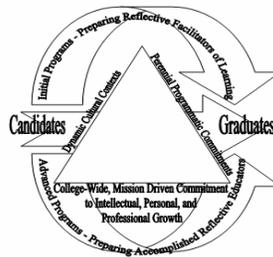




Exceptional Education Department Undergraduate Student Handbook Intellectual Foundations

Dual Certification Program and Pre-major 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 all students. 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 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 evolved.

The Exceptional Education Department has programs for 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 dispositions identified in professional, accreditation, and state standards for special educators guide the foundation of our course offerings and our program development. Candidates who successfully complete the program will be recommended for initial certification upon completion of all other state certification requirements. To obtain New York State teacher certification, all candidates who successfully complete the program will be required to pass all New York State Teacher Certification Examinations for Special Education and for their developmental area (Childhood).

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 contribute to the community by serving the needs of persons with disabilities and by broadening the general population's understanding and appreciation of individuals with disabilities.

School of Education Mission

The community of faculty and staff within the School of Education (SOE) at Buffalo State 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, 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 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 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 relation 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 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 one's 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 subject matter knowledge and children's learning.
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 development, 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. 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, and (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 place an emphasis on academic advisement. To receive 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 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 must meet the Intellectual Foundations (IF) requirements. Details about Intellectual Foundations can be found in the Undergraduate Catalog <http://catalog.buffalostate.edu/undergraduate/> and on the Buffalo State Website at <http://intellectualfoundations.buffalostate.edu/>. 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 up to 119 credit hours in the *professional* sequence in addition to the IF requirement. Upon graduation recommendation for, students 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 Students with Disabilities both grades 1-6.

Entrance Requirements

Students must provide evidence of potential for success to be admitted to the Exceptional Education Department. Enrollment of all teacher education programs follows the guidelines for "Admission to Teacher Education Programs" found in the Buffalo State Undergraduate Catalog (2015-2016) and is as follows:

Entry into an educator preparation program at the undergraduate level requires a High School Average of 85% or higher, which is considered equivalent to a collegiate GPA of 3.0. Transfer students applying to educator preparation programs must demonstrate a GPA of 3.0 either in the last semester of full time study or as a cumulative average from multiple colleges, whichever is a better representation of ability. Candidates applying to educator preparation programs must submit an SAT or ACT score at the time of admission to the college. Prospective candidates who do not yet demonstrate a 3.0 GPA

and/or high school average of 85% or higher should consult advisors in the specific educator preparation program of choice for suggested pathways to achieve successful candidacy.

Freshmen

Entering freshman who express an interest in exceptional education on their applications to Buffalo State and who meet the required admissions criteria for teacher education programs will be accepted directly into the major. Freshman who do not meet the required admissions criteria for teacher education programs will be accepted into the pre-major. They may apply for the full major after: (a) successfully completing 12 credits at Buffalo State, and (b) earning a minimum GPA of 3.0. If after three semesters a student does not attain major status, s/he will be dropped from the program. Under no circumstances are Exceptional Education pre-majors allowed into courses designated *For Majors Only*. Please note that pre-major status does not guarantee subsequent admission to the major.

Transfer Students and Buffalo State College Students from Other Majors

Transfer students from other colleges or Buffalo State students who wish to transfer from another major, will be directly accepted into the exceptional education program if they meet all minimum criteria for teacher education programs. Candidates who do not meet all of the minimum criteria and have completed less than 60 credit hours by the semester of acceptance may be accepted as exceptional education pre-majors. They may apply to the full major after: (a) successfully completing 12 credit hours at Buffalo State, and (b) earning a cumulative GPA of 3.0 or higher. Those who will have completed more than 60 credit hours by the semester of acceptance should contact the Associate Chair of Undergraduate Programs in the Exceptional Education Department.

Students may remain pre-majors 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 pre-majors allowed into courses designated *For Majors Only*. Please note that pre-major status does not guarantee subsequent admission to the major.

Pre-majors who have completed 60 or more credit hours at any college may be at risk of losing their financial aid. Students are encouraged to make sure that they successfully complete the major requirements prior to completing 60 credit hours.

Obtaining financial aid information and adhering to the regulations is each student's responsibility. Advisors, faculty, and staff members in the Exceptional Education Department are not qualified to provide information related to financial aid. Students should check with the financial aid office on campus for more information.

