



**Exceptional Education Department
Undergraduate Student Handbook
Intellectual Foundations**

**Dual Certification Program
and
Premajor Program**



NCATE Approved Programs

**Exceptional Education Department
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Welcome to the Exceptional Education Department

The Exceptional Education Department welcomes your interest in becoming a teacher of students with and without disabilities. Today most classrooms throughout the United States include students with disabilities in the general education classroom therefore, it is imperative that teachers are prepared to teach all students in the mainstream environment.

The first teachers from the Exceptional Education Department at Buffalo State College graduated in 1953, when efforts to educate students with disabilities were relatively new. In 1975, the United States passed a law requiring that an education be provided to children with disabilities of all types. Since then, the need for teachers to serve students with disabilities has grown, and the role of the special educator has grown and evolved as well.

The Exceptional Education Department has a combined enrollment of over 500 students at the undergraduate and graduate levels. We also have a joint doctoral program in Special Education with the University at Buffalo which has been in operation since the late 1980s.

The skills, knowledge, and competencies identified in professional, accreditation, and state standards for special educators guide the foundation of our course offerings and our program development. The department insures that students who complete the Exceptional Education program meet the New York State Certification requirements.

Exceptional Education Department Mission

The mission of the Exceptional Education Department is to prepare teachers, scholars, and action researchers as exemplary leaders, and to advance the profession of Special Education through the science and art of teaching, learning, and collaborating. Our graduates will contribute to the community by serving the needs of persons with disabilities and by broadening the general populations' understanding and appreciation of individuals with disabilities.

School of Education Mission

The community of faculty and staff within the School of Education at Buffalo State College is committed to the intellectual, personal and professional growth of future and practicing professionals in the field of education. Transformative educational experiences frame our programs, engaging faculty, candidates and the learners they serve, schools, and industry and community partners to improve the quality of life for all. We work collaboratively to ensure that graduates become inspired, reflective practitioners who possess the knowledge, skills and dispositions to model and promote a lifelong passion for learning; recognize the value of diversity; learn to implement inclusive pedagogies that celebrate the abilities of all individuals; and embrace the rich cultural heritages of the communities they serve.

School of Education Core Values

Central to the mission of the School of Education at Buffalo State College are the following:

- An appreciation for the unique urban, rural, and suburban geographical and historical connections through which we steadfastly promote an understanding of the positive aspects and challenges for educators in these settings.
- A commitment to establish, promote and maintain reciprocal, positive collaborations with educational settings and communities.
- A dedication to education throughout the human lifespan as a shared experience among children, adults, parents, and caregivers within the community and educational settings.
- A commitment to nurture in ourselves and our candidates a life-long passion for learning and service to the community, country, and world.

Furthermore, the School of Education at Buffalo State College is committed to ensuring that our graduates have the proclivity to:

Meet rigorous institutional, professional, and accreditation standards, especially related to:

- Mastery of dynamic content
- Communicating effectively and professionally
- Understanding the reciprocal relationship between theory and practice
- Skill and innovation in applied pedagogy throughout the lifespan
- Inquiry-based and reflective practice
- Multiple literacies. (e.g. English, language arts, heritage language, numeracy, music, art, social studies, science, technology, and media studies)
- Effective collaboration

Develop the skills, knowledge, self-confidence, and attitudes that will empower them to transform the lives of those they teach. Their influence will be measured through these individuals becoming:

- Critical thinkers
- Creative problem solvers
- Knowledgeable about a wide range of issues and topics

- Lifelong learners
- Socially responsible

Demonstrate respect for the worth of all individuals and an appreciation for their cultural, linguistic, experiential, and developmental backgrounds.

Contribute to the creation of deliberative democratic dialogue and engage in intellectual discussion in the classroom, community, and in policy arenas at all levels.

Teacher Education Unit Candidates Dispositions

Dispositions are a demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning. All teacher education candidates are expected to demonstrate proficiency in the following dispositions:

1. Candidates and other school personnel exhibit behaviors that are consistent with the profession's mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.
2. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.
3. The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
4. The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children's learning of the discipline.
5. The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
6. The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.
7. The candidate values and appreciates the importance of all aspects of a child's experience.
8. The candidate is concerned about all aspects of a child's well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.
9. The candidate values the development of students' critical thinking, independent problem solving, and performance capabilities.
10. The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

11. The candidate values the use of educational technology in the teaching and learning process.
12. The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.
13. The candidate is a thoughtful and responsive listener.
14. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
15. The candidate appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence".
16. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
17. The candidate is committed to reflection, assessment and learning as an ongoing process.
18. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
19. The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.
20. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
21. The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
22. The candidate is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

Undergraduate Dual Certification Program in Special Education and Elementary Education (Childhood Grades 1-6)

We are pleased that you are interested in declaring a major in the Exceptional Education Department at Buffalo State College. The purpose of this handbook is to provide undergraduate students with information regarding the (a) major in Exceptional Education, (b) admission requirements and application to the major, (c) academic advisement, (d) required coursework. Students who major in Exceptional Education should be familiar with all the material in this handbook so that they can make appropriate decisions as they register for courses each semester.

Faculty members at Buffalo State College place a great emphasis on academic advisement. To derive the maximum benefit from their educational experience, students must seek advisement each semester and plan their academic programs very carefully in consultation with their advisors. It is each student's obligation and responsibility to be familiar with and complete the academic regulations of Buffalo State College as outlined in the undergraduate catalog and in this advisement handbook. Academic regulations can sometimes be confusing; students are encouraged to discuss questions or concerns about requirements or regulation with their advisors.

All students enrolled at Buffalo State College must meet the Intellectual Foundations (IF) requirement of 57-66 credit hours. Details about Intellectual Foundations can be found in the Undergraduate Catalog <http://www.buffalostate.edu/pdf/ugradcat/2007/ugradcatwhole.pdf> and on the Buffalo State Website at <http://www.buffalostate.edu/intellectualfoundations/x457.xml>. In addition, students majoring in Childhood Special Education complete coursework in Educational Foundations (9 credit hours), Childhood Education (24 credit hours), Exceptional Education (32 credit hours), an academic concentration (30 credit hours), and a distribution (24 credit hours), for a total of 119 credit hours in the *professional* sequence in addition to the IF requirement. Upon graduation, they are eligible for one diploma in Exceptional Education and the following two teaching certificates from the New York State Department of Education: Childhood Education and Childhood Special Education both grades 1-6.

Entrance Requirements

Students must provide evidence of potential for success to be admitted to the Exceptional Education Department.

