CHILDHOOD/EARLY CHILDHOOD
EDUCATION DEPARTMENT

ADVISEMENT HANDBOOK

SUNY Cortland

2024

Childhood/Early Childhood Education Department: Advisement Handbook

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WELCOME

Welcome Message from Department Chair

Welcome to the Childhood/Early Childhood Education Department at SUNY Cortland!

We are pleased that you have chosen either Childhood/Early Childhood Education (ECD) or Early Childhood/Inclusive Education (ECI) as a major and are confident that you will find the program engaging, inspiring, and thought-provoking. We have a long tradition of preparing successful and well-respected elementary and early childhood educators. We expect that you will uphold this reputation as you pursue your studies and join the profession as one of our graduates.

During your program, you will be engaged in a broad-based education in the liberal arts and sciences through your general education requirements and your concentration options, with several general education courses created specifically for your program.

Our degree programs will provide you with preparation in educational theory and teaching methods of early childhood, childhood, and inclusive education. Our programs are also designed to provide you with multiple opportunities to experience early childhood and elementary school settings, spending over 250 hours in those settings prior to student teaching.

During your program, you will become well aware of the standards and dispositions of your profession and will be expected to demonstrate your knowledge and skill in these areas as you progress through the program and grow in your ability to be an agent of change in schools and communities. We expect you to have a passion for teaching and to be fully engaged in your own development as a preservice teacher.

Environmental and social justice are cornerstones of our programs. As such, your program will provide you with unique opportunities to engage with principles of teaching for social justice and also teaching students in outdoor settings, to include the opportunity to experience SUNY Cortland's Outdoor Education Center in the Adirondacks.

This manual will provide you with information about our programs, specify the requirements for program completion, and offer options where applicable. When you have options to meet a requirement or elective, you should select the courses and programs that interest you the most or that align best with your career goals.

Our faculty, and in particular, your advisor, can provide valuable guidance about your course schedule, certification questions, second majors and concentrations, and career options. Please take advantage of their expertise as well as all the professional opportunities you will have as a teacher candidate in our department.

Best wishes for success,
Dr. Kim Wieczorek
Department Chair

Department Mission/Values

Department Mission Statement

The mission of the Childhood/Early Childhood Education Department is to provide future educators with a set of unique experiences in the construction of pedagogical content knowledge, development and practice of educational leadership skills, and critical analyses of the structures and functions of schools and programs in American society. Department programs prepare teachers to provide effective child-centered, developmentally-appropriate learning environments and to advocate for children from birth to grade six, in cooperation with families and communities. Our future teachers and caregivers are prepared to transform their profession in response to the needs of children and families in an increasingly diverse and global society.

Department Core Values

Core Value: Effective Leadership

The Department is committed to developing educators to assume positions in schools, universities, and community, business/industry, government, and private/public organizations whose primary purpose is the delivery of care and educational services to children.

Core Value: Policy Formulation

The Department is committed to its role informing and influencing public policy related to children and families and care and educational practice.

Core Value: Inquiry

The Department is committed to the notion that inquiry undergirds all our activities, including our understanding of professional preparation programs, the interrelationship of practice and theory which informs the profession, and the way knowledge is generated and best transmitted.

Core Value: Equity and Eco-justice

The Department is committed to the notion that respect for all people and the environment undergirds our understandings of professional preparation programs. The Department is committed to developing educators who understand and teach to the diverse needs of all children and who promote understanding and respect for difference in all children. The Department is committed to developing educators who teach and advocate for a clean environment and ecologically sustainable life for all people.

Core Value: Collaboration

The Department is committed to developing educators who have effective skills for collaboration with peers, families, community members, and professional constituencies in the best interests of children.

Program Student Outcomes

Early Childhood/Childhood (ECD) Program

Upon successful completion of this program, students will be able to:

1. Apply their knowledge of child development, learning, and the multiple interacting influences to provide learning experiences that are meaningful and appropriately challenging for every child.
2. Value the complex characteristics of children's families and communities by developing reciprocal, collaborative relationships with families and communities to holistically and responsively address their children's learning and developmental needs.
3. Apply purposeful assessment practices and their knowledge of the goals, benefits, and uses of varied assessment methods when designing, implementing, adapting, and interpreting assessments to inform instruction and learning environments that promote positive child outcomes.
4. Make evidence-based decisions to design and implement a broad repertoire of developmentally effective strategies, tools, and environments that enhance child learning and development.
5. Demonstrate and apply accurate understandings of essential practices, central concepts, learning standards, and content-area structures to develop and evaluate developmentally appropriate, engaging, culturally responsive, and integrative curriculum and learning environments.
6. Demonstrate professionalism by employing the field's foundational knowledge and professional ethical principles, integrating reflective practices and critical perspectives, and involving themselves in professional communities through collaboration and informed advocacy.

Inclusive Early Childhood (ECI)

Upon successful completion of this program, students will be able to:

1. Apply their knowledge of child development and the continuum of learning and developmental abilities/disabilities, and the multiple, interacting influences to provide learning experiences that are meaningful, relevant and appropriately challenging for every child.
2. Value the complex characteristics of children's families and communities by developing reciprocal, collaborative relationships with families and communities to holistically and responsively address their children's learning and developmental needs while partnering to build capacity for advocacy.
3. Apply purposeful assessment practices and their knowledge of the goals, benefits, legal and ethical uses of developmentally, culturally and linguistically appropriate methods

when designing, implementing, adapting, and interpreting assessments to inform instruction, eligibility determinations, monitoring of progress, interventions, and learning environments that promote positive child outcomes.

4. Make evidence-based decisions to design and implement a broad repertoire of developmentally effective strategies, tools, and inclusive environments that enhance child learning and development and provide all learners access to and support for progress within the general education curriculum.

5. Demonstrate and apply accurate understandings of essential practices, central concepts, learning standards, and content-area structures to develop, evaluate and universally design developmentally appropriate, engaging, culturally, linguistically responsive, and integrative curriculum and learning environments.

6. Demonstrate professionalism by employing foundational knowledge and professional ethical principles, integrating reflective practices and critical perspectives, and involving themselves in professional communities through effective teaming practices, collaboration and informed advocacy using culturally and linguistically responsive and affirming practices.

Teacher Candidate Dispositions

Candidates are expected to exhibit professional behaviors and dispositions at all times. Periodically throughout teacher candidates' programs, they will be assessed on the development of their professional dispositions. Character dispositions include integrity, emotional maturity, work ethic, and empathy. Pedagogy dispositions include the belief that all children can learn, appropriate and effective use of technology and other teaching materials, and fairness. Professional dispositions include an understanding of respect for policies and procedures. To see the full list of teacher candidate dispositions, click here.

Department Contact Information

Website: https://www2.cortland.edu/departments/cece/
Main Office: Education Building, Room 1241
Phone: 607-753-2706
Fax: 607-753-5976
Email: kelly.mckenna@cortland.edu (Office Assistant)

ADMISSION TO THE PROGRAM

Enrollment in the Childhood/Early Childhood Education Department majors is limited, and admission to any of the programs is competitive. Admission to the College does not guarantee admission to an education major or program. Courses in the early childhood and childhood program and in the inclusive early childhood program are only open to matriculated majors.

Students who begin as freshmen at Cortland may apply after completing at least 30 credit hours and earning a minimum 2.8 grade point average (GPA) at Cortland. Transfer students enrolled in other majors at SUNY Cortland may apply after completing a minimum of one full-time semester and earning a minimum 2.8 GPA at Cortland.

