

*Buffalo State College*  
**Elementary Education and Reading Department**  
**Master of Science in Education: Childhood & Early Childhood Curriculum and Instruction**  
**(CUR)**

APPLICATION INFORMATION

*The Elementary Education and Reading Department offers this Master of Science in Education program leading to eligibility for professional certification in Early Childhood and/or Childhood Education, for those already holding New York State Initial Certification in the respective area(s).*

Applicants must:

1. Have a degree from an accredited college or university.
2. Have a minimum cumulative GPA of 2.5 (4.0 scale) Submit a copy of New York State Initial Certification in Childhood and/or Early Childhood or New York State Certificate of Qualification or Provisional Certification in Elementary Education at the time of application. If you are a recent graduate or just completing your undergraduate program at the time of application, write in the date certification is expected on the application. You must submit a copy of your teaching certificate to the Elementary Education and Reading Department by the time you apply for candidacy (after completing 6 credits and before the completion of 12 credits).
3. Complete a word-processed statement addressing the following:
  - a) Your professional goals for the specific program to which you are applying. If you know what concentration you will completing, please state your reasoning for completing this concentration.
  - b) Your related professional experiences.

Your statement will be evaluated according to the following criteria:

- a) Organization
- b) Conventions of language
- c) Content

NOTE: Please sign and date your statement.

4. Submit three letters of reference on **special department forms** that attest to the applicant's performance or potential as a teacher (included in application packet). Please note that two references must be from college professors/instructors.

Applicants will be judged on demonstrated academic records; the strength of recommendations; and the quality of the candidate's statement of professional interests, goals and relevant personal experiences. Because of the high volume of applications received, not all qualified applications may be admitted.

**Further information about this program is available from:**

Dr. Ellen S. Friedland, Assistant Chair ---Graduate Programs

Phone: 878-5617

E-mail: [friedles@buffalostate.edu](mailto:friedles@buffalostate.edu)

Application Deadline Dates

**Early application deadlines:** Application, transcripts, and all supplemental materials are due by September 1 (for spring admission); February 1 (for summer admission); and April 1 (for fall admission). Applicants are strongly encouraged to apply early to ensure the processing of their application materials.

**Official application deadlines:** Application, transcripts, and all supplemental materials are due by October 1 (for spring admission); March 1 (for summer admission); and May 1 (for fall admission).

*All documentation needs to be submitted by the application deadline in order to process your application.*

Please return your completed application and all supplemental materials to the Graduate School Office, GC 204.

*Buffalo State College*  
**Elementary Education and Reading Department**  
**Master of Science in Education: Childhood & Early Childhood Curriculum and Instruction**  
**(CUR) (for students admitted fall 2011 and after)**

**Program Requirements:**

**Required: (6 credits)**

EDU 501 Seminar for the Reflective Teacher (To be taken as a first course)

EDU 620 Teaching and Learning in Diverse Elementary Schools

**Content Courses: (12 credits) (Can be taken at any time in your program after or concurrent with EDU 501.)**

EDU 651 Theory, Research, and Practice in Mathematics Instruction or equivalent by advisement

EDU 671 Theory, Research, and Practice in Science Instruction or equivalent by advisement

EDU 546 (**Required**) Theory, Research, and Practice in English Language Arts Instruction

EDU 654 Theory, Research, and Practice in Social Studies Instruction or equivalent by advisement

**CONCENTRATION (9-12 credits):** Select one of the following concentrations. **(Can be taken at any time in your program after or concurrent with EDU 501).**

**A. Literacy**

**Choose two:**

**EDU 535** (Teaching Writing: B-12)

**EDU 609** (Literacy Instruction in the Upper Grades)

**EDU 611** (Literacy Instruction in the Primary Grades)

**EDU 612** (Developing Literacy Through Literature)

**Required: EDU 613** (Assessment of English Language Arts for the Classroom Teacher) (**prerequisites EDU 546 and one other literacy course**)