Freshmen

Students who indicated an interest in the Exceptional Education major when applying to Buffalo State College as freshmen will be enrolled as an Exceptional Education premajor and be immediately assigned an advisor in the Exceptional Education Department. At the end of the semester, their records will be reviewed. They will be accepted as a major if they have met the following requirements:

1. Submission of an Exceptional Education Department application and a “Commit to Major” form (both can be obtained in KH 204)
2. Successful completion of 12 credit hours at Buffalo State College
3. Successful completion of CWP 101 and 102 (or enrollment in CWP 102 as designated by the Office of Admissions)
4. Earning at least two “C” grades in two Intellectual Foundations courses
5. Passing the math competency
6. Earning a cumulative GPA of 2.6

Once accepted as a major, they will immediately be assigned an advisor in the Exceptional Education Department. Students who have not met these requirements will remain as premajors and their records will be reviewed again at the end of the next semester. Students may remain premajors for up to three semesters. If after three semesters a student does not attain major status, he/she will be dropped from the program. Under no circumstances are Exceptional Education premajors allowed into courses designated *For Majors Only*. Please note that pre-major status does not guarantee subsequent admission to the major.

Transfer Students Accepted Directly into the Exceptional Education Department

Up to 30 qualified transfer students are directly accepted into the major. They must complete an Exceptional Education Department application form and select an academic concentration before being assigned to an advisor in the Exceptional Education Department.

Transfer Students not Directly Accepted into the Exceptional Education Department

Transfer students from other colleges who aren't accepted into the Exceptional Education Department directly by the Admissions Office will be accepted as Exceptional Education premajors and be immediately assigned an advisor in the Exceptional Education Department. At the end of the semester, their records will be reviewed. They will be accepted as a major if they have met the following requirements:

1. Submission of an Exceptional Education Department application and a “Commit to Major” form (both can be obtained in KH 204)
2. Successful completion of 12 credit hours at Buffalo State College
3. Successful completion of CWP 101 and 102 (or enrollment in CWP 102 as designated by the Office of Admissions)
4. Earning at least two “C” grades in two Intellectual Foundations courses
5. Passing the math competency
6. Earning a cumulative GPA of 2.6

Students who have not met these requirements will remain as premajors and assigned an advisor in the Exceptional Education Department. Their records will be reviewed and they will be admitted into the major when they have met the above requirements. Students may remain premajors for up to three semesters. If after three

semesters a student does not attain major status, he/she will be dropped from the program. Under no circumstances are Exceptional Education premajors allowed into courses designated *For Majors Only*. Please note that pre-major status does not guarantee subsequent admission to the major.

Buffalo State College Students from Other Majors

Buffalo State College students who are undeclared or wishing to change to the Exceptional Education Department from another major will be accepted directly into the major after:

1. Submission of an Exceptional Education Department application and a “Commit to Major” form (both can be obtained in KH 204)
2. Successful completion of 12 credit hours at Buffalo State College
3. Successful completion of CWP 101 and 102 (or enrollment in CWP 102 as designated by the Office of Admissions)
4. Earning at least two “C” grades in two Intellectual Foundations courses
5. Passing the math competency
6. Earning a cumulative GPA of 2.6

Students who have not met these requirements and have a minimum 2.6 cumulative GPA will be admitted as premajors and immediately assigned an advisor in the Exceptional Education department. Their records will be reviewed and they will be admitted into the major when they have met the above requirements. Students may remain premajors for up to three semesters. If after three semesters a student does not attain major status, he/she will be dropped from the program. Under no circumstances are Exceptional Education premajors allowed into courses designated *For Majors Only*. Please note that pre-major status does not guarantee subsequent admission to the major.

Note to Nonmajors

Students who are not currently enrolled as majors will **not** be given special permission to register for Exceptional Education classes. The overwhelming number of Exceptional Education courses are open to majors only of which non majors cannot register for in anticipation of being accepted into the major. Buffalo State College students who are interested in the Exceptional Education major, but do not meet the requirements for major or premajor status can enroll in EXE 100, and EDF 202, 203, and 302 without being majors or premajors. In addition, they should see their current advisor and use the information about Intellectual Foundations, and concentration and distribution requirements found in this handbook to register for courses that will count once accepted into the major.

Academic Advisement

The importance of working with an academic advisor cannot be over-stated. Degree and certification requirements can be very confusing. Students who attempt to self-advise may make mistakes that cost them time and money. In addition, students are required to sign advisement slips when meeting with their advisor and the original signed

advisement slips are kept in the advisor's file. Students are provided a copy to keep for their records.

Students accepted into Exceptional Education as premajors or majors will be assigned an academic advisor. Students are notified in writing of their advisor's name, office location, and phone number. Each advisor has his/her office hours posted on their office door. Students should meet with their advisor regularly to clarify program requirements, develop a plan, and monitor and/or adjust that plan over subsequent semesters. This will allow students to complete their degree in a timely manner.

Advisees will be notified through Buffalo State College email regarding department advisement weeks. All Exceptional Education majors are required to check their Buffalo State email daily so they do not miss important information. Advisors will post advisement sign-up sheets on their office door prior to the advisement weeks every Fall and Spring semester. Failure to sign up for an appointment may result in not being advised for the following semester and/or having to register later than the date and time the student anticipated.

Students should prepare for their advisement session by reviewing this handbook, the Undergraduate Catalogue <http://www.buffalostate.edu/pdf/ugradcat/2007/ugradcatwhole.pdf> and the master schedule for the upcoming semester. Students should have some tentative courses in mind. Generally, advisors will recommend categories of courses from Intellectual Foundations along with specific courses from the major. Advisors will not assist students in the development of a specific schedule for the semester. It is the student's responsibility to develop a schedule that reflects the advisor's recommendations and takes his/her own unique personal, family, and employment factors into consideration.

Buffalo State College uses an online learning environment called ANGEL. The Exceptional Education Department has an ANGEL site that is accessible to all premajors and majors. Information about the department, advisement, certification, scholarships, volunteer opportunities, possible employment positions, student groups, this handbook, etc. can be found on this site. Students should check this site first before contacting their advisor.

The Intellectual Foundations Requirement

The Intellectual Foundations (IF) requirement comprises 57-66 of the total credits necessary for degree completion. More information about the Intellectual Foundations requirement and courses can be found at <http://www.buffalostate.edu/intellectualfoundations/x457.xml>. Many of these requirements can be met with Concentration and Distribution courses discussed below. This requirement is divided up as follows:

BSC 101	3
BSC 301	3 (only for transfer students who transfer in less than 57 credit hours)
Basic Writing	6
Math & Quantitative Reasoning	3 (MAT 122 in distribution meets this requirement)
Arts	6
Humanities	6
Natural Sciences	6
Social Science	6
Civilizations: American	3
Civilizations: Western	3
Civilizations: Non-Western	3
Technology & Society	3
Diversity	3 (EXE 100 meets this requirement)
Basic Oral Communication	3
Writing Across Curr.	6 (EXE 365W and EXE 367W meet this requirement)
Foreign Language	6 (Exempt if student has 2 years of high school foreign language. Two years of sign language also meets this requirement)

In the Arts, Humanities, Natural Sciences and Social Sciences, students must choose courses from two different disciplines. Courses taken in Math & Quantitative Reasoning, Technology & Society, Diversity and Basic Oral Communication can also be counted in the Arts, Humanities, Natural Sciences, Social Sciences and/or Foundations of Civilizations.

