design assessments for reading and the study of literature to promote learning for all students.
4. plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
5. plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
6. demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.
7. interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Mathematics Education (7–12; PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-AS

Major Code: MTS

Mathematics Department

Science and Mathematics Complex 159

(716) 878-5621

mathematics.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

The mathematics education (7-12) postbaccalaureate teacher certification program leads to eligibility for a New York State initial certificate to teach mathematics in grades 7-12. This program is designed for students who have earned a baccalaureate degree in mathematics from an accredited college or university and intend to complete coursework required for New York State certification to teach mathematics.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

After successfully completing the teacher certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Chase Hall 222. No degree or certificate is awarded by Buffalo State.

Financial Assistance

For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements

A bachelor's degree in mathematics or an applied mathematics field from an accredited college or university with 36 credit hours of mathematics courses and a minimum GPA of 3.0 (4.0 scale) in mathematics courses.

Two years of high school or one year of college-level foreign language.

Program Requirements

Requirements may be fulfilled entirely with graduate courses, entirely with undergraduate courses or with a combination of undergraduate and graduate courses. Graduate-level courses are numbered 500 and higher; undergraduate-level courses are numbered 100–499.

Mathematics Education Courses (18-25 credit hours)		
MED 200	FOUNDATIONS OF TEACHING MATHEMATICS 7-12 AND FIELD EXPERIENCE	3
or MED 500	PRACTICUM I: GRADUATE FIELD EXPERIENCE IN SECONDARY MATHEMATICS EDUCATION	
MED 307	USES OF TECHNOLOGY IN THE TEACHING OF MATHEMATICS	3
or MED 607	TECHNOLOGY IN MATHEMATICS EDUCATION	
MED 383	LEARNING AND TEACHING PROBLEM SOLVING	3
Select one from the following:		3-4
MED 308	METHODS IN THE TEACHING OF SECONDARY SCHOOL MATHEMATICS	
MED 601	SEMINAR IN THE TEACHING OF MATHEMATICS	
Select one from the following:		6-12
MED 407 & MED 408	STUDENT TEACHING OF MATHEMATICS IN JUNIOR HIGH/MIDDLE SCHOOL and STUDENT TEACHING OF MATHEMATICS IN HIGH SCHOOL (12)	
MED 501 & MED 502	PRACTICUM II: PRACTICE TEACHING MATHEMATICS IN THE MIDDLE SCHOOL and PRACTICUM III: PRACTICE TEACHING MATHEMATICS IN THE HIGH SCHOOL (6)	
Professional Education Courses (13-15 credit hours)		
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SPF 403	HISTORICAL AND PHILOSOPHICAL FORCES INFLUENCING SECONDARY EDUCATION	3
or SPF 525	PHILOSOPHY OF EDUCATION	
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
or EDU 513	THEORY, RESEARCH AND PRACTICE IN LITERACY INSTRUCTION	
EDU 417	ADOLESCENT LITERACY	3
or EDU 609	RESEARCH AND PRACTICE IN ADOLESCENT LITERACY	
MED 502	PRACTICUM III: PRACTICE TEACHING MATHEMATICS IN THE HIGH SCHOOL	1-3
MED 524	MATHEMATICS INSTRUCTION AT THE SECONDARY LEVEL	1
EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS	1-3

Total Credit Hours

34-43

Students will:

1. demonstrate content knowledge in secondary mathematics.
2. demonstrate ability to plan instruction.
3. Demonstrate effect on student learning.

Mathematics Education (7–12; 5–6 Extension; PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-AS

Major Code: MTX

Mathematics Department

Science and Mathematics Complex 159

(716) 878-5621

mathematics.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

This program is designed for students who are currently enrolled in the mathematics education 7-12 postbaccalaureate teacher certification program or who have been approved for candidacy in the mathematics education master's program. It allows them to extend certification in mathematics to grades 5-12.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

After successfully completing the teacher certification program and passing required New York State teacher certification exams, students are eligible to apply for New York State certification through the Teacher Certification Office, Chase Hall 222. No degree or certificate is awarded by Buffalo State.

