



BUFFALO STATE
The State University of New York

Exceptional Education Department
Undergraduate Student Handbook
Special and Childhood Education (SCE) Program

with Intellectual Foundations 2014

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Department, School, and Unit Information

Welcome to the Exceptional Education Department

The Exceptional Education Department at Buffalo State College has a long and rich history of preparing special education teachers. The first teacher candidates from our department graduated in 1953, when efforts to educate students with disabilities were relatively new. In 1975, the United States passed a law requiring that a free and appropriate public education be provided to children with disabilities. Since then, the need for teachers to serve students with disabilities has grown, and the role of the special education teacher has evolved.

To meet the needs of students in our local communities and beyond, the Exceptional Education Department has special education programs at the undergraduate and graduate levels. In addition, we also have graduate programs in Teaching English to Speakers of Other Languages (TESOL) and bilingual education.

We welcome you to the Exceptional Education family and celebrate your interest in becoming a teacher of *all* students. Please know that we are available and happy to assist you in your journey to becoming a teacher. You can contact us here:

Exceptional Education Department
Ketchum Hall 204
1300 Elmwood Avenue
Buffalo, New York 14222
(716) 878-5317 or (716) 878-3038
<https://exceptionaleducation.buffalostate.edu/>

Please note that the Exceptional Education Department is part of Buffalo State College's School of Education (<https://schoolofeducation.buffalostate.edu/>) and the Teacher Education Unit (TEU), which houses all teacher education programs on campus (<https://epp.buffalostate.edu/>).

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.

Teacher Education Unit Conceptual Framework

The Buffalo State College Teacher Education Unit is committed to the intellectual, personal and professional growth of future and practicing professionals in the diverse fields of education. We seek to prepare reflective, innovative, student-centered educators who are committed to transform the lives and the communities in which they live and serve.



Reflective ~ Reflective teachers recognize the importance of continuous improvement and data-driven decision-making. They possess the competence and commitment to infuse these ideals into their teaching. At the core of this principle is, first, the knowledge that all students, no matter what background or situation, can learn and become responsible citizens of this world; and second, that it is the responsibility of teachers to partner with school leaders, community members, and family, to help each student grow to his or her potential. This responsibility is grounded in a commitment to the profession and to the significant role that schools and education play in furthering a socially just and democratic society. At Buffalo State, we foster this level of reflection through an awareness and understanding of social and global equality issues, a readiness and ability to examine the latest research and best practices of the field, a collaborative spirit that seeks to consult and learn from community and culture, and expertise to perform deliberate and thoughtful assessment in each new situation.

Innovative ~ Innovation in teaching is the ability and ambition to find and create solutions for student and school challenges, to embrace change in the interest of all students, and to view mistakes and challenges as opportunities for growth. Innovation in the field of education involves regular and responsive collaboration with community and school partners; it involves new technologies and new uses for old technologies; and it recognizes fewer and fewer boundaries between every student and a quality education. The field of education must be as dynamic and progressive as the world around us. Buffalo State is committed to preparing educators who recognize the importance of innovation in education. We ensure our candidates achieve this principle through interaction with passionate and seasoned faculty, quality field experiences, curricular exercises, exposure to cutting-edge research, and professional development opportunities.

Student-Centered ~ Student-centered education is achieved by understanding what is valued by the student and engaging them in those areas; by including students in planning, implementation, and assessments; and empowering students to become life-long learners. Student-centered education ensures both equity and excellence in teaching. Educators must differentiate instruction and personalize the relationship. Student-centered instruction recognizes that marginalizing the education of those who learn differently or who are put at risk by social and cultural discrimination, limits the education of all students. Buffalo State teacher candidates are prepared to be student-centered with a curriculum aligned with the RISE principles as well as national and state standards. Student-centered practices are infused in all levels and programs and assessed regularly to assure our candidates understand and can effectively use these best practices to develop life-long learners.