All students applying to the major will be subject to judicial screening and must demonstrate appropriate professional dispositions. Application is made during the College-wide change of major period. Unsuccessful applicants may reapply until they have earned 56.5 credit hours. Candidates who have completed 56.5 credit hours and have not been accepted into the certification program must declare an alternate major.

What majors are available in the Childhood/Early Childhood Department?
Our department offers two majors, both leading to dual certifications in New York State.
- ECD: Early Childhood/Childhood Education (Birth-Grade 6)
- ECI: Inclusive Early Childhood Education (Birth-Grade 2)

I am interested in becoming an Early Childhood/Childhood or Inclusive Early Childhood major, how do I apply?
If you have a 2.8 college GPA and 30 credit hours, you may apply directly into the ECD major or ECI major. You will also declare a concentration. If you are a transfer student, you may apply directly into the ECD or ECI after you have completed 15 credit hours at SUNY Cortland and earn a 2.8 GPA. You will also declare a concentration.

You may apply by competing to the following forms and submitting them to Kelly McKenna at kelly.mckenna@cortland.edu.

1. Change of Major/ Declare Concentration Form
2. Teacher Education Application

PROGRESSING THROUGH THE PROGRAM

Program Requirements

Maintaining Eligibility

In order to continue to move through the major, students must maintain a minimum 2.8 grade point average. Failure to maintain the minimum 2.8 GPA after entering any of the Childhood/Early Childhood Education department programs will result in being placed in a probationary status within the major. A student who falls below the 2.8 minimum grade point average for a second consecutive semester will be subject to dismissal from the program. Applications to re-enter the major will be reviewed along with all other potential internal change of major applicants at the conclusion of each semester.

In addition to the GPA requirement, students must achieve a grade of C or higher in all pedagogical coursework to be eligible for student teachings. Students who receive a grade lower than C in any pedagogical course work will be placed on probationary status within the major. If students are unable to earn a C or better in the retaking of the given pedagogical course, they will be subject to dismissal from the program. Students will only be allowed to retake a pedagogy course, including student teaching, once.

- ECD program pedagogical courses include:
  EDU 270, EDU 334, EDU 331, EDU 333, EDU 340, EDU 315, LIT 371, EDU 373, EDU 374, EDU 375, LIT 372, EDU 481
- ECI program pedagogical courses include:
  EDU 270, EDU 334, EDU 331, FSA 340, EDU 340, EDU 315, LIT 371, EDU 330, EDU 432, EDU 428, FSA 479, EDU 481

Field Experiences

Early field experiences provide teacher candidates with a minimum of 100 hours of experience in various school settings. These experiences allow teacher candidates to work with students "one-on-one" or in small groups, tutor in after-school programs, practice pedagogical skills in larger groups, and interact with school faculty and administrators. The Field Experience and School Partnerships Office coordinates all early field experience and student teaching placements for teacher candidates.

The Early Childhood/Childhood Education (ECD) and Inclusive Early Childhood (ECI) programs include several early field experiences. Below is a list of each course that includes a required field component and the hours associated with the experience.

Course	Hours
EDU 334 - *Infants and Toddlers: Curriculum, Observation and Analysis*	25

EDU 331 - *Integrated Curriculum Development for Young Children*	60
EDU 340 - *Culturally and Linguistically Diverse Learners*	60
EDU 481 - *Internship in the Professional Development School*	100

Teacher candidates are required to complete an Early Field Experience Log Sheet to document their hours, as well as record which of the mandated criteria has been met. Host teachers confirm this information with their signature and completed log sheets are then submitted to the course instructor. Teacher candidates who do not submit their fieldwork log cannot receive a passing course grade.

Residency Requirement

At least 45 credit hours for the degree must be completed at SUNY Cortland to meet the College's residency requirement. In addition, one half of the credits for the major and/or minor must be completed at SUNY Cortland.

General Education Requirement
The SUNY General Education Requirement enables students to acquire knowledge and skills that are useful and important for all educated persons, regardless of their jobs or professions. The General Education Requirement is required for all bachelor's degree candidates.

Cortland has a general education curriculum that reflects the SUNY General Education Requirement and is designed to provide a solid foundation for your college education.

The following courses are required for all majors in the department:

General Education Courses for CECE Majors by Category
Written Communication 1 and 2 (GE WC1 & GE WC2)
Select either   CPN 100 - Writing Studies I (3 cr. hr.) **or** CPN 102 - Writing Studies in the Community I (4 cr. hr.)   **and** CPN 101 - Writing Studies II (3 cr. hr.) **or** CPN 103-Writing Studies in the Community II (4 cr. hr.)
Communication- Presentation Skills (GE CP)
EDU 315 - Critical Media Literacy: Values, Education and Society (3 cr. hr.)
Diversity: Equity, Inclusion, and Social Justice (GE DI)
FSA 103 - Gender, Race and Class Issues in Education (3 cr. hr.)

Mathematics (and Quantitative Reasoning) (GE MA)
MAT 101 - Concepts of Elementary School Mathematics I (3 cr. hr.) MAT 102 - Concepts of Elementary School Mathematics II (3 cr. hr.)
Natural Science (GE NS)
SCI 141 - Integrated Earth Science and Biology (4 cr. hr.). **and** SCI 142 - Integrated Physics and Chemistry (3 cr. hr.)
Humanities (GE HU)
Any GE Humanities course
Social Sciences (GE SS)
PSY 101-Introductory Psychology (3 cr. hr.)
The Arts (GE AR)
Any GE The Arts course
United States History and Civic Engagement (GE US)
Any GE US History and Civic Engagement course
World History and Global Awareness (GE WH)
Any GE World History and Global Awareness course
World Language (GE WL)
Students must successfully complete the second semester (102) of a college-level world language sequence*
Science, Technology, Values and Society (GE ST)
EDU 315 - Critical Media Literacy: Values, Education and Society (3 cr. hr.)

** Students must successfully complete the second semester (102) of a college-level foreign language sequence **or** confirm proficiency equivalent to successful completion of the second semester (102) of a college-level foreign language sequence through a testing program approved by the Modern Languages Department, such as the CLEP or OPI.*

Concentrations

All candidates must complete a 30-hour concentration in an approved academic area. These courses may be overlapped with General Education (GE) requirements.

There are six concentrations to select from:
- Social Sciences
- Humanities
- English Language Arts and Writing Studies
- Mathematics
- Environmental Studies
- Urban Studies

To see a full list of concentration courses, please visit Appendix A.

Foreign Language Requirement

Candidates must exhibit language proficiency through the 102 level. Proficiency may be demonstrated through the satisfaction of approved coursework or evaluation of high school foreign language. SUNY Cortland offers several foreign language courses including American Sign Language (ASL), Chinese, French, German, Italian, and Spanish.

To find out how to determine your initial placement in a foreign language course, please visit the Foreign Language Placement Guide.

Writing-Intensive Course Requirement

Students must satisfy the writing requirements set forth in the current College Catalog. Six credits of Writing Intensive (WI) courses must be completed at SUNY Cortland, one of which must be in the student's major. Currently, **EDU 340 Culturally and Linguistically Diverse Learners**, meets the in-major requirement. Certain sections of FSA 103 (GE 11) also meet the WI requirement. All WI courses are identified in the Master Schedule by the letters "WI" following the course title. Students should complete CPN 100 and CPN 101 before enrolling in WI courses.

