

SOCIAL STUDIES EDUCATION (7–12, 5–6 EXTENSION, B.S.)

Bachelor of Science Program

Program Code: BS-AS
Major Code: SSX

History and Social Studies Education Department

Cassety Hall 302
(716) 878-5412
history.buffalostate.edu/ (<http://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.

The social studies secondary education program prepares students to meet the educational requirements leading to New York State Initial Certification in Adolescence Education required to teach social studies in grades 7–12, with an extension for middle childhood that qualifies the holder to teach social studies in grades 5–9. The program supplies a knowledge base that provides the background knowledge necessary for teachers to implement the NYS Learning Standards for students in grades 5–12.

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

Admission Requirements

Applicants must have a minimum cumulative GPA of 3.0, a minimum GPA of 3.0 in all history and social science courses.

Prerequisites for Student Teaching: See prerequisites for SSE 409 (<http://catalog.buffalostate.edu/undergraduate/sse-409.htm>) and SSE 410 (<http://catalog.buffalostate.edu/undergraduate/sse-410.htm>).

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 33 credit hours of study in the history and geography of the United States and the world.

All program majors are required to complete a minimum of 150 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 (<http://catalog.buffalostate.edu/undergraduate/sse-200.htm>), SSE 303 (<http://catalog.buffalostate.edu/undergraduate/sse-303.htm>), and SSE 309 (<http://catalog.buffalostate.edu/undergraduate/sse-309.htm>). Another course, SSE/HIS 488 (<http://catalog.buffalostate.edu/undergraduate/his-488.htm>), will be used by students to complete the additional 50 clock hours in field experience required for the grades 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.

To student teach, students are required to be in the major and have a minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in the social studies major, as well as obtain a minimum grade of C in SSE 303 (<http://catalog.buffalostate.edu/undergraduate/sse-303.htm>) and SSE 309 (<http://catalog.buffalostate.edu/undergraduate/sse-309.htm>). All majors meeting these requirements must enroll in two practicum courses following successful 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.

Program Requirements

Code	Title	Credit Hours
General Education 23 Requirements (http://ecatalog.buffalostate.edu/undergraduate/collegewide-degree-requirements-baccalaureate-degrees/#IF_Courses)		
33 credit hours	¹	33

Social Sciences Major Requirements (42 credit hours)

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 from 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 (15 credit hours)

HIS 230	WORLD CIVILIZATIONS I	3
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Two upper-division electives (any Asian, African, or Middle-Eastern world history courses). 6

Select two from the following: 6

HIS 115	FOUNDATIONS OF WESTERN CIVILIZATION	
HIS 116	EUROPE SINCE 1500	
HIS 117	TWENTIETH-CENTURY EUROPE	

Geography (3 credit hours)

GEG 300	WORLD REGIONAL GEOGRAPHY	3
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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	

Seminar (3 credit hours)

HIS 300	RESEARCH AND WRITING SEMINAR	3
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Professional Education Requirements (30 credit hours)

SPF 303	EDUCATIONAL PSYCHOLOGY: MIDDLE AND SECONDARY EDUCATION	3
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EDU 416	TEACHING LITERACY IN MIDDLE AND SECONDARY SCHOOLS	3
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ENG 309	TEACHING AND EVALUATING WRITING	3
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or EDU 417 ADOLESCENT LITERACY

EXE 100	NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS	3
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or EXE 372 FOUNDATIONS OF TEACHING ADOLESCENTS WITH DISABILITIES

PSY 357	ADOLESCENT AND YOUNG ADULT DEVELOPMENT	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	HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF SOCIAL EDUCATION	3
or SSE/HIS 407	THE TEACHING OF HISTORY	

Field Experience and 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	3

One Year (or Equivalent) of a Foreign Language (0 credit hours)

Total Credit Hours 120

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Program majors should enroll in an introductory psychology course, such as PSY 101, to satisfy their General Education requirements. It is recommended that majors take history courses to meet their U.S. History & Civic Engagement and World History & Global Awareness requirements. (Note: No more than two courses from the primary major can count in the General Education program).

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.