These three principles -- reflection, innovation, and student-centered education -- work interdependently and are integral to developing teacher candidates who possess the necessary content knowledge, professional awareness, and professional dispositions to support and enhance the education of all students in all contexts. Buffalo State College is committed to the development of these principles in all our candidates so that they may become effective leaders in the education of a just and equitable society. Buffalo State Educators RISE to meet the following seven unit goals:

Content ~ The professional educator will know the subject matter to be taught to P-12 learners.

Learner ~ The professional educator will understand P-12 learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

Pedagogy ~ The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

Technology ~ The professional educator uses technology as a vehicle for learners to acquire information, practices, skills, use higher order thinking skills, and participate in collaborative projects.

Reflection ~ The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Diversity ~ The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Dispositions ~ The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Teacher Education Unit Candidate Dispositions

Dispositions are the expected behaviors, characteristics, and perceptions of teacher candidates as they develop as teaching professionals. Buffalo State teacher candidates must demonstrate the following dispositions. These dispositions are introduced early, monitored throughout, and assessed at the end of the program.

Candidates are:

1. Professional:
 - Follow the New York State Code of Ethics
 - Maintain confidentiality
 - Exhibit professional pride in appearance and demeanor
 - Demonstrate high quality communication skills in both written and oral communications

2. Reliable and Dependable:
 - Are punctual and organized
 - Complete essential tasks without prompting
 - Meet deadlines

3. Respectful:
 - Committed to meeting student needs
 - Practice judicious and empathetic interactions with students and colleagues on campus and in the community
 - Show care and thoughtfulness in using the intellectual and physical property of others

4. Committed to Student Learning:
 - Make decisions and plans that are student centered and foster higher-order thinking skills
 - Demonstrate understanding of the important contribution of diversity of thought, background and ethnicity in high-quality educational experiences
 - Use culturally-relevant curricula
 - Demonstrate and affirm the expectation that all students can learn, and it is the teacher's responsibility to investigate research and practice in differentiating instruction to reach all learners' needs
 - Display in their lessons and plans a thorough knowledge of current theory, content, pedagogy, technology tools and assessment practices

5. Reflective:
 - Show an openness to continuous improvement
 - Listen effectively
 - Demonstrate receptivity to feedback by improving performance
 - Tailor and reformat instruction based on assessed student needs

6. Enthusiastic:

- Show initiative and leadership
- Practice creative problem solving
- Demonstrate willingness to take calculated risks and to monitor students' receptivity to teaching innovations
- Are energetic, and open to new ideas

7. Collaborative:

- Work well with peers, faculty and mentors and seek to learn from them and share ideas
- Practice tactful communication skills, especially when sharing critique and constructive suggestions with others
- Seek appropriate leadership roles

Program Assessment and Accreditation

The Buffalo State Teacher Education Unit (TEU) is accredited by the Council for Accreditation of Educator Preparation (CAEP). The undergraduate program in the Exceptional Education Department is nationally recognized by the Council for Exceptional Children (CEC), indicating that it meets CEC's initial preparation standards which define the specialized expertise educators must master for the safe and effective practice of special education.

Like all Educator Preparation Programs (EPPs) across Buffalo State College, the Exceptional Education Department models its assessment process on the Buffalo State Education Assessment System (BSEAS). This assessment system is a part of the quality assurance process whereby data on teacher candidate's knowledge, skills, and dispositions are collected, analyzed, and disseminated to develop action plans aimed at program improvement. The Exceptional Education Department has an Assessment Committee whose primary role is to facilitate the assessment process at all stages. This committee regularly shares data with the department faculty to monitor program quality and assure the preparation of highly qualified teacher candidates who positively impact P-12 student learning.