**B. Early Childhood**

**Choose one:**

**EDU 528** (Families and Early Childhood Programs)

**EDU 611** (Literacy Instruction in the Primary Grades)

**Required: EDU 543** (Curriculum for the Young Child)

**EDU 626** (Integrating the Content Areas in the Teaching of Young Children) (**prerequisite EDU 543**)

**C. Gifted/Talented**

**Required: EDU/CRS 509** (The Gifted Individual)

**CRS 559** (Principles in Creative Problem Solving)

**CRS/EDU 621** (Curriculum Development in Gifted, Talented and Creative Education) (**prerequisite CRS/EDU 509**)

**EDU 619** (Practicum in Gifted, Talented and Creative Education) (**prerequisites CRS/EDU 509,**

**CRS 559, CRS/EDU 621**) (If you select this concentration and complete the other NYSED requirements for Gifted and Talented certification, Buffalo State will recommend you for certification.)

**D. Educational Technology**

**Required: EDU 672** (Advanced Educational Technology for K-6 Classrooms)

**Choose two:**

**EDC 500** (Microcomputer Systems)

**EDC 604** (Authoring for Educators) (**prerequisite EDU 672**)

**EDC 614** (Educational Graphics & Animation) (**prerequisite EDU 672**)

**E. Educational Leadership**

**Required: EDF 689** (Methods and Techniques of Educational Research)

**EDL 552** (Public School Law)

**Choose one:**

**EDU 670** (Principles of Curriculum Design)

**EDL 607** (Site-based Leadership).

***Elective—Select one from the list (3 credits). (Prerequisites may be required for some of the following courses).  
Other courses may be accepted through advisement only***

CRS/EDL 559 Principles in Creative Problem Solving

EDC 500 Microcomputer Systems  
EDC 601 Instructional Technologies  
EDC 604 Authoring for Educators  
EDC 606 Internet for Educators

EDF 503 Educational Psychology  
EDF 528 Human Relations  
EDF 611 Evaluation in Education  
EDF 689 Methods and Techniques of Educational Research

EDL 552 Public School Law  
EDL 652 Special Education Law  
EDL 607 Site-based Leadership

EDU/CRS 509 The Gifted Individual  
EDU 513 Survey of Reading Instruction  
EDU 528 Families and Early Childhood Programs  
EDU/EDL 534 Holistic Curriculum  
EDU 535 Teaching Writing: B-12  
EDU 574 Elementary School Curriculum  
EDU/EXE 577 Teaching Individuals with Exceptionalities in the Regular Classroom  
EDU 609 Literacy Instruction in the Upper Grades  
EDU 611 Literacy Instruction in the Primary Grades  
EDU 612 Developing Literacy Through Literature  
EDU 613 Assessment of English Language Arts for the Classroom Teacher (*Prerequisite: EDU 513 and one other graduate literacy class*)  
EDU 640 Conflict Resolution and Peaceable Schools  
EDU 654 Theory, Research, and Practice in Social Studies Instruction  
EDU 670 Principles of Curriculum Design  
EDU 672 Advanced Educational Technology for K-6 Classrooms

EXE 500 Individuals with Special Needs (*Cannot be taken by Buffalo State graduates*)

HIS 500 Studies in American History  
SSE 605 Topics for In-Service Education

**Required: EDU 690 Master's Project -- (3)**

**TOTAL: 33-36 credits**

*Elementary Education and Reading Department  
Master's Programs  
Please read each option carefully so you know what program is best for you.*

1. **If you are you completing a program leading to Initial Certification in Childhood and Early Childhood (combined), you may apply to:**
  - **Childhood & Early Childhood: Curriculum and Instruction (CUR)** No new certifications are earned through this program. You will be eligible for professional certification in your initial certification area(s).
  - **Literacy Specialist, Birth - Grade 12 (LBT) (no fall admissions)** You will be eligible for professional certification in literacy, Birth - Grade 12 and in your prior certification area(s).
  
2. **If you are you completing a program leading to Initial Certification in Childhood, you may apply to:**
  - **Childhood & Early Childhood: Curriculum and Instruction (CUR)** No new certifications are earned through this program. You will be eligible for professional certification in your initial certification area(s). (Note that if you want to add Early Childhood certification, this is the program you should enter. You will be able to take early childhood courses and then apply for Early Childhood certification through BOCES or NYSED.)
  - **Literacy Specialist, Birth - Grade 12 (LBT) (no fall admissions)** You will be eligible for professional certification in literacy, Birth - Grade 12 and in your prior certification area(s).
  