Basic Writing

Students must demonstrate proficiency in basic English composition skills. They do so by completing CWP 101 and 102. Some students may be exempt from CWP 101 (see audit sheet or college catalogue). These courses must be completed no later than the end of the sophomore year; however, students interested in majoring in the Exceptional Education Department are encouraged to complete them as soon as possible as completion of the basic skills requirement is one criterion for admission to the department.

Math and Quantitative Reasoning

Students cannot be exempt from this requirement. Students must complete MAT 097 or MAT 098 or the equivalent before taking the Mathematics & Quantitative Reasoning required course unless they have completed 3 years of high school math or attained an SAT math score of 460 or an ACT math score of 16. This exemption is given by the Office of Admissions. Since Exceptional Education majors are required to take MAT 121 and 122 to satisfy the Math Distribution requirement, students will fulfill the Math and Quantitative Reasoning requirement upon completion of MAT 122.

Foreign Language

Exceptional Education majors must exhibit proficiency in one foreign language through the 102 level. This requirement has been met if students successfully completed two years of study of the same foreign language in high school. Students should request an official copy of their high school transcripts be forwarded to the Office of Admissions at Buffalo State College in order to document that the foreign language requirement has been satisfied. Students who are credited with a high school foreign language may not use a college level 101 or 201 of that language to satisfy a Humanities requirement.

Diversity

All Buffalo State College students must complete a course that stimulates awareness of American cultural pluralism and diversity. EXE 100 can be used to satisfy the Diversity requirement.

Other Requirements

Upper level requirement. All students must complete a minimum of 45 credits of their total program (including the major) with upper level courses (300-400 level). All Exceptional Education majors will meet this requirement with coursework taken in the major.

Writing Across the Curriculum. All students are required to complete at least two courses identified as *Writing Intensive*. Such courses are designated by a *W*. EXE 365W and EXE 367W are required by the Exceptional Education department and will satisfy the Writing Across the Curriculum requirement.

Repeating Courses

Undergraduate students who have not graduated, may repeat a given course for which a C-, D+, D, or E grade was earned. Students are not allowed to take a course a third time. The course must (a) have been taken at Buffalo State College; (b) be repeated at Buffalo State College; (c) have the same prefix, number, title, and credit hours; (d) and be repeated for a letter grade (not Pass/Fail or S/U). Regardless of grade earned, only the second grade and credits will count towards the GPA.

Course Requirements for the Exceptional Education Major

General Note

In addition to Degree Navigator, the Exceptional Education Department faculty have developed a [Checklist for Exceptional Education Majors](#). It is included at the end of this handbook. Students should use this checklist to keep track of their coursework and to ensure they are meeting all program requirements. Note that major courses, including those in the concentration and distribution, must be taken for a letter grade and cannot be taken pass/fail.

Exceptional Education Courses

Exceptional Education majors are required to complete 32 hours of Exceptional Education coursework. Some of these courses include field placements. Block Courses (see below) are four courses taught together in an elementary school. Block I is a total of 8 credit hours and Block II is a total of 9 credit hours. Students must enroll for all four courses in one semester. In addition, students must receive permission from their advisor prior to enrolling in these courses, therefore it is imperative that they see their advisor during advisement week. Block courses fill up quickly so early advisement is recommended. The remaining non-block courses are taught on the Buffalo State College campus. A description of the courses below can be found in the Undergraduate Catalogue <http://www.buffalostate.edu/pdf/ugradcat/2007/ugradcatwhole.pdf>

Required Exceptional Education courses are:

EXE 100 Nature and Needs of Individuals Who Are Exceptional (3 credit hours)

The following 8 credits must be taken together in the same semester:

Block I

EXE 360 Foundations of Teaching Individuals with Disabilities (3 credit hours)

EXE 361 Field Component (1 credit hour)

EXE 362 Behavior Management (3 credit hours)

EXE 363 Field Component (1 credit hour)

EXE 364 Education of Students with Severe Disabilities (3 credit hours)

EXE 375 Technology in Special Education (3 credit hours)

The following 9 credits must be taken together in the same semester:

Block II

EXE 365W Educational Evaluation for Special Education (3 credit hours)

EXE 366 Field Component (1 credit hour)

EXE 367W Curriculum for Students with Mild Disabilities (3 credit hours)

EXE 368 Field Component (2 credit hours)

Note: Students must earn a minimum grade of “C” in ALL Block II classes (EXE 365W, EXE 366, EXE 367W, and EXE 368).

EXE 420 Practicum in Special Education (Exceptional Education student teaching) (6 credit hours) EXE 420 is taken with EDU 404 Practicum in Teaching Elementary Education (Elementary Education student teaching) (6 credit hours) during the same semester. Approximately 8 weeks is spent student teaching students with disabilities and the remaining 8 weeks is spent student teaching students without disabilities. Exceptional Education majors must attend a mandatory meeting the semester prior to anticipated enrollment. Information will be sent via email each semester noting the times and dates of meetings. Students must choose one to attend.

Elementary Education Courses

Students must have an overall GPA of 2.5 to be eligible to enroll in any of the courses listed below. Furthermore a “C” or better must be maintained in **each** Elementary Education course in order to continue taking courses in Elementary Education.

Exceptional Education majors are required to take 24 hours of Elementary Education coursework, including the following:

EDU 211 Introduction to Literacy (3 credit hours) (taken with or after Block I)

EDU 310 Teaching Social Studies in the Elementary School (3 credit hours) This course should be taken with either EDU 311 or preferably with EDU 312.

EDU 311 Teaching Reading and Other Language Arts in the Elementary School (6 credit hours) All sections are taught on-site in an elementary school. This course should be taken the semester after EDU 211 and must be taken before EDU 312 and cannot be taken concurrently with EDU 312. Students must attend a mandatory meeting the semester prior to enrollment. Information will be sent via email each semester noting the times and dates of meetings. Students must chose one to attend.

EDU 312 Teaching Math and Science in the Elementary School (6 credit hours) All sections are taught on-site in an elementary school. This course must be taken AFTER EDU 311 and cannot be taken concurrently with EDU 311.

EDU 404 Practicum in Teaching (6 credit hours) Taken with EXE 420 (see above)

Educational Foundations Courses

Exceptional Education majors are required to complete 9 hours of Educational Foundations courses which include the following:

EDF 202 Child Development and Education (3 credit hours)

EDF 203 School and Society (3 credit hours)

EDF 302 Educational Psychology (3 credit hours)

Note that the courses in Educational Foundations are also open to nonmajors therefore they fill up quickly. Students should try to register for them as soon as possible. These courses should be completed before enrolling in EDU 311. At most, one Educational Foundations course can be taken concurrently with EDU 311.