Taskstream-Watermark. Currently, the Exceptional Education Department utilizes the data management system *Taskstream-Watermark* to assist in the data collection and analysis process. This system enables faculty and administrators to assess individual candidate progress and overall program performance. Data housed on *Taskstream-Watermark* include department created assessments (rubrics), unit-level assessments (rubrics and surveys), as well as performance on standardized state certification exams. All data sources are aligned with CEC Standards as well as InTASC Standards and the TEU Conceptual Framework.

All teacher candidates are required to enroll in Taskstream-Watermark in order to submit required assessments/assignments for evaluation. In pre-determined, selected courses, candidates are required to submit specific assignments via TaskStream-Watermark. All candidates must be enrolled on TaskStream-Watermark within 30 days of beginning the course. All required TaskStream-Watermark course assignments must be submitted to this system by the end of the semester. Course instructors will inform candidates as to which assignments must be uploaded on

TaskStream-Watermark. Even if a teacher candidate has successfully completed all of the course requirements at an acceptable level, failure to submit any required assignment to TaskStream-Watermark by the end of the semester will automatically result in a grade of “E”.

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

If candidates have used TaskStream-Watermark at Buffalo State in the past and are continuing in the same program, they 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-Watermark registration process and work submission processes, is available from course instructors. Candidates can contact TaskStream-Watermark directly at 1-800-311-5656 or online at <https://www.watermarkinsights.com/support/> for assistance. Limited on-campus support is also available by emailing BSCTaskStreamHelp@buffalostate.edu.

College Services and Resources

Buffalo State College offers a wide range of services and resources to help support candidates throughout their program. A few of these are highlighted here and others can be found on the college website (buffalostate.edu). Please note, some of these resources outline important college policies/procedures; candidates are responsible for understanding and adhering to these policies/procedures.

Academic Commons

Butler Library, (716), 878-5223, <http://academiccommons.buffalostate.edu>

The Academic Commons provides a variety of services for academic support, including tutoring, a math center, and a writing center.

Academic Standards Office

Twin Rise Center 100, (716) 878-5222, <https://academiccommons.buffalostate.edu/>

The Academic Standards Office provides support to candidates who are having a difficult semester, academically or financially. They can help candidates with working through probation, submitting academic appeals, and understanding college policies/procedures.

Barnes & Noble Bookstore

Student Union, (716) 878-5509, <https://buffalostate.bncollege.com/shop/buffalostate/home>

Candidates can identify, purchase, and rent textbooks and course materials from the official Buffalo State college bookstore. Please note candidates can also acquire course materials from other vendors.

Career Development Center

Cleveland Hall 306, (716) 878-5811, <http://cdc.buffalostate.edu/>

Buffalo State's Career Development Center offers a range of services related to helping candidates gain employment. Services include resume writing workshops, mock interviews, and assisting in job searches.

Financial Aid Office

Moot Hall 230, (716) 878-5509, <https://financialaid.buffalostate.edu/>

The Financial Aid Office handles all questions and concerns regarding college bills, financial aid, and related matters.

Student Accessibility Services Office

South Wing 120, (716) 878-4500, <http://sas.buffalostate.edu/students>

The Student Accessibility Services Offices works with candidates who have a disability and are in need of accommodations.

Teacher Certification Office

Chase Hall 222, (716) 878-6121, <https://teachercertification.buffalostate.edu/>

The Buffalo State Teacher Certification Office can assist candidates in navigating the various components required for obtaining teacher certification including taking seminars, passing certification exams, getting fingerprinted, and applying for certification.

Technology Support Services

Butler Library, (716) 878-4357, <https://it.buffalostate.edu/technology-support-services>

Buffalo State's IT Department provides technology support services for candidates, including an IT Help Desk that students can visit in person, call, or submit a ticket to for service.