Dual Degree

Teacher candidates may choose to complete a program of study leading to a dual major (e.g., Early Childhood/Childhood Education and Spanish). Teacher candidates must complete the degree requirements for both programs as indicated in the college catalog. Since there are many requirements of both programs, adding a major will most likely require additional semesters of coursework.

Minors

A minor is an approved program of study not leading to a degree. Minors require specific courses and are described in detail in the Cortland Catalog. Minors do not take the place of a concentration; a minor may be sought **in addition to** the 30-credit required concentration.

To see a full list of SUNY Cortland approved minors, please visit this link.

Mandated Workshops

Prior to student teaching, students are required to complete New York State mandated workshops:
- Child Abuse Recognition and Reporting (CAR)
- Dignity for All Students Act (DASA)
- Safe Schools Against Violence in Education (SAV)

Students will register for the required workshops during the regular online pre-registration period or during the Drop/Add period through the Student Registration and Records Services using myRedDragon.

There are fees associated with the workshops: *Child Abuse Recognition and Reporting* ($35 non-refundable fee), *Dignity for All Students Act* ($100 non-refundable fee), *Safe Schools Against Violence in Education* ($35 non-refundable fee)

For more information about these workshops, please visit the Mandated Workshops website.

Advisement Section
An adviser will help map out the road to graduation. Use this handbook,
Degree Works audit, and advisement materials (see Appendix) to ensure you are meeting all degree and program requirements.

Meeting with your Advisor

All undergraduate students need to meet with their academic advisor before receiving their PIN and registering for classes. Student's assigned academic advisor is listed on the Degree Works audit and they are listed in your Success Network on Starfish. Students will meet with their advisor each fall and spring.

Look for an email or notification from your academic advisor about setting up an advisement meeting. This might be virtual, over the phone, or in-person. Schedule an appointment with your academic advisor either via Starfish or their preferred method. If your advisor is scheduling appointments via Starfish, review this resource to make an appointment.

Prior to the advisement meeting, students should do the following:
- Review Starfish for any flags, alerts or kudos
- Review your Degree Works audit
- Run a "what-if" audit if you are thinking about changing majors or adding a concentration or minor
- Develop a list of potential courses for next semester
- Use Schedule Builder to plan out a possible schedule

- Think about study abroad possibilities
- Review the [Advisement and Registration Overview](#), watch our advisement and registration videos

Degree Planning

Your academic advisor will help develop a degree plan. The degree plan will map out all courses required for the major, concentration, and Bachelor's degree. Students must keep a copy of the degree plan since it will be used at each future advisement meeting.

Sample degree plans are available in the Appendix of this handbook. Keep in mind each student's degree plan is unique, so use the samples only as general guides.

Understanding Time Tickets and PINs

Time tickets are the time and day students can begin registering. All undergraduate students are assigned time tickets for pre-registration based on earned credit hours. Earned credit does not include currently enrolled courses. Student's earned credit may therefore differ from the class year they identify with. Time tickets are issued and become available approximately one month before the registration period opens.

A registration PIN is a four-digit access number that is needed to register. This PIN will allow students to register through myRedDragon once the time ticket becomes active. At the end of the advisement meeting, students will receive a registration PIN, which will change each semester that you register for classes. The PIN is only used during pre-registration and is not required during the add/drop period.

Course Number and Section Information

Courses with a **600** section number are designated for majors only meaning only students who are enrolled in that major can register for that specific section. If students want/need to take that specific course, they should look for either a 001 (open section) or a 700 (non-major) section of the same course.

Look at the example below for *ENG 302: Writing About Literature*. Section 601 and 701 meet at the same time, but only majors can enroll in section 601 - if you were interested in this course, you would select section 701 (for non-majors).

    ENG 302: Writing About Literature
    Section 601: T/R 1:15pm
    Section **701**: T/R 1:15pm
    Section 602: T/R 11:40am
    Section **702**: T/R 11:40am

Registering for Courses

To register for classes, students will need the degree plan, registration PIN, and access to myRedDragon. After logged in to myRedDragon, follow these steps:

1. Select the "Student" tab and navigate to the Registrar Channel (on the left side of the screen).
2. Select "Schedule Builder" to create an optimal schedule.
3. Select the appropriate term and appropriate campus.
4. Add the desired courses and any breaks that need to be part of your schedule.
5. Click "Generate schedules"
6. Select the optimal schedule to place it in the shopping cart.
7. Click "Send to Shopping Cart."
8. At the designated ticket time, click the "Register" button and enter the PIN.
9. Check for any error messages.

Keep in mind that any "holds" on the student's record must be resolved before registration.

Permission to Transfer Credit Process

Cortland undergraduate students can complete certain courses at another college and transfer credit back to meet degree requirements. Once students have enrolled and begun classes at SUNY Cortland, they must seek approval before enrolling in courses at another college.

> Why is Permission Necessary? By seeking permission to transfer credits, it ensures the course is equivalent and will transfer back as the Cortland course you need. The process also verifies that all SUNY Cortland transfer policies are followed, such as residency and credit limits. Ultimately, it ensures students do not expend time, effort, and money unnecessarily.

Transfer Credit Process

1. Find available courses at other campuses.
   a. Use Open SUNY to find online course offerings throughout the SUNY system. For Non-SUNY campuses or in-person course options, use the transfer institution's online course schedule.
2. Review the Transfer Equivalency Charts to determine how the courses will transfer.
3. Discuss your plans with your academic advisor to determine how the course will meet a degree requirement.
4. Complete the web-based Permission to Transfer Credit form prior to enrollment at the other campus. You will be notified via email of your approval status. Advisement and Transition will reach out to your academic department for review/approval as needed.

Important Notes about the Transfer Process:
- Cortland reserves the right to deny transfer credit that has not been pre-approved.
- You cannot receive transfer credit for a course you have already received credit for at Cortland.

- Only courses with a grade of <u>C- or better</u> will transfer.
- Transfer courses <u>do not</u> factor into your Cortland GPA.
- You cannot enroll in a course at another institution while enrolled in student teaching.
- Departments may require you to take specific courses at SUNY Cortland. Not all courses are eligible to transfer.
- A maximum of 64 transfer credits from a two-year institution, and a maximum combination from two- and four-year institutions of 90 credits may be applied to a Cortland degree program.
- Thirty (30) credit hours of coursework must be completed in residence at Cortland, including half of your major, minor, and/or concentration courses. Check your Degree Works audit for your specific residency requirement.
- Writing Intensive (WI) requirements <u>do not</u> transfer. While credit for a course that is offered as WI at Cortland can transfer, the course will not fulfill the WI requirement.
- You can request permission for a maximum of:
  - 5 credits during Winter session
  - 14 credits total during Summer session; no more than 7 credits per session.
  - 18 credits total for spring or fall, including your registered Cortland courses. Requests to enroll in more than 18 credits between Cortland and the other institution is an overload and will require associate dean approval.

Winter and Summer Courses

Registration for winter and summer courses occurs at the same time as fall and spring pre-registration. Students will use the same time ticket and registration PIN when registering for winter/summer courses.

Students can enroll in a maximum of:
- 5 credits during the winter session
- 14 credits total during the summer session (no more than 7 credits per session)

Study Abroad

Study abroad allows students to explore the world for a summer, winter session, semester, or a year while earning credit. Students are eligible to choose from over 1,000 SUNY programs, virtually anywhere in the world, and in a range of disciplines. Students may attend a college or university, participate in an internship, student teach, or join a short-term specialized program.

Students who study abroad describe their experiences as life changing. Surveys that have explored the long-term impact on a student's personal, professional, and academic life show that the experience positively influences their career paths, world-view, and self-confidence. Students return with enhanced interest in academic study, a greater understanding of their own cultural values and biases, and skill sets that have positively influenced their careers.