Financial Assistance

For financial aid purposes, students are considered fifth-year undergraduates, eligible for undergraduate loans.

Admission Requirements

1. A bachelor's degree in mathematics or an applied mathematics field from an accredited college or university with 36 credit hours of mathematics courses and a minimum GPA of 3.0 (4.0 scale) in mathematics courses.
2. Two years of high school or one year of college-level foreign language.

Program Requirements

This program requires 6 additional credit hours of coursework in middle school education. Courses are selected under advisement. Study includes early adolescent development and the application of diverse instructional strategies in middle childhood education, including interdisciplinary teaching and teaming of students and faculty to maximize student learning. Please contact the Mathematics Department for more information.

Social Studies Education (7-12; PTCP)

Postbaccalaureate Teacher Certification Program

Major Code:UG-PBC-AS

Program Code: SSX

History and Social Studies Education Department
Cassety Hall 302
(716) 878-5412
history.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The social studies education (7–12) postbaccalaureate certification-only program prepares persons with undergraduate degrees in history or social science, or with a 36-credit concentration in history and/or social science courses, to meet the disciplinary content and educational requirements leading to New York's Initial Certificate in adolescence education required to teach social studies in grades 5–12. The program supplies the background knowledge necessary for teachers to implement the NYS Social Studies Framework for social studies in grades 7–12. It also meets the standards set by national professional organizations such as the National Council for the Social Studies and the Council for the Accreditation of Educator Preparation (CAEP).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

Applicants must have an existing undergraduate degree with a 36-credit concentration in history and/or social science courses, as well as a minimum 3.0 cumulative GPA; a minimum 3.0 GPA in all history and social science courses.

Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. The department has established relationships with several high-need urban and suburban school districts where field experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

The program of study must include economics, government, and a minimum of 30 semester hours of study in the history and geography of the United States and the world.

Prerequisites for Student Teaching

See prerequisites for SSE 409 and SSE 410.

Students should contact the department for additional information.

The social studies content core constitutes a 42-credit major in social studies that consists of study in economics, government, and a minimum of 30 credit hours of study in the history and geography of the United States and the world (see total required credit hours in social studies, below). All program majors are required to complete a minimum of 100 clock hours of field experience related to coursework prior to student teaching. These field experiences consist of observations, individual tutoring, and the teaching of small groups of students under the supervision of certified teachers. These experiences are an integral component of the pedagogical core courses specified in the previous section, with learning outcomes specified and their achievement evaluated by course instructors. Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. Another course, SSE 488/HIS 488, is available and will be used by transfer students and others who may have a deficiency in field experience. The department has established relationships with several "high-need" urban and suburban school districts where field experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

To student teach, students are required to have a minimum cumulative GPA of 2.75 and a minimum GPA of 2.75 in the social studies major, as well as obtain a minimum grade of C in SSE 303 and SSE 309. All majors meeting these requirements must enroll in two practicum courses following completion of all other coursework and satisfaction of English and math competency requirements. Placements for these practica include urban and suburban settings. The urban placements may be in high-need districts that provide opportunities for student teachers to work with students from diverse backgrounds, including socio-economically disadvantaged students, students with disabilities, and students who are English-language learners. Experiences include individual and group

instruction, daily and long-view planning, unit teaching, classroom management and routine procedures, use of audiovisual aids, community resources, record-keeping, evaluation procedures, and participation in the total school program.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Program Requirements