Concentration Requirements

The New York State Education Department requires all education majors to have a concentration. Performance and effectiveness as a teacher will be enhanced greatly if students develop substantial expertise in an academic area or a concentration. The purpose of the concentration is to provide depth of knowledge. Students are required to take a minimum of 30 credit hours in one of the following concentration areas:

- American Studies
- English
- Foreign Language (French, Italian, Spanish)
- Mathematics
- Science
- Social Studies

Students can choose a concentration when they submit an application to the major and the Commit to Major/Change of Major form. Courses in each of the concentrations are listed in the back of this handbook. Students are advised to select a concentration as soon as possible and stay with that choice throughout their program. Students can change their concentration if they choose, but such a switch can delay graduation.

It is essential that students “double and triple dip” as often as possible, that is, take a course that will meet two or three requirements. For example, students in an English concentration should take SPC 205 because it meets an Intellectual Foundations requirement, a concentration requirement, and an English distribution requirement (discussed below). Students are strongly encouraged to see their advisor prior to registering every semester to ensure they maximize opportunities to double and triple dip. Note that concentration courses must be taken for a letter grade; students may not take a concentration course on a pass/fail basis.

Transfer students, especially those with an AA/AS degree, may have completed some courses that will count in a concentration. The student’s advisor will determine which courses taken at a previous college will also count in the concentration.

Distribution Requirements

The New York State Education Department requires that all education majors complete a distribution. While the concentration will give students a deep understanding of one area, as teachers, they will be expected to address several different curricular areas. The distribution requirement is intended to provide such breadth of knowledge in English, mathematics, science, social studies, and a foreign language. Students are required to complete two courses from each of these areas, selecting from a carefully prescribed list. The courses for the distribution requirement are described in this handbook.

Students are encouraged to “double and triple dip” as often as possible, that is, take a course that will meet a distribution requirement and an Intellectual Foundations requirement, and possibly a concentration requirement. For example, students can take BIO 104 to satisfy a science distribution requirement and an Intellectual Foundations Natural Science requirement (double dip). Students who have a science concentration can also count BIO 104 in their concentration, thus allowing the student to “triple dip” this course. Students are strongly encouraged to see their advisor prior to registering every semester to ensure they maximize opportunities to double and triple dip. Note that distribution courses must be taken for a letter grade; students may not take a concentration course on a pass/fail basis.

Transfer students, especially those with an AA/AS degree, may have completed some courses that will count in the distribution. The student’s advisor will determine which courses taken at a previous college will also count in the distribution.

TaskStream

Buffalo State College teacher education programs collect and document teacher education candidates performance using an online tool called *TaskStream*. TaskStream enables faculty and administrators to assess individual candidate progress and overall program performance across the Teacher Education Unit. Constantly reviewing and improving the quality of these programs is essential to preparing highly qualified teacher education candidates’ ability to positively impact P-12 student learning. The Teacher Education Unit is accredited by the National Council of Accreditation of Teacher Education (NCATE).

In selected courses candidates are required to submit particular assignments via TaskStream. All candidates must be enrolled on TaskStream within 30 days of beginning the course. All required TaskStream course assignments must be submitted on TaskStream by the end of the semester. Course instructors will inform candidates as to which assignments must be placed on TaskStream.

If candidates have never previously used TaskStream at Buffalo State or if candidates are registered in a different teacher education program, they will need to create a personal user account. The course instructor will provide an account activation key code. Once candidates have created their accounts, candidates will not need to repeat this process. Candidate enrollment will automatically be carried over into subsequent semesters.

If candidates have used TaskStream at Buffalo State in the past and are continuing in the same program, candidates must make sure that their accounts are still active and that they are enrolled in the correct program. Candidates must use the instructor provided codes if necessary. Candidates are responsible for keeping the account activation key code in a secure spot for future reference. Key codes can only be provided by Buffalo State College.

Additional information, including a schedule of webinars designed to guide candidates through the TaskStream registration process and work submission processes, is available from the course instructor. Candidates should to contact TaskStream directly (1-800-311-5656 or online at www.taskstream.com) for assistance. Limited on-campus support is available by emailing BSCTaskStreamHelp@buffalostate.edu

Certification Requirements

Upon completion of the requirements for the major in Exceptional Education, students will need to apply for their teaching certification. Buffalo State College only recommends individuals for teaching certification. Certification is actually awarded by the New York State Education Department. Students who complete all of the requirements for the major in Exceptional Education are eligible for **initial certification** in childhood education and special education, grades 1-6. To be eligible for **professional certification**, they need to complete an approved Master's Degree program within five years after receiving initial certification and have two years of teaching experience. Additional requirements may apply and are updated periodically by the New York State Education Department <http://www.nysed.gov/>. Please contact the Certification Office in Caudell 108 (878-6121) or visit their website at <http://www.buffalostate.edu/teachercertification/> for more information on initial and professional certification.

New York State Education Department Required Examinations for Certification

- LAST (Liberal Arts and Sciences Test) taken after Intellectual Foundations is completed
- ATS-W (Assessment of Teaching Skills-Written) taken right before student teaching
- CST (Content Specialty Test) Exceptional Education majors take 2 out of the 3 parts of this test: the Multi-Subject Content Specialty Test and the Students with Disabilities Content Specialty Test. Take these two tests right before student teaching. Exceptional Education majors **do not** take the test in their concentration.

Information and registration forms for these tests can be found at: <http://www.nystce.nesinc.com> or in the Teacher Certification Office, Caudell Hall 108, (878-6121) or visit their website at <http://www.buffalostate.edu/teachercertification/>.

New York State Required Seminars for Certification (can be taken any time during the undergraduate program)

- School Anti-Violence Education (SAVE)
- Alcohol & Other Drug Avoidance
- HIV and the Classroom
- Fire Arson Safety
- Child Abuse Seminar.

Information about dates and locations of the above seminars is available from the Continuing Professional Studies office Cleveland Hall 210 or by visiting their website at <http://www.peopleware.net/index.cfm?siteId=275&eventDisp=NYSCERTIFY>

Graduation Applications:

Students must apply for graduation. Undergraduate applications are available in the Registrar's Office, Moot Hall 210 or online at <http://www.buffalostate.edu/registrar/documents/degap.pdf>. The deadline for submitting the application for each semester will be posted on bulletin boards in Ketchum Hall, can be obtained in the Registrar's Office or online at <http://www.buffalostate.edu/registrar/x7.xml>

Application for Initial Certification:

All applications for certification are done online. Students will receive information about applying online during their Elementary Education student teaching.