Note to Nonmajors

Students who are not currently enrolled as majors will **not** be given special permission to register for Exceptional Education classes. Most Exceptional Education courses are open to majors only, and non-majors cannot register for such courses in anticipation of being accepted into the major. Buffalo State students who are interested in the Exceptional Education major, but do not meet the requirements for major or pre-major status can enroll in EXE 100, and SPF 202, 203, and 302 without being majors or pre-majors. 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 pre-majors 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 his/her office door. Students should meet with their advisors 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 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 doors 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://catalog.buffalostate.edu/undergraduate>, their Degree Works audit, 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 uses an online learning environment called Blackboard. The Exceptional Education Department has a Blackboard site that is accessible to all pre-

majors 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 advisors.

The Intellectual Foundations Requirement

For students who entered the college prior to Fall 2014, they will complete the Intellectual Foundations (IF) program. The requirement comprises of 57-66 (45-51 as of March 2014) 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:

Basic Writing	6
Math & Quantitative Reasoning	3 (MAT 122 is a recommended course that meets this requirement)
Arts	6 (3 as of March 2014)
Humanities	6 (3 as of March 2014)
Natural Sciences	6 (3 as of March 2014)
Social Science	6 (3 as of March 2014)
Civilizations: American	3
Civilizations: Western	3
Civilizations: Non-Western	3
Technology & Society	3 (EXE 375 meets this requirement)
Diversity	3 (EXE 100 meets this requirement)
Basic Oral Communication	3 (EXE 420 meets this requirement)
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 one course from one discipline. Students are encouraged to review the list of approved courses in each category every semester. This information can be found in the current college catalog or online via the following link:

<http://intellectualfoundations.buffalostate.edu/courses-and-requirements>

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 since completion of the basic skills requirement is one criterion for taking many major courses.

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 two math courses at the 120 level or higher to fulfill their distribution requirements, it is recommended that they take MAT 121 and 122 to satisfy this requirement. Students will fulfill the Math and Quantitative Reasoning requirement upon completion of MAT 122. However, MAT 121 is a pre-requisite for MAT 122. Completion of MAT 122 will satisfy the Math and Quantitative Reasoning requirement and also one course in the Math Distribution.

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 that an official copy of their high school transcripts be forwarded to the Office of Admissions at Buffalo State 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.

The Intellectual Foundations 2014 Requirement

For students who enter the college during the Fall 2014 semester and after, they will complete the Intellectual Foundations 2014 (IF2014) program. The requirement comprises of 33-39 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:

Basic Writing	6
Math & Quantitative Reasoning	3 (MAT 122 is a recommended course that meets this requirement)
Cognate Foundations (Courses must be outside of the primary major prefix.)	
Arts	3
Humanities	3
Natural Sciences	3
Social Science	3
Foundations of Civilizations (Can satisfy major/minor requirements.)	
American History	3
Western Civilization	3
Non-western Civilization	3
Diversity (Can satisfy major/minor requirements)	
Diversity	3 (EXE 100 meets this requirement)
Intellectual Skills and Competencies	
Writing Across the Curriculum (infused in the major)	
Critical Thinking (infused in the major)	
Information Management (infused in the major)	
Writing Across Curr.	6 (EXE 365W and EXE 367W meet this requirement)
Global Engagement (0-6 credits)	
Select option(s) see Intellectual Foundation Website for more information: http://intellectualfoundations.buffalostate.edu/courses-and-requirements-0	

In the Arts, Humanities, Natural Sciences and Social Sciences, students must choose one course from one discipline. Students are encouraged to review the list of approved courses in each category every semester. This information can be found in the current college catalog or online via the following link:

<http://intellectualfoundations.buffalostate.edu/courses-and-requirements>

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 since completion of the basic skills requirement is a prerequisite for most major courses.

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 two math courses at the 120 level or higher to fulfill their distribution requirements, it is recommended that they take MAT 121 and 122 to satisfy this requirement. Students will fulfill the Math and Quantitative Reasoning requirement upon completion of MAT 122. However, MAT 121 is a pre-requisite for MAT 122. Completion of MAT 122 will satisfy the Math and Quantitative Reasoning requirement and also one course in the Math Distribution.