Basic History (9 credit hours)		
HIS 106	HISTORY OF AMERICAN LIFE I	3
HIS 107	HISTORY OF AMERICAN LIFE II	3
HIS 415	HISTORY AND GOVERNMENT OF NEW YORK STATE	3
Basic World History (9 credit hours)		
HIS 230	WORLD CIVILIZATIONS I	3
Select two from the following:		6
HIS 115	FOUNDATIONS OF WESTERN CIVILIZATION	
HIS 116	EUROPE SINCE 1500	
HIS 117	TWENTIETH-CENTURY EUROPE	
Other World History (6 credit hours)		
Two Asian, Middle-Eastern, or African History Courses		6
Geography (6 credit hours)		
GEG 300	WORLD REGIONAL GEOGRAPHY	3
Select one from the following:		3
GEG 102	HUMAN GEOGRAPHY	
GEG 206	GEOGRAPHY OF NEW YORK STATE	
GEG 309	URBAN GEOGRAPHY	
GEG 360	GEOGRAPHY OF ASIA	
GEG 362	GEOGRAPHY OF THE UNITED STATES AND CANADA	
Political Science (3 credit hours)		
Select one from the following:		3
PSC 102	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	
PSC 320	U.S. CIVIL LIBERTIES	
Economics (3 credit hours)		

Select one from the following:		3
ECO 101	THE ECONOMIC SYSTEM	
ECO 201	PRINCIPLES OF MACROECONOMICS	
ECO 202	PRINCIPLES OF MICROECONOMICS	
Cultural Diversity (3 credit hours)		
SSE/HIS 363	AMERICAN IDENTITY IN TRANSITION: DIVERSITY AND PLURALISM IN THE UNITED STATES	3
History/Social Science Elective (11 credit hours)		11
Professional Education Requirements (30 credit hours)		
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
ENG 309 or EDU 417	TEACHING AND EVALUATING WRITING ADOLESCENT LITERACY	3
EXE 100 or EXE 372	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS FOUNDATIONS OF TEACHING ADOLESCENTS WITH DISABILITIES	3
PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SSE 200	INTRODUCTION TO SECONDARY TEACHING	3
SSE 303	METHODS AND MATERIALS IN TEACHING MIDDLE SCHOOL SOCIAL STUDIES	3
SSE 309	METHODS AND MATERIALS IN TEACHING HIGH SCHOOL SOCIAL STUDIES	3
SSE 370	COMPUTER TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM	3
SSE 402 or SSE/HIS 407	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL EDUCATION THE TEACHING OF HISTORY	3
Student Teaching Requirements (12 credit hours)		
To student teach, a student must have achieved a cumulative GPA of 3.0 or higher and a minimum 3.0 GPA in the social studies major, as well as obtain a grade of C or higher in SSE 303 and SSE 309.		
SSE 409	STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL	6
SSE 410	STUDENT TEACHING OF SOCIAL STUDIES IN SENIOR HIGH SCHOOL	6

Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.

3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Social Studies Education (7-12; 5-6 Extension; PTCP)

Postbaccalaureate Teacher Certification Program

Major Code: UG-PBC-AS

Program Code: SSX

History and Social Studies Education Department

Cassety Hall 302

(716) 878-5412

history.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

Professional Licensure: This program leads to a recommendation for NYS certification; please check for [certification requirements in all other states](#)

The social studies education (7–12; 5–6 extension) postbaccalaureate certification-only program prepares persons with existing undergraduate degrees who have a history or social science major to meet the disciplinary content and educational requirements leading to New York State’s Initial Certificate in adolescence education required to teach social studies in grades 5–12. The program supplies the background knowledge necessary for teachers to implement the NYS Social Studies Framework for social studies in grades 5–12. It also meets the standards set by national professional organizations such as the Council for the Accreditation Educator Preparation (CAEP).

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

Applicants must have an existing undergraduate degree with a 36-credit concentration in history and/or social science courses, as well as a minimum 3.0 cumulative GPA; a minimum 3.0 GPA in all history and social sciences courses.

Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. Another course, SSE 488/HIS 488, will be used by students to complete the additional 50 clock hours in field experience required for the 5-6 extension. The department has established relationships with several high-need urban and suburban school districts where field experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

Prerequisites for Student Teaching

See prerequisites for SSE 409 and SSE 410.

A departmental honors program is also available. Students should contact the department for additional information.