Fingerprinting:

All students must complete the fingerprint clearance process. Packets are distributed during student teaching or are available in the Certification Office, Caudell Hall 101. Please note that if you have been previously fingerprinted for employment or volunteer positions, this fingerprinting is only acceptable if the fingerprint clearance was processed through the New York Stated Education Department (NYSED). If it was processed through NYSED then take evidence of your fingerprinting to the Teacher Certification Office.

Student Teaching:

Students must attend a mandatory student teaching meeting during the semester before they student teach. The dates, times, and locations of meetings will be sent to students' BSC email accounts, will be posted on ANGEL and on bulletin boards in Ketchum Hall and Bacon Hall. During this meeting students will be told about the application process for student teaching.

DISTRIBUTION COURSES FOR EXCEPTIONAL EDUCATION MAJORS

Students must complete **six credits of study in each of the following four areas:** English, Mathematics, Science, and Social Studies. Many of these courses may also count in the Intellectual Foundations and concentrations. **These courses may NOT be taken pass/fail.**

ENGLISH

- Speech: SPC 205 Experiences in Speech
- Writing: ENG 305W Creative Writing: Narrative
 ENG 306W Creative Writing: Poetry
 ENG 300W Writing for the Professions
 ENG 301 Advanced Composition
- Literature: ENG 260 Children's Literature
 ENG 354 Ethnic-American Minority Literature

OR ANY (IF) LITERATURE COURSE (see Humanities list of courses with ENG prefix)

MATHEMATICS

- MAT 121 Elementary Mathematics from an Advanced Perspective I
MAT 122 Elementary Mathematics from an Advanced Perspective II
MAT 124 Pre-Calculus Mathematics
MAT 126 Calculus
MAT 161 Calculus I
MAT 162 Calculus II
MAT 183 Problem Solving in Mathematics
MAT 301 Fundamentals of Abstract Algebra
MAT 304 Games and Linear Programming
MAT 306 Problem Solving in Basic
MAT 311 Elementary Probability & Statistics
MAT 322 Modern Geometry
MAT 351 Elementary Theory of Numbers

SCIENCE

(It is preferred that the teacher candidate take 2 courses from 2 different academic disciplines, check with your advisor.)

BIO 100 Principles of Biology
BIO 101 Human Biology
BIO 104 Environmental Biology
BIO 212 Introduction to Organismal Biology and Diversity
BIO 213 Introduction to Ecology, Evolution, and Behavior

CHE 100 Chemistry and Society
CHE 101 General Chemistry I
CHE 102 General Chemistry II
CHE 111 Fundamentals of Chemistry I or CHE 112 Fund. of Ch. II

GEG 101 Man's Natural Environment

GES 101 Introductory Geology
GES 111 General Oceanography
GES 102 Historical Geology
GES 131 Introductory Astronomy
GES 223 Environmental Earth Science
GES 224 Geologic Hazards
GES 241 Meteorology

PHY 100 Physics for Non-Science Majors
PHY 104 Physics for Elementary School Teachers
PHY 107 General Physics I
PHY 108 General Physics II
PHY 111 University Physics I
PHY 304

SCI 105 Physical Science for Non-Science Students I
SCI 311 Processes in Physical Science
SCI 312 Processes in Life Science
SCI 313 Processes in Earth Science
SCI 323 Science as Inquiry

SOCIAL STUDIES

(It is preferred that the teacher candidate take 2 courses from 2 different academic disciplines, check with your advisor.)

ECO 101 The Economic System
ECO 103 Economic History of the United States
ECO 201 Principles of Macroeconomics
ECO 202 Principles of Microeconomics

GEG 101 Man's Natural Environment (GCS)
GEG 102 Human Geography
GEG 206 Geography of New York State
GEG 307 Conservation & Environmental Management
GEG 309 Introduction to Urban Geography
GEG 320 Historical Geography of the United States
GEG 359 Arctic Geography from an Inuit Perspective
GEG 360 Geography of Asia
GEG 362 Geography of the United States & Canada
GEG 364 Geography of Europe

HIS 101 United States in the Twentieth Century
HIS 106 History of American Life I
HIS 107 History of American Life II
HIS 115 Foundations of Western Civilization
HIS 116 Europe Since 1500
HIS 117 Twentieth Century Europe
HIS 210 History of Modern Asia
HIS 211 History of Modern Africa Since 1919
HIS 230 World Civilizations to 1600
HIS 302 History of Women in America
HIS 304 Europe from Napoleon to the First World War
HIS 306 History of Africa to 1919
HIS 307 History of India
HIS 310 History of the Far East: The traditional Era
HIS 313 Politics and History in the Middle East
HIS 314 Modern Latin America
HIS 318 History of the Former Soviet Union
HIS 319 Colonial History of the American People
HIS 320 Modern History of Japan and Korea
HIS 321 History of Medieval Europe
HIS 322 African American History
HIS 330 U.S. Environmental History
HIS 331 American Westward Expansion
HIS 332 Technology and U.S. History
HIS 338 Modern History of China
HIS 341 African American and Civil Rights
HIS 363 American Identity in Transition

HIS 365 American Labor History
HIS 373 Vietnam and the Vietnam War

PSC 101 Introduction to Government and Politics
PSC 102 American Political Institutions & Problems
PSC 210 The American Presidency
PSC 218 African American Political Culture
PSC 225 Women in American Politics
PSC 230 International Relations
PSC 240 European Political Systems
PSC 315 State and Local Government Politics
PSC 316 Urban Ethnic Politics
PSC 326 Politics and Media
PSC 330 American Foreign Policy
PSC 335 International Relations of the Middle East
SST 102 Problem Solving in the Social Studies

Concentrations

AMERICAN STUDIES CONCENTRATION

The American Studies Concentration consists of **10 courses** or 30 hours chosen as described below from 6 different general areas. **At least 18 hours must be upper division (300 or 400) level.** It is suggested that the student work closely with their advisor in all concentration planning:

I. **HISTORY:** Choose **two** courses, at **least one must be upper level**

HIS 106 American Life I
HIS 107 American Life II
HIS 308 History of Early Canada
HIS 322 African-American History
HIS 324 American Presidents
HIS 340 History of Buffalo and the Niagara Region
HIS 371 American Diplomatic History since 1898

These courses may be used, but are offered infrequently. Please check with the History Department to confirm availability.

HIS 319 Colonial History of the American People
HIS 326 History of the Great Lakes Region
HIS 331 American Westward Expansion
HIS 345 US Since 1941
HIS 370 American Diplomatic History to 1898
HIS 404 Civil War
HIS 408 American Intellectual History
HIS 430 United States -The New Nation

6 crs.

II. **GEOGRAPHY:** Choose **one** of the following

GEG 206 Geography of New York State
GEG 309 Introduction to Urban Geography

These courses may be used, but are offered infrequently. Please check with the Geography Department to confirm availability.