In most cases, studying abroad will not delay degree completion. For additional questions or information please feel free to contact the [SUNY Cortland International Programs Office](#).

CECE Department Awards

Emilie A. Kudela Excellence in Advocacy and Early Childhood Education Award

The candidate for this award would need to embody the values of advocacy and early childhood care and education that Dr. Emilie Kudela has embraced in her own work.

Criteria:
- Minimum criteria of having a 3.0 GPA and the status of senior with at least 90 credits completed in the ECD-ECI majors
- Demonstrates passion for and professionalism in early care and education
- Demonstrates excellence in community service and advocacy
- Demonstrates excellence in early childhood education practicum placements (as noted by final evaluations in EDU 334 and EDU 331)

Excellence in Teaching Performance

This award recognizes excellence in classroom teaching, especially the use of innovative pedagogical strategies. The candidate for this award utilizes teaching strategies that have a positive impact on students' learning.

Criteria:
- Minimum GPA of 3.0.
- Candidate demonstrates excellence in planning and implementing effective and engaging pedagogy.
- Candidate demonstrates creative development of lessons, tasks, or activities that promote student learning; teaching strategies that result in high levels of student engagement; and/or attention to students as individual learners, including effectively supporting needs of diverse learners.

Excellence in Elementary STEM Knowledge

This award recognizes excellence in conceptual knowledge related to science, technology, engineering or mathematics.

Criteria:
- Minimum GPA of 3.0.
- Candidate demonstrates exceptional STEM knowledge in or out of the classroom.
- Candidate demonstrates knowledge and abilities related to one or any combination of the following: science, technology, engineering, or mathematics. This can also include knowledge or engagement in outdoor education.

Helen E. Smith Excellence in Student Teaching Award

This award is given to an undergraduate or graduate childhood or early childhood education major who has demonstrated excellence in student teaching as well as achieving a cumulative grade point average of 3.5 or better.

Criteria:

- Minimum GPA of 3.5.
- Candidate demonstrates excellence in student teaching.

Important Advising Links
Degree Works
Students can find the Degree Works audit by going to the Student tab on myRedDragon.

Course Schedule
The online course schedule is available for anyone to search for classes for registration. The schedule gives students the ability to use a variety of search features and filters to look for courses.

Registration Tutorial
This tutorial outlines how to register for classes using Schedule Builder.

Important Advising Forms
Address Change
Change of Major/Minor/Concentration
Course Withdrawal
Credit Overload Permission
Medical Leave of Absence/Withdrawal
Non-medical Leave of Absence
Non-medical Withdrawal from College
Personal Data Change (Address, Name, Gender Identity)
Time Conflict Petition
Undergraduate Transfer Course Credit Petition

Early Childhood/Childhood (ECD) & Inclusive Early Childhood (ECI) Courses
To see a list of courses along with their descriptions, please visit this link.

Early Childhood and Childhood Education (Birth-6) [ECD]
EDU 270 - Introduction to Early Childhood and Childhood Education (3 cr. hr.)
EDU 334 - Infants and Toddlers: Curriculum, Observation and Analysis (3 cr. hr.)
PSY 231 - Child Psychology (3 cr. hr.)
EDU 331 - Integrated Curriculum Development for Young Children (3 cr. hr.)
EDU 333 - Children, Families and Their Community (3 cr. hr.)
ESL 406 - Educating English Language Learners (3 cr. hr.)
PED 245 - Activities for Children (1 cr. hr.)
HLH 199 - Critical School Health Issues (2 cr. hr.)
SPE 270 - Introduction to Special Education (3 cr. hr.)
EDU 315 - Critical Media Literacy: Values, Education and Society (3 cr. hr.)
EDU 340 - Culturally and Linguistically Diverse Learners (3 cr. hr.)

LIT 371 - Teaching Elementary School Reading and Language Arts I (3 cr. hr.)
EDU 373 - Teaching Elementary School Mathematics (3 cr. hr.)
EDU 374 - Teaching Elementary School Science (3 cr. hr.)
EDU 375 - Teaching Elementary School Social Studies (3 cr. hr.)
EDU 481 - Internship in the Professional Development School (3 cr. hr.)
LIT 372 - Teaching Elementary School Reading and Language Arts II (3 cr. hr.)
EDU 490 - Student Teaching I (6 cr. hr.)
EDU 491 - Student Teaching II (6 cr. hr.)
EDU 492 - Seminar in Student Teaching (1 cr. hr.)

Inclusive Early Childhood Education (Birth-2) [ECI]
EDU 270 - Introduction to Early Childhood and Childhood Education (3 cr. hr.)
EDU 334 - Infants and Toddlers: Curriculum, Observation and Analysis (3 cr. hr.)
PSY 231 - Child Psychology (3 cr. hr.)
SPE 270 - Introduction to Special Education (3 cr. hr.)
EDU 331 - Integrated Curriculum Development for Young Children (3 cr. hr.)
FSA 340 - Supporting Students with Complex Disabilities in Schools and Families (3 cr. hr.)
HLH 199 - Critical School Health Issues (2 cr. hr.)
PED 245 - Activities for Children (1 cr. hr.)
EDU 315 - Critical Media Literacy: Values, Education and Society (3 cr. hr.)
EDU 340 - Culturally and Linguistically Diverse Learners (3 cr. hr.)
EDU 482 - Administration of Childcare Centers and Programs (3 cr. hr.)
LIT 371 - Teaching Elementary School Reading and Language Arts I (3 cr. hr.)
EDU 330 - Assessment of Young Learners with Diverse Needs (3 cr. hr.)
EDU 432 - Integrated Curriculum Development for Young Learners II (3 cr. hr.)
EDU 438 - Children's Literacy Across the Curriculum (3 cr. hr.)
EDU 481 - Internship in the Professional Development School (3 cr. hr.)
FSA 479 - Social Curriculum and Behavioral Support (3 cr. hr.)
ECE 490 - Student Teaching I (6 cr. hr.)
ECE 491 - Student Teaching II (6 cr. hr.)
ECE 492 - Seminar in Student Teaching (1 cr. hr.)

Student Teaching

Eligibility for Student Teaching

To be eligible for student teaching, students must have an overall Cortland grade point average of 2.8. at the time of application for student teaching, which occurs one semester prior to student teaching. Additionally, students must be in good academic standing, have no incomplete grades, complete all prerequisite education courses, complete the Child Abuse Recognition and Reporting (CARR), Dignity for All Students Act (DASA), and Safe Schools Against Violence in Education (SAVE) workshops and have no grade lower than a C in required pedagogy courses.

Candidates must meet the eligibility requirements for student teaching at the time of application. Students who are not eligible at the time of application will not be placed. Students must maintain their eligibility throughout the semester prior to student teaching. Students who become ineligible during this semester will lose their student teaching placement. **Summer or Winter**

session courses may not be used to regain eligibility for the following semester. If ineligible for student teaching, candidates must reapply when eligibility is achieved. Once students have been deemed ineligible for student teaching, they will have only one semester within which to meet eligibility requirements. If a student is not eligible within one year of the original date of application to student teaching, they will be subject to dismissal from the program. Applications for student teaching are accepted only during the fall and spring semesters at the established deadline, which generally is the end of the fourth week of each semester.

Candidates are required to review their student teaching eligibility with their advisor before application. Students who feel they will not be eligible at the time of application should work with their advisor to revise their degree plan. A thorough degree plan audit will be made at the time of student teaching application.