Global Engagement

All students must complete the Global Engagement requirement. Some students will satisfy this if they successfully completed two sequential years of foreign language study in high school. Others have options of how they would like to satisfy this requirement. Please review the options with your advisor. The options can be viewed on the IF2014 website: <http://intellectualfoundations.buffalostate.edu/courses-and-requirements-0>

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.

College Policy on Repeating Courses

Undergraduate students who have not graduated, may repeat a given course for which a C-, D+, D, D-, or E grade was earned. **Students are not allowed to take a course a third time.** (Special permission may be granted through the college Appeal Process for cases with strong evidence to support justification. For more information, please visit the Academic Standard's website: <http://academicstandards.buffalostate.edu/>) To repeat a course, it must (a) have been taken at Buffalo State; (b) be repeated at Buffalo State; (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. It is each student's responsibility to see how repeating courses may affect his/her financial aid. Exceptional Education Department advisors cannot provide information about financial aid. Student are encouraged to go to the financial aid office on campus.

Course Requirements for the Exceptional Education Major

General Note

In addition to Degree Works, 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 off campus 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 each block during the same semester. In addition, students must receive permission from their advisor prior to enrolling in these courses; therefore, it is imperative that they see their advisors during advisement week. Block courses fill up quickly, so early advisement is recommended. The remaining non-block courses are taught on the Buffalo State campus. A description of the courses below can be found in the Undergraduate Catalogue.

Exceptional Education Courses

Students must have met all pre-requisite requirements, including an overall GPA of 2.6, to be eligible to enroll in any of the courses listed below. Furthermore, a "C" or better must be maintained in each Exceptional Education course in order to continue taking courses in Exceptional Education. (NOTE: Students need a 3.0 to enter into the major. Once in the major, they must maintain a 2.6 overall GPA or higher to take major designated courses.)

The following courses are required for all Exceptional Education Majors:

Course	Pre-Requisites
EXE 100 Nature and Needs of Individuals Who Are Exceptional (3 credit hours)	None
EXE 360 Foundations of Teaching Individuals with Disabilities (3 credit hours)	Grade of C or better in EXE 100, major status, at least 2.6 overall GPA, CWP 102, and completion of math requirement in IF program. Block I (EXE 360, EXE 361, EXE 362, and EXE 363 must be taken together in the same semester.)
EXE 361 Field Component (1 credit hour)	
EXE 362 Behavior and Classroom Management (3 credit hours)	
EXE 363 Field Component (1 credit hour)	Grade of C or better in EXE 100, major status, at least 2.6 overall GPA, CWP 102, and completion of math requirement in IF program.
EXE 364 Education of Students with Severe Disabilities (3 credit hours)	
EXE 375 Technology in Special Education (3 credit hours)	Grade of C or better in EXE 100, major status, at least 2.6 overall GPA, CWP 102, and completion of math requirement in IF program.
EXE 365W Evaluation and Assessment for Special Education (3 credit hours)	Completed EXE 100, EXE 361, EXE 362, and EXE 363 with grades of C or better, major status, at least 2.6 overall GPA. Block II (EXE 365, EXE 366, EXE 367, and EXE 368 must be taken together in the same semester.)
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)	
EXE 420 Practicum in Special Education (Exceptional Education student teaching) (6 credit hours)	Completion of all major courses with grades of C or better and an overall GPA of 2.6 or higher.

NOTE: 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 a special education teacher mentor and the remaining 8 weeks is spent student teaching with an elementary education teacher mentor. 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:

Course	Pre-Requisites
EDU 211 Introduction to Literacy (3 credit hours)	Major status, overall GPA of 2.5 or higher, must be taken with or after Block I. (NOTE: If you are taking it with Block I, you must email the Assistant Chair in the Elementary Education and Reading Department for a pre-requisite override. <i>In the email, please include your Banner number and CRN numbers of the section you would like to take.</i>)
EDU 310 Teaching Social Studies in the Elementary School (3 credit hours)	Major status, completion of EDU 211 with a grade of C or higher, overall GPA of 2.5 or higher (NOTE: 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)	Major status, completion of SPF 202, SPF 203, SPF 302, EDU 211, and EXE 360, grades of C or higher in EDU and EXE courses, overall GPA of 2.5 or higher (NOTES: (a) All sections are taught on-site in an elementary school. (b) 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. (c) 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 choose one to attend.)
EDU 312 Teaching Math and Science in the Elementary School (6 credit hours)	Major status, overall GPA of 2.5 or higher, grade of C or higher in EDU 311 (NOTES: (a) All sections are taught on-site in an elementary school. (b) This course must be taken AFTER EDU 311 and cannot be taken concurrently with EDU 311. (c) It is recommended that Math distribution courses be completed prior to taking EDU 312.)
EDU 404 Practicum in Teaching (6 credit hours)	Major status, overall GPA of 2.5 or higher, grade of C or higher in all EDU and EXE courses

NOTE: Taken with EXE 420 (see above)

Social and Psychological Foundations Courses

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

Course	Pre-Requisites
SPF 202 Child Development and Education (3 credit hours)	Major status for freshman; no restrictions beyond freshman level.
SPF 203 School and Society (3 credit hours)	Major status for freshman; no restrictions beyond freshman level.
SPF 302 Educational Psychology: Elementary Education (3 credits)	SPF 202; CWP 102; upper division status

Note that the courses in Social and Psychological Foundations are also open to non-majors; therefore, they fill up quickly. Students should try to register for them as soon as possible. It is recommended that these courses be completed before enrolling in EDU 311.

Concentration Requirements

The New York State Education Department requires all education majors to have an academic concentration. Performance and effectiveness as a teacher will be enhanced greatly if students develop substantial expertise in an academic content area/ 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:

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

Students can choose a concentration when they submit an application to the major or 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 switching 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 (i.e., IF, concentration, distribution). 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 advisors 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 listed 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 distribution 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 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' who 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 a student has successfully completed all of the course requirements at an acceptable level, failure to submit any required assignment to TaskStream by the end of the semester will automatically result in a grade of “I.”

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 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 only recommends individuals for teaching certification once the individual has completed all other requirements. Certification is actually awarded by the New York State Education Department. Students who complete all of the requirements for the major in Exceptional Education, in addition to the other state requirements, 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

Candidates who graduate after April 20, 2014 will be required to take and pass the following exams outside of the approved program: edTPA, Educating All Students Test

(EAS), Academic Literacy Skills Test (ALST), and Revised Content Specialty Tests (CSTs).

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: These can be taken any time during the undergraduate program, and they must be completed before graduation.

- School Anti-Violence Education (SAVE)
- Drug and Alcohol Awareness Seminar
- HIV and the Classroom Seminar
- Fire Arson Safety Seminar
- Child Abuse Identification Seminar.
- DASA Training 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.

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 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' Buffalo State email accounts, will be posted on Blackboard 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

Notes: (a) Math courses must be at the 120 level or higher in order to count in the distribution. Lower level courses will not satisfy this requirement for ANY major. (b) Students are encouraged to take MAT 121 and MAT 122 to fulfill this requirement. (c) MAT 122 counts as a distribution course and to satisfy the Math and Quantitative Reasoning requirement in Intellectual Foundations. MAT 121 is a pre-requisite for MAT 122.

- 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

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 crs.
3. SPC 205 Intro to Oral Communication 3 crs.
4. Advanced Writing Course: 3 crs.
Choose one:
ENG 300W Writing for the Professions (*recommended*)
ENG 301W Advanced Composition (*recommended*)
ENG 305W Creating Writing: Narrative (*check with instructor before taking*)
OR
ENG 306W Creating Writing: Poetry (*check with instructor before taking*)
5. ENG 370 Found. of Lang. or ENG 311 Methods in Tchng. Lang. 3 crs.
6. Ethnic American Literature: 3 crs.
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

ENG 1XX or 3XX from transfer institutions

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. **Before entering into a foreign language concentration, candidates must have completed courses at the 100 level in college or completed the CLEP for those courses.**

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.**

1) LANGUAGE: (Required)

FRENCH

**FRE 101 – 102	Beginning French – may CLEP	6 crs.
FRE 201 – 202	Intermediate French (pre-requisites 101, 102)	6 crs
FRE 301 - 302	French Intro to Francophone Current Events/Media	6 crs.