The social studies content core constitutes a 42-credit major in social studies that consists of study in economics, government, and a minimum of 30 credit hours of study in the history and geography of the United States and the world (see total required credit hours in social studies, below). All program majors are required to complete a minimum of 100 clock hours of field experience related to coursework prior to student teaching. These field experiences consist of observations, individual tutoring, and the teaching of small groups of students under the supervision of certified teachers. These experiences are an integral component of the pedagogical core courses specified in the previous section, with learning outcomes specified and their achievement evaluated by course instructors. Students complete a minimum of 30–35 clock hours of field experience in each of three courses: SSE 200, SSE 303, and SSE 309. Another course, SSE 488/HIS 488, is available and will be used by transfer students and others who may have a deficiency in field experience. The department has established relationships with several "high-need" urban and suburban school districts where field

experiences are held. All majors will have study and experiences that together provide a solid foundation for teaching in high-need schools.

To student teach, students are required to have a minimum cumulative GPA of 2.75 and a minimum GPA of 2.75 in the social studies major, as well as obtain a minimum grade of C in SSE 303 and SSE 309. All majors meeting these requirements must enroll in two practicum courses following completion of all other coursework and satisfaction of English and math competency requirements. Placements for these practica include urban and suburban settings. The urban placements may be in high-need districts that provide opportunities for student teachers to work with students from diverse backgrounds, including socio-economically disadvantaged students, students with disabilities, and students who are English-language learners. Experiences include individual and group instruction, daily and long-view planning, unit teaching, classroom management and routine procedures, use of audiovisual aids, community resources, record-keeping, evaluation procedures, and participation in the total school program.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Program Requirements

History of the Western Hemisphere (15 credit hours)		
HIS 106	HISTORY OF AMERICAN LIFE I	3
HIS 107	HISTORY OF AMERICAN LIFE II	3
HIS 314	MODERN LATIN AMERICA	3
HIS 415	HISTORY AND GOVERNMENT OF NEW YORK STATE	3
Select one of the following:		3
HIS 308	HISTORY OF EARLY CANADA	
HIS 316	HISTORY OF MODERN CANADA	
HIS 326	HISTORY OF THE GREAT LAKES REGION	
History of the Eastern Hemisphere (9 credit hours)		
HIS 230	WORLD CIVILIZATIONS I	3
Select two from the following:		6
HIS 115	FOUNDATIONS OF WESTERN CIVILIZATION	
HIS 116	EUROPE SINCE 1500	
HIS 117	TWENTIETH-CENTURY EUROPE	
Geography (6 credit hours)		
GEG 300	WORLD REGIONAL GEOGRAPHY	3
Select one from the following:		3
GEG 102	HUMAN GEOGRAPHY	
GEG 206	GEOGRAPHY OF NEW YORK STATE	

GEG 309	URBAN GEOGRAPHY	
GEG 360	GEOGRAPHY OF ASIA	
GEG 362	GEOGRAPHY OF THE UNITED STATES AND CANADA	
Political Science (3 credit hours)		
Select one from the following:		3
PSC 102	INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS	
PSC 320	U.S. CIVIL LIBERTIES	
Economics (3 credit hours)		
Select one from the following:		3
ECO 101	THE ECONOMIC SYSTEM	
ECO 201	PRINCIPLES OF MACROECONOMICS	
ECO 202	PRINCIPLES OF MICROECONOMICS	
Cultural Diversity (3 credit hours)		
SSE/HIS 363	AMERICAN IDENTITY IN TRANSITION: DIVERSITY AND PLURALISM IN THE UNITED STATES	3
History/Social Science Electives (11 credit hours)		
Select 11 credit hours		11
Professional Education Requirements (30 credit hours)		
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
ENG 309 or EDU 417	TEACHING AND EVALUATING WRITING ADOLESCENT LITERACY	3
EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS	3
PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
SSE 200	INTRODUCTION TO SECONDARY TEACHING	3
SSE 303	METHODS AND MATERIALS IN TEACHING MIDDLE SCHOOL SOCIAL STUDIES	3
SSE 309	METHODS AND MATERIALS IN TEACHING HIGH SCHOOL SOCIAL STUDIES	3
SSE 370	COMPUTER TECHNOLOGY IN THE SOCIAL STUDIES CLASSROOM	3
SSE 402 or SSE/HIS 407	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL EDUCATION THE TEACHING OF HISTORY	3