Student Teaching Placements & Centers

Student teachers at SUNY Cortland are placed in one of a variety of Student Teaching Centers throughout New York State. Supervisors are faculty and staff of SUNY Cortland and are trained in accordance with New York State Certification requirements. Groups of student teachers will complete their student teaching within center regions and will attend seminars on a regular basis during student teaching.

- Albany Area Center
- Binghamton Area Center
- Buffalo Area Center
- Rochester Area Center
- Corning Center
- Cortland Area Center
- Ithaca Area Center
- Long Island Center -Nassau
- Long Island Center - Suffolk
- New York City Center
- Syracuse/Auburn Area Center
- Westchester Center
- Rockland County Center

Additional notes about Student Teaching Centers:
- Placements can be within a 60-mile radius of a center
- Schools within the centers may not be available every semester

Student Teaching in Alaska

Students may choice a unique experience and student teach in the state of Alaska. This experince is offerred through SUNY Brockport and more information can be found at
https://brockport.edu/news/stories/kyle_russell.html

Minisink Valley Central School Districit

Student Teaching Policies

Disclosure Policy

If, since you completed your application to our teacher education program, you have been found in violation of the College Code of Conduct or Academic Integrity policy or have received a violation, misdemeanor, or felony, you must disclose that information to your Associate Dean, Kimberly Rombach (Rm. 1239-A of the Education Building; Phone: 607-753-5431). Student records are reviewed prior to student teaching. Failure to disclose any infractions could jeopardize your student teaching/continuation in the major.

Traveling During Student Teaching

Transportation is the responsibility of the student teacher. There are no guarantees that candidates will be placed in a geographic area of his/her choice; specific schools within each geographic area will not necessarily be available. It is not uncommon for a student teacher to drive from 45-60 minutes to reach their assigned placement for student teaching. Student teachers without cars must provide the name(s) of other student teachers who will have a car and who will provide transportation. Student teachers sharing rides must then request they be placed together.

Additional Application Materials

A number of school districts are requiring additional materials before placements can be made. You will need to attach your current resume with your application. It is also suggested that you have your fingerprints and have at least two letters of recommendation ready for submission. Center Coordinators will contact you if there is a need for your additional materials.

Practicum Teachers and Student Teaching

It is possible for candidates to be placed for student teaching with the teacher with whom they did one of their SUNY Cortland practicum experiences. We will only consider requests if you have completed a practicum experience with the teacher. If you wish to be placed with one of your practicum host teachers, please complete a Request Form and submit it to the Childhood/ Early Childhood Department. Candidates cannot arrange their own placements. The CECE department will begin the placement procedure with the cooperating teacher and school principal. No guarantees will be made. Candidates are prohibited from contacting the cooperating teacher/administrator to arrange placements.

Student Teaching Induction

Information regarding student teaching assignments and requirements will be discussed at an Induction meeting at the end of each semester.

Receiving Student Teaching Placements and Supervisor Assignments

Specific information regarding placements and supervisors will be emailed at the end of each semester when available. Some centers (L.I., Westchester, and NYC) should expect to hear at a later date. Please do not call the CECE department office or Field Experience & School Partnerships (FESP) office to request placement information.

Applying for Graduation

The degree conferral application is a required step where a student notifies the College that they intend to graduate. Students should meet with their advisors to verify eligibility prior to the conferral term. All students will apply for the degree using the online application.

To graduate, you must apply for your degree regardless of participation in the Commencement ceremony. Visit the [Student Registration and Record Services](#) website to review the application timelines. Degree application is accomplished through myRedDragon. After logging in to myRedDragon, do the following:

1. Select the "Student" tab and go to the Registrar channel.
2. Under "Degree and Conferral Information," select Undergraduate Degree Application. You must apply by the stated deadline to ensure that your name will appear in the printed program.
3. At prompt for Commencement participation, indicate whether you plan to attend a Commencement ceremony.

To be eligible to walk in the Commencement ceremony, students must be graduating within the current academic year. If a student can demonstrate that the only remaining requirements to be completed are student teaching, internship, fieldwork, study abroad, or another academic requirement that is not completed on or near the Cortland campus, they may petition to walk in the Spring Commencement Ceremony.

For more information about Commencement, [please visit this link](#).

Licensure & Certification

TEACH Account

A TEACH account is a digital platform offered via New York State and it serves as a hub for certification. The TEACH system not only houses information related to your certificate(s), but is also where you will apply for all your certificates. This system **is not** associated with SUNY Cortland.

Your TEACH account is tied to your social security number. Therefore, **you should only have one account.** However, sometimes technical glitches happen. If you think you have created an account, do not try to create another. Email teachhelp@nysed.gov with any technical concerns, including requests to merge duplicate accounts. Make sure emails include the last 4 digits of your social security number, date of birth and name as it appears in TEACH. If you have not created

your TEACH account and need to do so, visit the NYSED Office of Teaching Initiatives TEACH Online Services page.

Information on certifications, fingerprints, test scores and more will be under "Account Information" in TEACH. You will not be mailed a document or notified that your certificate has been issued. This information will be noted in TEACH. To check the status of your TEACH account and any applications, visit the NYSED Office of Teaching Initiatives website that offers instructions on checking your account.

Creating a TEACH Account

Follow the step-by-step directions on the TEACH website to create your TEACH account. Please note that the TEACH website is compatable with Google Chrome and Internet Explorer 11, and you are recommended to use one of these browsers when creating your account. If you encounter any difficulties, Career Services can assist in creating your TEACH account.

1. Confirm that you have not previously set up a TEACH account. It is important that only 1 account exists for you.
2. *NOTES:*
   a. Use the same name (middle initial or no middle initial, etc.) that you use on all documents related to teacher certification: academic transcripts, workshops, fingerprinting, etc.
   b. Do not use your Cortland email address on TEACH. Use an email address that you will continue to use in your professional life (e.g., Gmail, Yahoo, Hotmail).
3. Follow the prompts all the way until you are asked to enter your social security number. (Be sure you enter the correct social security number)
4. You are finished setting up your TEACH account when you come to the home page with the following categories: PROFILE LINKS, INQUIRY LINKS, ONLINE APPLICATION, PAYMENT LINKS.
5. Under PROFILE LINKS, select "Update/Add Education, Employment, and Personal Information."
6. Click on "Edit Education" and add your program at SUNY Cortland.

TEACH Account Help

If you need assistance, contact Career Services at 607-753-4715 or stop by their office located in Van Hoesen Hall, Room B-5.

You can find "program codes" to apply through TEACH in the TEACH Account Program Codes Lookup Tool. Questions related to institutional recommendation should be directed to Student Registration and Record Services at 607-753-4702.

For any other inquiries, contact the TEACH Account Help Desk (518-486-6041).

Fingerprinting

Childhood/Early Childhood Education Department: Advisement Handbook

SUNY Cortland requires that all students enrolled in a teacher certification program be fingerprinted at least one semester before their first anticipated field experience. Students who are not fingerprinted at least one semester before their first anticipated field experience may not have access to schools with fingerprinting policies in place. Follow these instructions for completing the required fingerprinting.