SPANISH

**SPA 101 – 102	Beginning Spanish – may CLEP	6 crs.
SPA 201 – 202	Intermediate Spanish (pre-requisites 101, 102)	6 crs.
OR SPA 106 – 206	Spanish for Educators	6 crs.
SPA 301 – 302	Intro to Hispanic Cultures/Intro to Hispanic Media	6 crs.

ITALIAN

**ITA 101 – 102	Beginning Italian – may CLEP	
ITA 201 – 202	Intermediate Italian (pre-requisites 101, 102)	6 crs.
ITA 301 – 302	Italian Conversation and Composition	6 crs.

2) RECOMMENDED ELECTIVES

(FRE and SPA only) Choose Four.

FRENCH (FRE 301 & 302 are pre-requisites)

FRE 203	Workplace French I	3 crs.
FRE 204	Workplace French II	3 crs.
FRE 310	Issues in Professional Communication	3 crs.
FRE 321	Issues in Francophone Caribbean	3 crs.
FRE 399	Francophone Study Abroad Experience	3 crs.
FRE 460	Francophone Caribbean	3 crs.

<u>SPANISH</u> (SPA 301 & 302 are pre-requisites)		
SPA 321	Issues in Contemporary Hispanic Cultures	3 crs.
SPA 401	Spanish for Spanish Teaching	3 crs.
SPA 410	Literacy for Spanish Teaching	3 crs.
SPA 421	Structure of Modern Spanish	3 crs.

3) ALTERNATIVE ELECTIVES

Select from the following:

FRENCH (*FRE 301 & 302 are pre-requisites*)

FRE 306	Survey France Prehistory -Renaissance	3 crs.
FRE 307	Surveys France Renaissance-Revolution	3 crs.
FRE 308	Surveys France Revolution-Belle Epoque	3 crs.
FRE 309	Survey France Belle Epoque-Algerian War	3 crs.
FRE 420	Francophone North American	3 crs.
FRE 435	Francophone Africa	3 crs.
MCL 389	Francophone Cultures & Civilization	3 crs.

SPANISH (SPA 301 or 302 are pre-requisites)

SPA 305	Spanish Phonetics	3 crs.
SPA 306	Civilization and Cultures of Spain	3 crs.
SPA 307	Spanish Authors Pre-1800	3 crs.
SPA 308	Spanish Authors 1800-Present	3 crs.
SPA 309	Culture and Civilization of Latin America	3 crs.
SPA 310	Spanish American Authors 1492-1810	3 crs.

ITALIAN ELECTIVES (ITA 301 & 302 are pre-requisites)

ITA 306	Contemporary Italian Civilization	3 crs.
ITA 307-308	Survey of Italian Literature	3 crs.
ITA 401	Dante's Divina Commedia	3 crs.
ITA 406	Nineteenth Century Italian Literature	3 crs.
ITA 410	Modern Italian Literature	3 crs.
ITA 450	Directed Readings I	3 crs.
ITA 451	Directed Readings II	3 crs.
MCL 495	Project	3 crs.
MCL 499	Independent Study	3 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 pre-requisite 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 \$70-90). Study abroad is encouraged, especially in summer. See Josephine Zagarella-Behrens in International Education, SW 410, 878-3560, or Dr. Robert Summers, 878-4620. The office also provides alternative placement testing for heritage speakers.

**If students took 101 and 102 level language courses in high school, they will need to take the CLEP exams in order to receive credit for them within the concentration. Otherwise, they cannot count toward the 30 hour minimum 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 his/her advisor. S/he is also encouraged to discuss his/her program with members of the Mathematics Department in all concentration planning. **Please note, pre-requisite courses below the 120 level that are needed to take any of the required courses will not count toward fulfilling the requirements for this concentration.** Students who took 3 or more years of math in high school may be eligible to waive some of the course prerequisites for lower level math courses. Students must meet with their advisors and the Mathematics Department to determine if they are eligible for this waiver. These decisions will be made on a case-by-case basis.