3. **If you are you completing a program leading to Initial Certification in Early Childhood, you may apply to:**
  - **Childhood & Early Childhood: Curriculum and Instruction (CUR)** No new certifications are earned through this program. You will be eligible for professional certification in your initial certification area(s). (Note that if you want to add Childhood certification, this is the program you should enter. You will be able to take childhood courses and you can then apply for Childhood certification through BOCES or NYSED.)
  - **Literacy Specialist, Birth - Grade 12 (LBT) (no fall admissions)** You will be eligible for professional certification in literacy, Birth - Grade 12 and in your prior certification area(s).
  
4. **If you are you completing a program leading to Initial Certification in a secondary subject area, special education, art education, physical education, or other educational area, you may apply to:**
  - **Literacy Specialist, Birth - Grade 12 (LBT) (no fall admissions)** You will be eligible for professional certification in Literacy, Birth - Grade 12 and in your prior certification area(s).
  
5. If you are completing a bachelor's degree program that **does not lead to teacher certification**, you may qualify for the:
  - **Childhood & Early Childhood: Master's Including Initial Teacher Certification (CEC)**

**Application deadlines:**

***Childhood & Early Childhood: Curriculum and Instruction (CUR) and Childhood & Early Childhood Education: Master's Including Initial Teacher Certification (CEC):***

**Early application deadlines:** Application, transcripts, and all supplemental materials are due by September 1 (for spring admission); February 1 (for summer admission); and April 1 (for fall admission). Applicants are strongly encouraged to apply early to ensure the processing of their application materials.

**Official application deadlines:** Application, transcripts, and all supplemental materials are due by October 1 (for spring admission); March 1 (for summer admission); and May 1 (for fall admission).

***Literacy Specialist (LBT):***

**Early application deadlines:** Application, transcripts, and all supplemental materials are due by September 1 (for spring admission) and February 1 (for summer admission). Applicants are strongly encouraged to apply early to ensure the processing of their application materials.

**Official application deadlines:** Application, transcripts, and all supplemental materials are due by October 1 (for spring admission) and March 1 (for summer admission).

*Department of Elementary Education & Reading*  
**Graduate Programs**  
**(CUR, CEC)**

Reference from College Professor/Instructor

**Candidates, Please Note:** Please return the completed reference form to the Graduate School Office (GC 204) with all application materials. Reference forms received separately will be returned to the referrer or the applicant.

**Reference, Please Note:** Return this form **to the candidate** in a sealed and signed envelope.

**Applicant's Name:** \_\_\_\_\_

How long and in what capacity have you known the applicant?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the applicant in the following areas:

<i>Rating</i>	<i>Below Average</i>	<i>Average</i>	<i>Good</i>	<i>Outstanding</i>	<i>Unknown</i>
Intellectual ability					
Breadth of general knowledge					
Ability in expressive communication					
Ability in written expression					
Ability to work with people					
Potential as a graduate student					
Potential as a teacher (CEC only)					

**Please comment on the academic, leadership, and/or community service strengths of the applicant. Include an additional sheet if necessary.**

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Title/Position \_\_\_\_\_

Name of School/Business \_\_\_\_\_

Address \_\_\_\_\_

Department of Elementary Education & Reading  
**Graduate Programs**  
 (CUR, CEC)

Reference from College Professor/Instructor

**Candidates, Please Note:** Please return the completed reference form to the Graduate School Office (GC 204) with all application materials. Reference forms received separately will be returned to the referrer or the applicant.