Please note: You should set up a TEACH account before you get fingerprinted so that your fingerprints can be automatically uploaded to your TEACH account. If you do not set up a TEACH account within **90 days** of being fingerprinted, your fingerprints will expire and you will need to be fingerprinted again.
If you have been fingerprinted through the New York State Department of Education (you would have paid a fee), then you do not have to be fingerprinted again. If you have been fingerprinted through any other system, you will most likely need to be fingerprinted again. To verify your fingerprinting clearance, please follow the below steps:

1. Log in to your TEACH Account (it may require you to confirm email).
2. On the TEACH home page, click on "Inquiry Links" and then "Account Information"
3. Select Fingerprinting from the menu at the right-hand side of the screen
4. Scroll down to "Fingerprint Information"
5. Look for this wording: "Your DCJS and FBI results have been received." This means your fingerprints were processed. (Ignore: No Data Found).

If you have questions about fingerprints, contact IdentoGo 877-472-6915.

Types of Certification

New York State offers a variety of certificates as well as a number of "Pathways" to become a certified teacher in New York. Please visit the New York State Education Department website to learn what types of certification are available or search for certification requirements.

Applying for Initial Certification

Undergraduate and graduate students completing a teacher certification program (i.e., ECD, ECI) in our department will generally apply for an initial certificate.

Initial certification requirements:
- Complete the Child Abuse Recognition (CARR) workshop
- Complete the Safe Schools Against Violence (SAVE) workshop
- Complete Dignity for All Students Act (DASA) workshop
- Complete your degree in an approved teacher preparation program.
- Complete the TEACH Authorization Form.
- Pass all required New York State Teacher Certification Exams - additional information below
- Check your TEACH account to see if your fingerprints on file. Under the Account Information tab in your Teach Account, click on Fingerprinting.
- Make sure your personal and academic information is up to date in TEACH.
- Obtain your program code. You may be prompted for this during the application process.

Once you have completed the list above, follow these steps to applying for your first initial certificate:

Login to TEACH and click "Apply for Certificate." You can only apply for one certificate at a time.

Go through the drop downs; you will select "Classroom Teacher".

If you are in a program leading to dual certifications (i.e., early childhood (B-2) and childhood (1-6), you will need to apply for each certification separately.

Select the drop downs related to your certification area, then the last option will be "Initial Certificate."

Enter the program code if prompted.

Continue through and pay $50.

You can check your application information in TEACH under "Account Information" "Certificates." This is also where you will see the certificate(s) that have been issued to you. You will not receive notification that you have been certified or any certificates or notifications in the mail.

If you are still waiting for your certification after a month or two and you followed all directions, please contact Career Services.

For those in programs leading to dual certifications (or adding on an additional initial certificate from the Master's), you will apply for the second initial certificate through the same process. However, the pathway should be "Approved Teacher Preparation Program — Additional Certificate." You can check if the pathway is correct in TEACH under "Account Information" "Certificates" after you apply. If it does not say this, email NYSED to change the pathway at tcert@nysed.gov with the last 4 of your social security number, date of birth and name as it matches TEACH.

For most applicants applying or completing all requirements, these tests are required:

- EAS — Educating All Students: Designed for teachers and school building leaders to ensure they understand how to address the learning needs of diverse student populations. The scoring ranges from 400-600 and currently 500 is the passing score (currently lowered from 520). This test is taken at a Pearson testing site (either within or outside of NYS).
- CST — Content Specialty Test(s): Are aligned with the NYS Learning Standards, including the Common Core and designed to assess knowledge in content area of certification.
    - ⊄ For the dual certification *Early Childhood/Childhood Education (ECD)* program, you will need to take multiple exams:
        - ▢ Multi-Subject: Teachers of Early Childhood (Birth–Grade 2)
        - ▢ Multi-Subject: Teachers of Childhood (Grade 1–Grade 6)
    - ⊄ For the dual certification *Inclusive Early Childhood Education (ECI)* program, you will need to take multiple exams:
        - ▢ Multi-Subject: Teachers of Early Childhood (Birth–Grade 2)
        - ▢ Students with Disabilities CST

Note: Pearson VUE operates testing centers throughout New York State and the U.S., including a testing center that is typically available on the SUNY Cortland campus during the academic

year. To learn more about SUNY Cortland testing dates, visit the [SUNY Cortland Memorial Library Testing Center Webpage](#).

Frequently Asked Questions

Do I need to finish all of my certification exams to graduate?
No. You do not need to finish certification exams to graduate, but you must pass all of them to become certified.

How does the New York State Education Department know that I have completed my degree program?

Once you have completed and submitted the [TEACH Authorization Form](#), have completed your registered degree program, and have been awarded your degree, SUNY Cortland will recommend you to the New York State Education Department for your teaching certificate.

How do I apply for my certificate?
You must apply for your certificate online through the [TEACH website](#).

How/When will I receive my certificate?
Certifications that are time limited, such as initial certificates, will no longer be mailed to applicants. You will need to check your TEACH account to find that you have become certified.

What happens if I don't pass an NYSCTE test?
In most cases, applicants must retake tests until they pass. For information about the safety net options, visit the [Safety Net Page](#).

What are the requirements for professional certification?

- Earned Master's degree: Visit the [New York State Education Department website](#) for a complete list of appropriate master's degrees and to obtain additional information.
- Three years of paid, professional teaching experience.
- If you are teaching in a New York state public school, you must be mentored during your first year.
- Teaching experience must be in a teaching title (Teaching Assistant/Teacher's Aide experience will NOT count) in a public or approved nonpublic preschool or elementary, middle, or secondary school. Experience that is not full-time may be credited on a prorated basis.

Does substitute teaching count as paid professional experience?
Substitute teaching does count if you are a classroom teacher (one day counts for a day, and 180 days counts as one year). Substitute teaching must be in your certificate title. See [experience requirements](#) for more information (p. 21).

What do I need to do to teach in another state?
If you are interested in teaching in another state, you should first find out if the state has [interstate reciprocity](#) with New York State. If it does, you can teach in that state for a period of

time with your NYS certification while you finish whatever requirements they may have. To see what requirements different states have, please check out each state's certification requirements.

Who do I contact if I have certification questions?
If you have an expired certificate or if you have previous teaching experience and are unsure about which certificate pathway to use, please contact Career Services at 607-753-4715. Current certification information is available at the Office of Teaching Initiatives website.

If you have questions about specific requirements for your certification area, how to obtain additional certificates, certificate progression, testing, or any other certification issue, please e-mail Career Services or complete this Teacher Certification Questions Form.

COLLEGE & DEPARTMENT POLICIES

Teacher Education Candidacy and Self-Disclosure Statement
In order to maintain the high standards of professionalism required by SUNY Cortland, the NYS Education Department (NYSED), and our teacher education accreditation agency (CAEP), all Teacher Education Candidates must report any off-campus tickets, violations of the student code of conduct, violations of state/federal law, or academic integrity decisions to the associate dean within 5 business days. Likewise, students must report within 5 business days charges of any of the following: driving while intoxicated (DWI), drug possession, a crime against a child, or physical assault. You can contact your associate dean by calling 607-753-5431. Our Teacher Education Candidate Review Committee (TECRC) will review these violations and contact you. If you have any questions about this process, please contact the associate dean.

Intellectual Property Statement
All course materials including recordings and streams (including video lectures) will only be available to students registered for this class. All materials are the intellectual property of the instructor and they may not be shared or reproduced without the explicit, written consent of the faculty member. Further, students may not share these sessions or any other class content (PowerPoints, syllabus, assignments, etc.) with those not in the class or upload them to any other online or social media environment. Doing so would be a breach of the Code of Conduct, and, in some cases, be a violation of federal law under the Copyright Act.