Student Teaching Requirements (15 credit hours)		
SSE 409	STUDENT TEACHING OF SOCIAL STUDIES IN THE MIDDLE SCHOOL	6
SSE 410	STUDENT TEACHING OF SOCIAL STUDIES IN SENIOR HIGH SCHOOL	6
SSE/HIS 488	INTERNSHIP	1-12

Learning Outcomes

1. The Learner and Learning Candidates will use understanding of adolescent development, individual differences and diverse cultures to ensure inclusive, student-centered learning environments that enable each learner to meet high standards.
2. The Content Candidates will demonstrate understanding of central concepts, tools of inquiry, and structures of disciplines to be taught and be able to connect concepts to engage learners in critical thinking, creativity and collaborative problem solving related to authentic issues.
3. The Teacher and Teaching Candidates will use multiple methods of assessment, plan instruction that supports every student in meeting rigorous learning goals and use varied an innovative instructional strategy to encourage learners to develop deep understanding of content.
4. The Profession and Professional Dispositions Candidates will engage in ongoing professional learning, use evidence to reflect on their own practice, seek appropriate leadership roles and collaborate with families, colleagues, and the community to advance the profession.

Technology Education (PTCP)

Postbaccalaureate Teacher Certification Program

Program Code: UG-PBC-ED

Major Code: TED

Career, Technical, and Science Education Department

Bacon Hall 122

(716) 878-4717

ctse.buffalostate.edu/

Accredited: Council for the Accreditation of Educator Preparation (CAEP) (formerly NCATE)

Enrollment in all teacher education programs follows the guidelines for "[Admission to Teacher Education Programs](#)" found in this catalog. Applicants who do not yet meet all admissions criteria should consult with the department.

This program is designed for students who have earned a baccalaureate degree in a technology-related field from an accredited college or university and intend to complete coursework required for New York State certification to teach technology. It generally takes at least three semesters for a person with a degree in engineering or architecture to complete this program. The professional semester, also known as student teaching, is completed with two seven-week rotations: one in a middle school and one in a high school. Students are assigned to specific schools based on their qualifications; however, each student must complete one rotation in a school with a racially diverse population.

Candidates should consult the Teacher Certification website for current seminars and workshops. <https://teachercertification.buffalostate.edu/seminars-and-workshops>

Admission Requirements

A bachelor's or master's degree from an accredited college or university, with a minimum GPA of 3.0 (4.0 scale).

Prefer a concentration of at least 30 credit hours in technology or a technologically related area, such as engineering, architecture, engineering technology, electrical technology, or industrial technology. If 30 credit hours in technology had not been earned, remedial content courses are required.

Program Requirements

Technology Content Courses (30-36 credit hours)

Accepted courses need to match the required course topics in the undergraduate Technology Education program.		30-36
Professional Courses (33 credit hours)		
CTE 301	FOUNDATIONS OF CAREER AND TECHNICAL EDUCATION	3
CTE 302	CURRICULUM AND EVALUATION IN CAREER AND TECHNICAL EDUCATION	3
BME 303	INSTRUCTIONAL STRATEGIES IN BUSINESS AND MARKETING	3
SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
CTE 404	METHODS OF TEACHING CAREER AND TECHNICAL SUBJECTS	3
EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
CTE 421/EXE 372	CAREER AND TECHNICAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS	3
TED 450	STUDENT TEACHING IN TECHNOLOGY EDUCATION	6
TED 451	STUDENT TEACHING IN TECHNOLOGY EDUCATION II	6
Total Credit Hours		63-69