GEG 320 Historical Geography of the United States
GEG 359 Arctic Geography from an Inuit Perspective
GEG 362 Geography of the United States and Canada

3 crs.

III. POLITICAL SCIENCE: Choose **one** of the following

PSC 102 Introduction to American Government
PSC 218 African American Political Culture
PSC 315 State and Local Government
PSC 316 Urban Ethnic Politics
PSC 326 Politics and Media

These courses may be used, but are offered infrequently. Please check with the Political Science Department to confirm availability.

PSC 210 The American Presidency
PSC 215 Urban Government in the United States
PSC 220 Development of American Constitutional Law
PSC 225 Women in American Politics
PSC 310 American Political Parties
PSC 319 Lesbian and Gay Citizenship Policies in the US
PSC 320 U.S. Civil Liberties
PSC 330 American Foreign Policy
PSC 355 American Political Thought
PSC 364 American Public Policy

3 crs.

IV. ENGLISH: Choose **two** courses, at **least one must be upper level.**

ENG 220 American Literature I
ENG 221 American Literature II
ENG 240 African-American Literature to 1940
ENG 241 African-American Literature since 1940
ENG 353 Native American Literature (J/S Status)
ENG 354 Ethnic-American Minority Literature

These courses may be used, but are offered infrequently. Please check with the English Department to confirm availability.

ENG 442 American Novel to 1900 (pre req. of 6 credits of lit.)
ENG 444 American Novel after 1900 (pre req. of 6 credits of lit.)

6 crs.

V. AMERICAN CULTURE ELECTIVES:

Choose **FOUR** courses, at least **TWO** must be upper level

HIS 302 History of Women in America

HIS 332 Technology and US History
HIS 468 Readings in African-American History
SWK 319 Dynamics of Poverty
SWK 320 Social Services Organizations (prerequisite of SWK 220, see chair for permission to take)
GES 310 Great Lakes Environmental Issues
ANT 301 Indigenous peoples of Eastern North America
ANT 307 Urban Anthropology
CRJ 101 Introduction to Criminal Justice
DAN 230 Survey of African American Dance
ECO 103 Economic History of the US
SOC 100 Introduction to Sociology
PAR 350 The American Musical
SSE 350 Longhouse People (highly recommended)

These courses may be used, but are offered infrequently. Please check with the appropriate department to confirm availability.

GEG 340 Historical Urban Analysis of the Buffalo Metropolitan Area
HIS 330 United States Environmental History
HIS 341 African-Americans and Civil Rights
HIS 365 American Labor History
HIS 372 American Foreign Policy in the Far East
HIS 469 Black Protest and Leadership in US
PSC 225 Women in American Politics
PSC 319 Lesbian and Gay Citizenship Policies in US
PSC 420 Contemporary Constitutional Issues
SWK 345 Child Welfare Services (J/S status)
ANT 312 Archeology of North America
EDF 200 Introduction to Urban Education
EDF 221 History of Black Education in America
FAR 365 American Art I (prerequisites of FAR 250 & FAR 251)
GES 405 Geology of North America (prerequisites of GES 101 & GES 102)
HUM 327 Great Writing and Reporting of American Journalism
MUS 306 Urban Blues and Rock (prerequisite of MUS 206)
SOC 321 African-American Family (prerequisite of SOC 100)

ENGLISH CONCENTRATION

The English Concentration consists of 10 courses or a total of 30 credit hours chosen as described below. At least 18 credit hours must be at the upper division (300 or 400) level. It is strongly suggested that the student work closely with an advisor in all concentration planning.

REQUIRED COURSES:

1. ENG 190W (prerequisite CWP 102) 3crs.
2. ENG 260 Children's Literature
or
ENG 461 Young Adult Literature)
3. SPC 205 Intro to Oral Communication
4. Advanced Writing Course:
Choose one:
ENG 300W Writing for the Professions
ENG 301W Advanced Composition
ENG 305W Creating Writing: Narrative
OR
ENG 306W Creating Writing: Poetry
5. ENG 370 Found. of Lang. or ENG 311 Methods in Tchng. Lang.
6. Ethnic American Literature:
Choose one:
ENG 240 African American Literature to 1940
ENG 241 African American Literature since 1940
ENG 353 Native American Literature
ENG 354 Ethnic-American Minority Literature

18 crs.

ELECTIVES: Four courses may be selected from any of the following: **(Remember to have a total of at least 18 upper division credit hours in your concentration)**

ENG 130 Biblical and Classical Literature
ENG 151 Introduction to Poetry
ENG 205 History of Cinema I
ENG 206 History of Cinema II
ENG 210 English Literature I
ENG 211 English Literature II
ENG 220 American Literature I

ENG 221 American Literature II
ENG 230 Comparative Literature
ENG 231 Women in Literature
ENG 240 African American Literature to 1940
ENG 241 African American Literature since 1940
ENG 252 British Modernism
ENG 253 Twentieth Century Literature II
ENG 303 Literature in Film
ENG 304 Forms of Film
ENG 309 Teaching and Evaluating Writing
ENG 311 Teaching Language
ENG 315 Shakespeare I
ENG 316 Shakespeare II
ENG 317 Shakespeare for future teachers
ENG 330 Literature of the Bible
ENG 345 World Literature After 1945
ENG 350 Twentieth Century Drama I
ENG 351 Twentieth Century Drama II
ENG 353 Native American Literature
ENG 354 Ethnic American Literature
ENG 355 The Short Story
ENG 415 Seventeenth Century English Literature
ENG 416 Eighteenth Century English Literature
ENG 417 English Novel to 1800
ENG 418 English Novel 1800-1900
ENG 419 Romantic Movement in English Literature
ENG 441 Romantic Movement in American Literature
ENG 443 American Poetry since 1900
ENG 445 American Realism

These courses may be used, but are offered infrequently. Please check with the English Department to confirm availability.

ENG 310 Modern European Literature
ENG 356 Futuristic Fiction
ENG 361 Contemporary Literature
ENG 442 American Novel to 1900 (prerequisite of 6 credits of literature)
ENG 444 American Novel after 1900 (prerequisite of 6 credits of literature)
ENG 450 Studies in Poetry
ENG 451 Studies in Fiction
ENG 452 Studies in Drama

12 crs.

FOREIGN LANGUAGE: FRENCH, SPANISH OR ITALIAN CONCENTRATION

Choose One (1) Language

(Total of 30 Credits)

All students pursuing a foreign language concentration should initially take the **CLEP exam** to receive actual credit for prior work and knowledge in your chosen foreign language as well as determine initial level of coursework. Information about this exam is available in the Admissions Office and more information can be secured in the Modern and Classical Language Department in Bishop Hall. (A fee is required for the CLEP exam). In order to secure the required 30 credits in the concentration as well as proper initial placement, it is important that the student pursue this exam as an alternative credit option upon entry level.