Diversity Statement
SUNY Cortland is dedicated to the premise that every individual is important in a unique way and contributes to the overall quality of the institution. We define diversity broadly to include all aspects of human difference. The College is committed to inclusion, equity, and access and thus committed to creating and sustaining a climate that is equitable, respectful and free from prejudice for students, faculty and staff. We value diversity in the learning environment and know that it enhances our ability to inspire students to learn, lead and serve in a changing world. We are committed to promoting a diverse and inclusive campus through the recruitment and retention of faculty, staff and students. As a community, we hold important the democracy of ideas, tempered by a commitment to free speech and the standards of inquiry and debate. To this end, we are dedicated to developing and sustaining a learning environment where it is safe to explore our differences and celebrate the richness inherent in our pluralistic society. (College Handbook, Chapter 130)

Inclusive Learning Environment Statement
SUNY Cortland is committed to a diverse, equitable and inclusive environment. The course instructor honors this commitment and respects and values differences. All students enrolled in this course are expected to be considerate of others, promote a collaborative and supportive educational environment, and demonstrate respect for individuals with regard to ability or disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual orientation, socio-economic status or other aspects of identity. In an environment that fosters inclusion, students have the opportunity to bring their various identities into conversation as they find helpful, but are not expected to represent or speak for an entire group of people who share aspects of an identity. If you have any questions or concerns about this statement, contact the

Institutional Equity and Inclusion Office at 607-753-2263. (IEIO
http://www2.cortland.edu/about/diversity/)

Title IX Statement
Title IX, when combined with New York Human Rights Law and the New York Education Law
129-B, prohibits discrimination, harassment and violence based on sex, gender, gender
identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and
NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual
or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus
and community resources. Where the College has jurisdiction, it may investigate and take action
in accordance with College policy. If you or someone you know wishes to report 15
discrimination based on sex, gender, gender identity/expression, and/or sexual orientation, or
wishes to report sexual harassment, sexual violence, stalking or relationship violence, please
contact the Title IX Coordinator at 607-753-4550, or visit cortland.edu/titleix to learn about all
reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018.) (Title IX
www2.cortland.edu/titleix)

SUNY Cortland Student Code of Conduct
All SUNY Cortland students agree to abide by the Student Code of Conduct and other related
policies when they enroll at the College. Please be sure to check for updates annually. Students
are expected to follow the current policies at all times.

Academic Integrity
The College is an academic community which values academic integrity and takes seriously its
responsibility for upholding academic honesty. All members of the academic community have an
obligation to uphold high intellectual and ethical standards. For more information on academic
integrity and academic dishonesty, please refer to the College Handbook, the College Catalog
and the Code of Student Conduct and Related Policies or ask an instructor.

Plagiarism, whether by neglect or intention, injures the learner and the community of learners; it
is usually avoided by consistent and conscientious work habits. Violations will be handled
according to College policies published in the College Handbook, the College Catalog and the
Code of Student Conduct and Related Policies.

Inclusive Learning Environment Statement
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instructor honors this commitment and respects and values differences. All students enrolled in
this course are expected to be considerate of others, promote a collaborative and supportive
educational environment, and demonstrate respect for individuals with regard to ability or
disability, age, ethnicity, gender, gender identity/expression, race, religion, sex, sexual
orientation, socio-economic status or other aspects of identity. In an environment that fosters
inclusion, students have the opportunity to bring their various identities into conversation as they
find helpful, but are not expected to represent or speak for an entire group of people who share
aspects of an identity. If you have any questions or concerns about this statement, contact the
Institutional Equity and Inclusion Office at 607-753-2263.

Title IX Statement
Title IX, when combined with New York Human Rights Law and the New York Education Law 129-B, prohibits discrimination, harassment and violence based on sex, gender, gender identity/expression, and/or sexual orientation in the education setting. The federal Clery Act and NY Education Law 129-B provide certain rights and responsibilities after an incident of sexual or interpersonal violence. When a violation occurs, victims and survivors are eligible for campus and community resources. Where the College has jurisdiction, it may investigate and take action in accordance with College policy. If you or someone you know wishes to report discrimination based in sex, gender, gender identity/expression, and/or sexual orientation, or wishes to report sexual harassment, sexual violence, stalking or relationship violence, please contact the Title IX Coordinator at 607-753-4550, or visit www.cortland.edu/titleix to learn about all reporting options and resources. (Updated by SUNY Legal Feb. 1, 2018).

Students with Disabilities Support
As part of SUNY Cortland's commitment to a diverse, equitable, and inclusive environment, we strive to provide students with equal access to all courses. If you believe you will require accommodations in this course, please place a request with the Disability Resources Office at disability.resources@cortland.edu or call 607-753-2967. Please note that accommodations are generally not provided retroactively so timely contact with the Disability Resources Office is important. All students should consider meeting with their course instructor who may be helpful in other ways.

DEPARTMENT CONTACT INFORMATION

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School of Education Staff Contact Information
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Kimberly Rombach, Associate Dean
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607-753-5432 (Fax Number)

APPENDICES

Appendix A. Concentrations for Childhood/Early Childhood

Concentration	ECD Code	ECI Code
Social Science	SSCH	SSEI
Humanities	HUMT	HMEI
English Language Arts & Writing Studies	ELAC	ELEI
Mathematics	MTHC	MTEI
Environmental Studies	ENSC	ESEI
Urban Studies	UST	USEI

Social Science Concentration

Social Science Core (9 credits):
- Introduction to Psychology PSY 101 GE SS (3 credits)
- US History and Civic Engagement GE US (3 credits)
- World History and Global Awareness GE WH (3 credits) *Upper Level SOS Courses (12 credits)*

Upper-level Social Science Coursework (12 credits):

- Choose a minimum of 12 hours at 3xx or 4xx in ANT, ECO, GRY, HIS, POL, SOC, FSA 305, 326, 333, 347, 505; SOC 505

Additional Social Sciences Coursework (9 credits):

- ∉ Choose a minimum of 9 hours at any level (1xx, 2xx, 3xx, 4xx) in the following disciplines: ANT; HIS; POL; GRY; ECO; SOC; FSA 305, 326, 333, 347, 505; SOC 505

Humanities Concentration

Humanities Core (12 credits):
- Philosophy course from the following list: PHI 100, 135, 140, 201, 202, 203, 205, 235, 240, 270, 271, 272. (3 credits)
- Humanities GE HU (3 credits)
- Arts GE AR (3 credits)
- Additional Lower-level Humanities (3 credits): ATS 101, 102, 103, 104; 105, 106, 107, 111, 112, 113; ATH 120, 121, 122, 223; ENG 200, 202, 203, 204, 220, 221, 250, 252, 256, 257, 258, 260, 261, 262, 263, 278, 280; MUS 100, 101,111, 221, 222, 223; THT 100, 120, 161, 162

Upper-Level Humanities Coursework (12 credits):

- Choose a minimum of 12 hours at the 300 or 400 level in any of the following disciplines: ATH; ATT; ATS; ENG; MUS; PHI; PWR; THT; EDU 303; COM 436. (Note: Students should check to be sure they have prerequisites for upper level courses before attempting to register for them.)