REQUIRED COURSES:

MAT 121 Elementary Mathematics from an Advanced Standpoint I (4 cr)
MAT 122 Elementary Mathematics from an Advanced Standpoint II (4 cr)
MAT 161 & 163 Calculus and 1 hour lab course (or **MAT 126** Calculus I – 4 cr)
MAT 162 & 164 Calculus and 1 hour lab course (or **MAT 127** Calculus II—4 cr)
*MAT 223 Elementary and Middle School Mathematics from an Advanced Standpoint (4 cr)
*MAT 311 Probability and Statistics (3 cr)

23 crs.

ELECTIVES:

Choose three courses:

*MAT 270 Discrete Mathematics
³*MAT 304 Games and Linear Programming
*MAT 322W Modern Geometry
¹*MAT 325 Probability and Statistics
¹*MAT 351 Number Theory
*MAT 383 Learning and Teaching Problem Solving
²*MAT 495 Project
²*MAT 499 Independent Study
*MED 307 Use of Teaching Aids in the Teaching of Mathematics

7-9 crs.

Total 30-32 crs.

NOTES:

*Upper level courses

¹ Strongly recommended that all required courses be completed before taking this course.

² Permission of Math Department Chair required

³ This course is rarely offered.

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
- BIO 213 Intro. Ecology, Evolution, & Behavior
- CHE 101 General Chemistry I
- CHE 111 Fundamentals of Chemistry I
- PHY 104 Physics for El. Ed. **OR** PHY 107 General Physics **OR** PHY 111 University Physics I
- 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 111 Introduction to Biology)
- BIO 212 Intro. Organismal Biology & Diversity
- BIO 213 Intro. Ecology, Evolution, & Behavior
- CHE 102 General Chemistry II (**OR** CHE 111 Fundamentals of Chemistry II)
- PHY 304 Physics for El. Ed. **OR** 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 **OR** GES 202 (Spring Semester Only)

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
- SCI 335 Outdoor Science Education
- SCI 445 Literacy for Teaching Science (may need instructor permission)

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

NOTE: It is highly recommended that you work closely with the science department to monitor course availability and appropriate course selection.

Please see your advisor for possible substitutions. Including possible substitutions of 1XX and 3XX courses from previous institutions.

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.

NOTE: See your advisor for substitutions in social studies concentration. Most HIS, PSC, GEG, or ECO courses for SUNY Buffalo State and transfer institutions may be appropriate for this concentration.

Checklist for Exceptional Education Majors

For Majors Who Entered the College Prior to Fall 2014

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

CWP 101 _____
CWP 102 _____

BSC 101 _____
(Students no longer need BSC 101; however, if they failed it in the past, they need to retake it.)

Cognate Courses
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 _____
(Other World Civ)

Designated courses
Can be double dipped in IF

Math & Quant Reas _____
Tech & Soc EXE 375 _____
Diversity EXE 100 _____
Oral Comm EXE 420 _____
Writing Intensive EXE 365W _____
EXE 367W _____
Foreign Lang _____*

*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. _____

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. _____

SPF – 9 Cr. Hrs.

SPF 202 _____
SPF 203 _____
SPF 302 _____

Checklist for Exceptional Education Majors For Majors Entering in Fall 2014 and After

Intellectual Foundations-Core
Fall 2006 – 33-39 Cr. Hrs.

CWP 101 _____
CWP 102 _____

Cognate Foundation Courses

- Courses must be outside of the primary major prefix.
- Select one course in each area.
- Cannot be double dipped in IF.

Arts _____
Humanities _____
Natural Sci _____
Social Sci _____

Foundations of Civilizations

- Can satisfy major/minor requirements.
- Cannot be double dipped in IF.

American His _____
Western Civ _____
Non -Western _____
(Other World Civ)

Mathematics and Quantitative Reasoning (MAT 122 Recommended)
Math & Quant Reas _____

Diversity
Diversity _____ EXE 100

Global Engagement
Global Engagement
(1-6 credits) _____
See IF website for options and consult with your advisor.

Intellectual Skills and Competencies
Writing Across the Curriculum (infused)
Critical Thinking (infused)
Information Management (infused)

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 _____

EDU – 24 Cr. Hrs.

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

SPF – 9 Cr. Hrs.

SPF 202 _____
SPF 203 _____
SPF 302 _____

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

Conc. _____
Conc. _____

DIST. – 30 Cr. Hrs.

ENG _____
ENG _____
MATH _____
MATH _____
SCI _____
SCI _____
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