The foreign language concentration consists of 30 credit hours in **one** foreign language and must contain **at least 18 credit hours of upper division (300 or 400) level**.

Please Note: Although the 101 and 102 levels are required as prerequisites, they do **NOT** count in the required 30 credit hours.

1) LANGUAGE: (Required)

FRENCH

FRE 201 – 202 Intermediate French (prerequisites 101, 102)

FRE 301 – 302 French Conversation and Composition

SPANISH

SPA 201 – 202 Intermediate Spanish (prerequisites 101, 102)

SPA 301 – 302 Spanish Conversation and Composition

ITALIAN

ITA 201-202 Intermediate Italian (prerequisites 101,102)

ITA 301-302 Italian Conversation and Composition

12 crs.

2) ADVANCED LANGUAGE

(FRENCH and SPANISH only) Select two.

FRENCH (FRE 301 & 302 are pre-requisites)

FRE 305 Spoken French

FRE 415 Advanced Grammar and Composition

FRE 416 Advanced Conversation

FRE 497 Whisp. Pines/Trois Pistoles Immersion

FRE 303 French Translation

SPANISH (SPA 301 & 302 are prerequisites)
SPA 305 Spanish Phonetics
SPA 415 Advanced Grammar and Composition
SPA 416 Advanced Conversation
SPA 497 Whispering Pines Immersion Camp

6 crs.

3) CIVILIZATION

Select one from the following:

FRENCH (*FRE 301 & 302 are prerequisites*)

FRE 306 Civilization of France
MCL 389 Francophone Cultures & Civilization

SPANISH (SPA 301 or 302 are prerequisites)

SPA 306 Civilization of Spain
SPA 309 Civilization of Latin America

ITALIAN (ITA 301 & 302 are prerequisites)

ITA 306 Contemporary Italian Civilization

3 crs.

4) LITERATURE

Select two courses for French and Spanish:

Select two or three courses for Italian:

FRENCH (FRE 301 & 302 are prerequisites)

FRE 307 Surveys of French Lit
FRE 308 Surveys of French Lit
FRE 309 Survey of 19th & 20th Century French Lit
MCL 389 (FRE 304) Introduction to French Literature

SPANISH (SPA 301 or 302 are prerequisites)

SPA 303 Intro to Spanish Lit
SPA 307 Survey of Spanish Lit
SPA 308 Survey of Spanish Lit
SPA 310 Survey of Latin American Lit
SPA 311 Survey of Latin American Lit

ITALIAN (ITA 301 & 302 are prerequisites)

ITA 307-308 Survey of Italian Literature

ITA 401 Dante's Divina Commedia 3

ITA 406 Nineteenth Century Italian Literature

ITA 410 Modern Italian Literature

6-12 crs.

5.) UPPER ELECTIVES

Select **one** from the following for French and Spanish:

Select **two or three** for Italian:

FRENCH

FRE 412 Studies in the French Novel

FRE 496, 497 Senior Seminar

3 crs.

FRE 499 Independent Study

SPANISH

SPA 303 Introduction to Spanish Literature

MCL 389 (SPA 304) Upper Level Preparation

SPA 496, 497 Senior Seminar

ITALIAN

ITA 450 Directed Readings I

ITA 451 Directed Readings II

MCL 495 Project

MCL 499 Independent Study

3-9 crs.

Total of 30 hours required in one language

30 crs.

Note: Language courses must be taken in sequence and 300 level language is a prerequisite for all other courses. Therefore, careful scheduling of courses for this concentration will be necessary. Students who enter with advanced standing in language skills will fulfill the balance of the 30-hour requirement by selecting courses in literature or linguistic categories or can receive actual credit for prior work by taking a CLEP exam through the Admissions Office (about \$50). Study abroad is encouraged, especially in summer. For more information contact International Education, GC 416, 878-4620. They also provide alternative placement testing for heritage speakers.

Note: 101 & 102 courses do not count in the 30 credit hours but are pre-requisites for further study. You may use two years of High School Foreign Language, your score on the CLEP exam, or take these courses at the college level to meet this requirement.

MATHEMATICS CONCENTRATION

The Mathematics concentration consists of a total of 30-32 credits chosen as described below. It is strongly suggested that the student work closely with their advisor and they are also encouraged to discuss their programs with members of the Mathematics Department in all concentration planning.

REQUIRED COURSES:

MAT 121 Elementary Mathematics from an Advanced Standpoint I
MAT 122 Elementary Mathematics from an Advanced Standpoint II
MAT 161 & 163 Calculus and 1 hour lab course (or **MAT 126** Calculus I – 4 credits)
MAT 162 & 164 Calculus and 1 hour lab course (or **MAT 127** Calculus II)

MAT 270 Discrete Mathematics

MAT 311 Probability and Statistics
MAT 322W Modern Geometry
MED 383W Learning and Teaching Problem Solving

24-26 crs.

ELECTIVES:

Choose two courses:

MAT 304 Games and Linear Programming
MAT 306 Problem Solving in Basic
MAT 325 Probability and Statistics
MAT 351 Number Theory
MAT 495 Project
MAT 499 Independent Study
MED 307 Use of Teaching Aids in the Teaching of Mathematics

6 crs.

Total 30-32 crs.

SCIENCE CONCENTRATION

The Science Concentration consists of 30 or more credit hours depending upon labs, chosen as described below. At least **18 credit hours must be at the upper division (300 or 400) level**. It is strongly suggested that the student work closely with an advisor in all concentration planning.

REQUIRED COURSES:

I. Complete three of the following courses:

BIO 212 Intro. Organismal Biology & Diversity

OR

BIO 213 Intro. Ecology, Evolution, & Behavior

CHE 101 General Chemistry I

OR

CHE 111 Fundamentals of Chemistry I

PHY 107 General Physics I

OR

PHY 111 University Physics I

OR

GES 101 &103 Introductory Geology with Lab

ONE YEAR SCIENCE SEQUENCE:

II. Complete one of the following courses to complete your one year sequence of science.

BIO 211 Introduction to Cell Biology and Genetics

OR

BIO 212 Intro. Organismal Biology & Diversity

OR

BIO 213 Intro. Ecology, Evolution, & Behavior

CHE 102 General Chemistry II

OR

CHE 111 Fundamentals of Chemistry II

PHY 108 General Physics II

OR

PHY 112 University Physics II

GES 131 Introductory Astronomy
OR
GES 111 General Oceanography
OR
GES 223 Environmental Earth Science
OR
GES 224 Geologic Hazards
OR
GES 241 Meteorology

ELECTIVES:

- I. Complete a minimum of **18 credit hours** in upper division science courses. (Prefix of BIO, CHE, PHY, GES, or SCI). Please note any pre-requisite courses.