Additional Humanities (6 credits): ATS 101, 102, 103, 104; 105, 106, 107, 111, 112, 113; ATH 120, 121, 122, 223; ENG 200, 202, 203, 204, 220, 221, 250, 252, 256, 257, 258, 260, 261, 262, 263, 278, 280; MUS 100, 101,111, 221, 222, 223; THT 100, 120, 161, 162; EDU 303; COM 436

English Language Arts and Writing Studies Concentration

English Language Arts and Writing Studies Core (15 credits)

- Writing Studies I CPN 100 (3 credits)
- Writing Studies II CPN 101 (3 credits)
- Professional Writing: PWR 210, PWR 212, PWR 213, PWR 295 (3 credits)
- Introductory English: ENG 200, ENG 202, ENG 203, ENG 204 (3 credits)
- Literature: ENG 210, ENG 229, ENG 252, ENG 254, ENG 256, ENG 257, ENG 258, ENG 260, ENG 261, ENG 268, ENG 269, ENG 278, ENG 280 (3 credits)

Upper-level ELA and Writing Studies Coursework (12 credits):

- Choose a minimum of 12 hours at the 300 or 400 level in any ENG or PWR courses

Additional ELA and Writing Studies Coursework (3 credits):

- Choose 3 additional credits at the 100 through 400 level in any ENG or PWR courses

Mathematics Studies Concentration

This Concentration has a prescribed sequence of coursework and 1 elective.

Lower-level Mathematics Coursework (12 credits):

- MAT 101 & MAT 102 GE MA (6 credits)
- MAT 121: Calc A (3 credits)
- MAT 122: Calc B (3credits)

Upper-level Mathematics Coursework (18 credits):

- MAT 201: Statistical Methods (3 credits)
- MAT 224: Mathematical Reasoning and Proof (3 credits)
- MAT 272: Linear Algebra (3 credits)

- MAT 375: Geometry (3 credits)
- MAT 480: History of Mathematics (3 credits)
- MAT 3xx/4xx: Elective choose MAT any course 300 or above (3 credits)

Environmental Studies Concentration

Environmental Studies Core (10 credits):
- EST 100 (3 credits)
- SCI 141 GE NS (4 credits)
- SCI 142 GE NS (3 credits)

Natural Science Courses
- Select two courses from the following: BIO 110, 111, 201, 202, 307, 310, 315, 321, 405, 411, 412, CHE 121, 122, 125, 227, 228, 278, EDU/EST 548, GLY 160, 171, 172, 261, 262, 371, 397, GRY 324, PHY 105, 106, 150, 405, SCI 180, 304

Social Science Courses
- Select two courses from the following: ANT 300, ECO 105, 335, FSA 333, GRY 301, 315, 328, 370, 425, 470, 481, 520, 524, PHI 135, 320, POL 242, 308, 342, REC 310, 402, 415, 462, 469, 476, SOC 340

EST Electives
- Select 8 additional credit hours from the Natural Sciences or the Social Sciences categories as listed above.

Urban Studies Concentration

Required Core (9 credits)
- Select either FSA 100 OR FSA 101.
- Select FSA 103.
- Select either ANT 102 OR GRY 120 OR SOC 150.

Lower-Level Urban Studies Coursework (9 total credits):

Select 9 credits (3 courses) from the following list:
- AAS 100, 110, 120, 170, 231, 251, 270, 292; ANT 230; ENG 252, 254; FSA 250; GRY 221; HLH 201; ICC 201; PHI 140; POL 110.

Upper-Level Urban Studies Coursework (12 minimum total credits):

Select 12 credits (4 courses) from the following list:
- AAS: 361, 376, 396, 397, 470, 581 (3 credits)

- *ANT: 300, 410* (3 credits)
- *COM: 410, 432* (3 credits)
- *ECO: 326, 392* (3 credits)
- *ENG: 421, 425, 475* (3 credits)
- *FSA: 305, 333, 347, 505, 525* (3 credits)
- *GRY: 370, 450, 481* (3 credits)
- *HIS: 422* (3 credits)
- *SOC: 352, 382, 430, 451, 461, 487* (3 credits)

Appendix B. Sample Degree Plans - Early Childhood/Childhood Major (ECD)

ECD Degree with a Humanities Concentration (HUMT)
Courses listed in blue text require a C or better

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
MAT 101 (GE MA)	MAT 102 (GE MA)	GE US	EDU 270
SCI 142 (GE NS)	SCI 141 (GE NS)	GE HU	EDU 334
FSA 103 (GE DI)	PSY 231	GE AR	HUM 3XX/4XX
CPN 100/102 (GE WC)	CPN 101/103	PHI 1XX	HUM 3XX/4XX
PSY 101 (GE SS)	GE WH	HUM 1XX	HUM 1XX-4XX
COR 101		Language 101 (GE WL)	Language 102
16 credits	16 credits	18 credits	18 credits
SEMESTER 5	**SEMESTER 6**	**SEMESTER 7**	**SEMESTER 8**
EDU 331	EDU 340	EDU 373	EDU 490
EDU 333	EDU 315 (GE CP)	EDU 374	EDU 491
SPE 270	LIT 371	EDU 375	EDU 492
ESL 406	HUM 1XX-4XX	EDU 481	
HUM 3XX/4XX	HUM 3XX/4XX	LIT 372	
HLH 199			
PED 245			
18 credits	15 credits	15 credits	13 credits

_____ DASA _____ New York State Teacher Certification Exam: Educating All Students Test (EAS)
_____ CAR _____ Content Specialty Test (CST) - Teachers of Early Childhood (Birth-Grade 2)
_____ SAV _____ Content Specialty Test (CST) - Multi-Subject: Teachers of Childhood (Grade 1–Grade 6)

Appendix C. Sample Degree Plans - Inclusive Early Childhood Major (ECI)

ECI Degree with a Humanities Concentration (HMEI)
Courses listed in blue text require a C or better

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
MAT 101 (GE MA)	MAT 102 (GE MA)	GE US	**EDU 270**
SCI 142 (GE NS)	SCI 141 (GE NS)	GE HU	**EDU 334**
FSA 103 (GE DI)	PSY 231	GE AR	HUM 3XX/4XX
CPN 100/102 (GE WC)	CPN 101/103	PHI 1XX	HUM 3XX/4XX
PSY 101 (GE SS)	GE WH	HUM 1XX	HUM 1XX-4XX
COR 101		Language 101 (GE WL)	Language 102
16 credits	16 credits	18 credits	18 credits
SEMESTER 5	**SEMESTER 6**	**SEMESTER 7**	**SEMESTER 8**
EDU 331	*Spring only*	**EDU 340**	**ECE 490**
FSA 340	**EDU 330**	**EDU 315** (GE CP)	**ECE 491**
SPE 270	**EDU 432**	**LIT 371**	**ECE 492**
EDU 482 *Fall only*	**EDU 438**	HUM 1XX-4XX	
HUM 3XX/4XX	**FSA 479**	HUM 3XX/4XX	
HLH 199	**EDU 481**		
PED 245			
18 credits	15 credits	15 credits	13 credits

	DASA		New York State Teacher Certification Exam: Educating All Students Test (EAS)
_____	CAR	_____	Content Specialty Test (CST) - Teachers of Early Childhood (Birth-Grade 2)
_____	SAV	_____	Content Specialty Test (CST) - Students with Disabilities or Safety Net

Appendix D. Important Links & Forms

Application to the Program
Teacher Education Application
Change of Major/Minor/Concentration

Field Experiences
Teacher Candidate Data Sheet

Student Teaching
Student Teaching Handbook

Course & GPA Related Forms
Course Withdrawal
Credit Overload Permission
GPA Repair Kit
GPA Repair Kit with Retake
Medical Leave of Absence/Withdrawal
Non-medical Leave of Absence
Non-medical Withdrawal from College
Personal Data Change (Address, Name, Gender Identity)
Time Conflict Petition
Undergraduate Transfer Course Credit Petition