

ADOLESCENCE EDUCATION—SOCIAL STUDIES (SST)

Key Stages in the Program ~ Student Eligibility

1. All students who wish to earn teacher education degrees at SUNY Cortland must apply for formal admission to the appropriate program. Students wishing to enter the SST major must submit, by November 26:

- both a general college application (SUNY Cortland Teacher Education Program Undergraduate Application) and
- an SST Program application

For the SST Program, most students apply in the Fall Semester of their junior year (see below).

2. Eligibility to apply to the SST program requires:

- junior status (at or near 75 credits)
- the ability to take the senior Professional Sequence the following academic year—which involves 6 credits of coursework in fall and student teaching only in spring—and to graduate no later than the December after that. [Some students with junior status, including many transfers, may need to apply the following year]
- a minimum overall GPA of 2.5
- a minimum of 18 credit hours and a minimum 2.5 GPA in the social science major (History, Economics, etc.)

3. Eligibility to be admitted to the program requires:

- meeting all the credit and GPA criteria described above (determined at the end of the fall semester in which one applies)
- screening and satisfactory review of the professional and teaching dispositions criteria for all teacher education majors, which include issues such as academic integrity, judicial and criminal findings. The Field Placement Office Handbooks contain the “Teacher Candidate Dispositions.”*
- review of dispositions takes place at the program and college levels (the latter through the Teacher Education Council Review Committee).

4. Once you are admitted to the program, the “W” will be removed from your major code, allowing you to register for the next courses in the Professional Sequence. However, if during subsequent semesters your GPA drops below the requirements listed above, the “W” will be reapplied to your major code and you will be unable to register for the next course(s) in the Professional Sequence until you again meet the GPA requirements for admission. *Failure to meet professional and teaching dispositions criteria may also result in suspension or dismissal from the program.*

5. Eligibility to student teach, an experience available only in the spring semester of the student’s final full academic year, requires the completion of all specified coursework outlined in the College Catalog under “eligibility requirements for student teaching.” In addition, eligibility to student teach also requires:

- senior status (at or near 90 hours) and the ability to graduate by the end of the fall semester following student teaching.
- a minimum of 24 credit hours and a minimum GPA of 2.7 in the social science major
- a minimum overall GPA of 2.5
- a grade of C or better in AED 300 and 301
- a minimum of 100 hours of pre-student teaching field experience
- satisfactory review of all professional and teaching dispositions, as described above

The SUNY Cortland Pre-Student Teaching and Student Teaching Handbooks are available from the Field Placement Office or online at: http://www.cortland.edu/fieldplacement/pdfs/pre_student_handbook_05-06.pdf

SST Eligibility (blue).doc Revised September 24, 2008

Teacher Candidate Dispositions

SST Majors should be aware that their ability to enter and proceed in the program is contingent upon their displaying the dispositions expected of future teachers—at Cortland and in the broader community (including schools). Students seeking to enter or remain in the SST majors will be reviewed at both program and college levels if they have violations of the Student Code of Conduct, criminal offenses, or Academic Integrity.

At SUNY Cortland teacher education is framed by its central commitment to liberal learning, which subsumes the themes of personal responsibility, social justice, and global understanding. **Teacher candidates in all programs of study are expected to develop and reflect the dispositions that are delineated in professional, state, and institutional standards and that are implicit in these themes.** These dispositions are as follows:

Teaching Dispositions

- Has Knowledge of Content-Passion for Subject
- Is Well Prepared in the Arts and Sciences
- Believes that All Students Can Learn
- Maintains High Standards in the Classroom
- Demonstrates Fairness
- Creates a Safe and Nurturing Classroom Environment
- Uses Technology Effectively in the Classroom
- Addresses a Variety of Learning Styles
- Understands and Values Diversity
- Is a Reflective Teacher
- Values the Role of Assessment
- Communicates Effectively with All Stakeholders
- Appreciates the Inter-Connectedness of Disciplines

Professional Dispositions

- Honesty and Integrity
- Caring/Empathy for Others
- Work Ethic/Diligence
- Responsibility-Personal/Social
- Accountability
- Collegiality
- Dedication to Profession
- Leadership
- Change Agent
- Cooperation/Collaboration
- Respect/Value Education
- Professionalism
- Confidentiality