Note: The following four courses are especially designed for teachers:

SCI 311 Processes in Physical Science
SCI 312 Processes in Life Science
SCI 313 Processes in Earth Science
SCI 323 Science as Inquiry

Additional Possible General Earth Science Selections:

GES 300 Sedimentology (GES 101& 103)
GES 301 Stratigraphy (GES 101, 103, 300 and co-requisite of 102)
GES 307 Geomorphology (GES 101 or GEG 101)
GES 310 Great Lakes Environmental Issues (J/S status)
GES 314 Geological Oceanography (GES 111)
GES 409 Fluvial Geomorphology (GES 307)
GES 452 Hydrogeology (GES 101 & one 300 level GES)

Additional Possible Biology Selections:

BIO 308 & 309 Human Anatomy & Physiology & Lab (BIO 100 & 212)
BIO 414 Mammology (BIO 212 & 213 & J/S status)
BIO 421 Invertebrate Structure & Function (BIO 212 & 213)
BIO 428 Vertebrate Structure and Function (BIO 212 & 213)

Additional Possible Chemistry Selections:

CHE 300 Medications: Chemicals for your Health (CHE 100, 101, or 111)
CHE 301 Analytical Chemistry (CHE 112)

CHE 312 Chemistry & Criminalistics (CHE 102 or 100 with instr. Perm.)
CHE 315 Environmental Chemistry (CHE 112 or 102, instr. perm)
CHE 321 Principles of Organic Chemistry (CHE 102 or 112
CHE 322 Biological Chemistry (CHE 321)

Additional Possible Physics Selections:

PHY 323 Statics (PHY 111 & PHY 112)

18-19 credits

Total = 30 or more credits

SOCIAL STUDIES CONCENTRATION

The Social Studies Concentration consists of **10 courses** or a total of 30 credit hours chosen as described below. **At least 18 credit hours must be at the upper division (300 or 400) level.** It is strongly suggested that the student work closely with an advisor in all concentration planning.

REQUIRED COURSES:

ECO 101 The Economic System
GEG 101 Worlds Natural Environment
PSC 102 Introduction to American Government
HIS 106 History of American Life
OR (highly recommended to take both)
HIS 107 History of American Life II

12 crs.

SOCIAL SCIENCE DIVERSITY FOCUS:

Take **two** courses from the following Social Studies diversity offerings:

ECO 302 Women in the Economy (*Prerequisite: ECO 201 or ECO 202*)

GEG 309 Introduction to Urban Geography

GEG 359 Arctic Geography from an Inuit Perspective

HIS 302 History of Women in America

HIS 311 History of American Immigration and Emigration

HIS 314 Modern Latin America

HIS 322 African American History

HIS 468 Readings in African American History

PSC 316 Urban Ethnic Politics

PSC 335 International Relations of the Middle East

PSC 337 Politics of Globalization

PSC 340 Politics of Developing Countries

SSE 350 Longhouse People

SSE 363 American Identity in Transition

These courses may be used, but are offered infrequently. Please check with the appropriate department to confirm availability.

HIS 341 African Americans and Civil Rights

6 crs.

ELECTIVES:

Take 12 credits across 3 categories: (at least one course in each category must be taken)

GEOGRAPHY

GEG 300 World Regional Geography
GEG 206 Geography of New York
GEG 359 Arctic Geography from a Inuit Perspective
GEG 360 Geography of Asia
GEG 364 Geography of Europe

These courses may be used, but are offered infrequently. Please check with the Geography Department to confirm availability.

GEG 362 Geography of the United States and Canada
GEG 425 Computer Mapping and Geographic Information Systems (CIS 101)
GEG 426 Arc New Applications (Prerequisite: CIS 101 or GEG 199)

HISTORY

HIS 302 History of Women in America (**D**)
HIS 304 Europe from Napoleon to the First World War
HIS 306 History of Africa to 1919
HIS 308 History of Early Canada
HIS 310 History of the Far East: The Traditional Era
HIS 313 Politics and History in the Middle East
HIS 314 Modern Latin America
HIS 318 History of the Soviet Union
HIS 321 History of Medieval Europe (prerequisite of HIS 115)
HIS 322 Afro-American History
HIS 324 American Presidents (*Prerequisite: HIS 106 or 107*)
HIS 330 US Environmental History
HIS 340 History of the Buffalo/Niagara Region
HIS 415W New York State History

These courses may be used, but are offered infrequently. Please check with the History Department to confirm availability.

HIS 319 Colonial History of the American People
HIS 331 American Westward Expansion
HIS 332 Technology and US History

POLITICAL SCIENCE

PSC 315 State and Local Government Politics
PSC 316 Urban Ethnic Politics
PSC 326 Politics and Media
PSC 335 International Relations of the Middle East
PSC 337 Politics of Globalization
PSC 350 Introduction to Legal Thought

These courses may be used, but are offered infrequently. Please check with the Political Science Department to confirm availability.

PSC 320 U.S. Civil Liberties
PSC 330 American Foreign Policy
PSC 355 American Policy

Total 30 crs.

Checklist for Exceptional Education Majors

**Intellectual Foundations-Core
Fall 2006 – 39 - 63 Cr. Hrs.**

CWP 101 _____
 CWP 102 _____

BSC 101 _____
or BSC 301 _____
 (BSC 301 is for transfer students only)

Cognate Courses
2 different disciplines
Cannot be double dipped in IF

Arts _____
 Humanities _____
 Natural Sci _____
 Social Sci _____

Foundations of Civilizations
Can be same discipline
Cannot be double dipped in IF

American His _____
 Western Civ _____*

Non -Western _____*

Designated courses
Can be double dipped in IF

Math & Quant Reas _____
 Tech & Soc _____
 Diversity EXE 100 _____
 Oral Comm _____
 Writing Intensive EXE 365W _____
 EXE 367W _____
 Foreign Lang _____**

* may be combined into one 6 credit World Civilizations course
 ** or 2 yrs. HS Equivalent
 or 2 years of sign language

EXE - 32 Cr. Hrs.

EXE 100 _____

EXE 360 _____
 EXE 361 _____
 EXE 362 _____
 EXE 363 _____

EXE 364 _____

EXE 365 _____
 EXE 366 _____
 EXE 367 _____
 EXE 368 _____

EXE 375 _____

EXE 420 _____

CONC. – 30 Cr. Hrs.
**18 credit hours must be at the
300 or 400 level**

Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____
 Conc. _____

EDU – 24 Cr. Hrs.

EDU 211 _____
 EDU 310 _____
 EDU 311 _____
 EDU 312 _____
 EDU 404 _____

DIST. – 30 Cr. Hrs.

ENG _____
 ENG _____
 MATH _____
 MATH _____
 SCI _____
 SCI _____
 SOC. ST. _____
 SOC. ST. _____
 F.L. _____
 F.L. _____

EDF – 9 Cr. Hrs.

EDF 202 _____
 EDF 203 _____
 EDF 302 _____