**Reference, Please Note:** Return this form **to the candidate** in a sealed and signed envelope.

**Applicant's Name:** \_\_\_\_\_

How long and in what capacity have you known the applicant?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the applicant in the following areas:

<i>Rating</i>	<i>Below Average</i>	<i>Average</i>	<i>Good</i>	<i>Outstanding</i>	<i>Unknown</i>
Intellectual ability					
Breadth of general knowledge					
Ability in expressive communication					
Ability in written expression					
Ability to work with people					
Potential as a graduate student					
Potential as a teacher (CEC only)					

**Please comment on the academic, leadership, and/or community service strengths of the applicant. Include an additional sheet if necessary.**

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Title/Position \_\_\_\_\_

Name of School/Business \_\_\_\_\_

Address \_\_\_\_\_

*Department of Elementary Education & Reading*  
**Graduate Programs**  
**(CUR, CEC)**

Reference Form

**Candidates, Please Note:** References should be **professional in nature** whenever possible. Preferred sources are: principal or other school supervisor, cooperating teacher from student teaching, or work supervisor in non-school employment. Please return the completed reference form to the Graduate School Office (GC 204) with all application materials. Reference forms received separately will be returned to the referrer or the applicant.

**Reference, Please Note:** Return this form **to the candidate** in a sealed and signed envelope.

**Applicant's Name:** \_\_\_\_\_

How long and in what capacity have you known the applicant?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please rate the applicant in the following areas:

<i>Rating</i>	<i>Below Average</i>	<i>Average</i>	<i>Good</i>	<i>Outstanding</i>	<i>Unknown</i>
Intellectual ability					
Breadth of general knowledge					
Ability in expressive communication					
Ability in written expression					
Ability to work with people					
Potential as a graduate student					
Potential as a teacher (CEC only)					

**Please comment on the academic, leadership, and/or community service strengths of the applicant. Include an additional sheet if necessary.**

Name \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_

Title/Position \_\_\_\_\_

Name of School/Business \_\_\_\_\_

Address \_\_\_\_\_

**To all graduate students applying to the Master's Including Initial Teacher Certification- Childhood & Early Childhood Education (MIITC) (CEC) in the Elementary Education and Reading Department: The Graduate Admissions Committee will use the following rubric to evaluate your application. Please be certain to carefully review the rubric prior to submitting your application. Please pay particular attention to the point distribution.**

Score	Points	4	3	2	1
_____/4	<b>GPA</b>	<b>3.49 – 4.0</b>	<b>3.01-3.48</b>	<b>2.76 - 3.0</b>	<b>2.5 – 2.75</b>
_____/4 x2	<b>Undergrad Transcript Review</b>	Consistently high grades in concentration and distribution courses	Grades are generally high in concentration and distribution courses	Inconsistent grades in concentration and distribution courses	Low grades concentration and distribution courses
_____/4 x 2	<b>3 - References 2 - College prof/instructor</b>	Letters strongly support applicant with outstanding positive comments on strengths and abilities to do graduate work and potential as a teacher	Letters support applicant with many positive comments about strengths and abilities to do graduate work and potential as a teacher	Average letters with mostly positive comments mentioning some comments about strengths and abilities to do graduate work and potential as a teacher	Below average letters of support. Indicators of weaknesses mentioned.
_____/4	<b>Organization of letter</b>	Overall the letter is very coherent. Written with excellent planning. Meaningful, clear transitions between paragraphs.	Overall the letter demonstrates good coherency. Written with good planning. Good transitions between paragraphs.	Overall the letter demonstrates some coherency. Written with some planning. Some attempt at transitions between paragraphs.	Overall the letter lacks coherency. Lacks indication of planning. Lacks transitions between paragraphs. Ideas disconnected and underdeveloped.
_____/4	<b>Mechanics</b>	<b>No</b> grammar, spelling or punctuation errors.	<b>One to three</b> grammar, spelling or punctuation errors.	<b>Four serious</b> grammar, spelling or punctuation errors.	<b>Five or more</b> grammar, spelling or punctuation errors.
_____/4x2	<b>Content of Goals</b>	States several excellent professional goals and gives a clear rationale for why s/he wants to be a teacher	Mentions some professional goals and gives some rationale for why s/he wants to be a teacher	Mentions minimally professional goals and gives a limited rationale for why s/he wants to be a teacher	No/inappropriate mention of professional goals offering no rationale for why s/he wants to be a teacher
_____/4	<b>Relevant professional, teaching and life experiences</b>	Articulates <b>many</b> relevant professionally related experiences	Articulates <b>some</b> relevant professionally related experiences	<b>Minimally</b> articulates any relevant professionally related experiences	<b>Little or no</b> evidence articulated of professionally related experiences.
_____/40					