Undergraduate Catalog

<http://ecatalog.buffalostate.edu/undergraduate/>

Buffalo State's Undergraduate Catalog provides detailed information about policies and procedures for undergraduates. Topics include: information on academic standing; academic misconduct policy; grading procedures; leave of absence procedures; protection under the Family Educational Rights and Privacy Act (FERPA); undergraduate course repeat policy; procedures for add/drop/withdrawal of a course; requirements for applying for commencement (graduation); and procedures for student complaint, grievance, and appeal. Candidates are encouraged to review this catalog in its entirety. Please note a revised version of the catalog is published each year.

University Police

Chase Hall 110, (716) 878-6333, <https://police.buffalostate.edu>

Candidates can obtain information about campus safety or report concerns to Buffalo State's University Police. In the case of an emergency on campus, students should call the number listed above. If an emergency occurs off campus, candidates should call 911. Candidates can sign up for emergency alerts, including closings, at <https://police.buffalostate.edu/campussafety>.

Weigel Health Center

Weigel Health Center, (716) 878-6711, <https://weigel.buffalostate.edu>

The Weigel Health Center offers a variety of services and supports related to physical and mental health.

Special Education and Childhood Education Program

The remainder of this handbook provides information specific to the Special Education and Childhood Education (SCE) Program.

SCE Program Overview

The SCE Program is an undergraduate program that leads to eligibility for NYS Initial Teaching Certification in:

- Childhood Education – Grades 1-6, and
- Students with Disabilities (Special Education) – Grades 1-6.

The program is designed to prepare teacher candidates to effectively work with *all* learners, including those with and at risk for disabilities. Emphasis is placed on preparing teacher candidates to work in inclusive settings.

In addition to traditional coursework, teacher candidates in the SCE Program will engage in a variety of field-based experiences – working with mentor teachers and students in local schools to develop the knowledge, skills, and dispositions associated with teaching. The SCE Program culminates with student teaching.

SCE Entrance Requirements

Teacher candidates must provide evidence of potential for success to be admitted into the Special Education and Childhood Education Program by meeting the guidelines outlined in the Buffalo State Undergraduate Catalog for “Admission to Teacher Education Programs.” The guidelines are 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 freshmen who express an interest in the SCE Program on their applications to Buffalo State and who meet the required admissions criteria for teacher education programs will be accepted directly into the SCE major.

Freshmen who do not meet the required admissions criteria for teacher education programs will be accepted into the SCE 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, the student will be dropped from the program. Please note that pre-majors are not allowed into courses designated “For Majors Only” and pre-major status does not guarantee subsequent admission into the major. Pre-majors who have completed 60 or more credit hours at any college may be at risk of losing their financial aid. Therefore, students are encouraged to make sure that they successfully complete the requirements to enter the major prior to completing 60 credit hours.

Transfer Students and Buffalo State Students from Other Majors

Transfer students from other colleges or Buffalo State students who wish to transfer from another major who meet the required admissions criteria for teacher education programs will be accepted directly into the SCE major.

Candidates who do not meet the required admissions criteria for teacher education programs and who have completed less than 60 credit hours by the semester of acceptance may be accepted into the SCE 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, the student will be dropped from the program. Please note that pre-majors are not allowed into courses designated “For Majors Only” and pre-major status does not guarantee subsequent admission into 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 requirements to enter the major prior to completing 60 credit hours.

Candidates who do not meet the required admissions criteria for teacher education programs and who have completed 60 or more credit hours by the semester in which they wish to join the SCE major can contact the Associate Chairperson of the Undergraduate Programs in the Exceptional Education Department to discuss a plan for entering the major.

Note to Non-majors: Most Exceptional Education courses are open to majors only, and non-majors cannot register for such courses until they are accepted into the major (not in anticipation of being accepted into the major). Buffalo State students who are interested in the Special Education and Childhood Education Program, 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 academic advisors and use the information from the following sources to register for courses that will count once accepted into the major: (a) Intellectual Foundations requirements found on the college website, (b) concentration requirements found in this handbook, and (c) distribution requirements found in this handbook. For additional questions about major courses and/or getting into the major, students can contact the Associate Chairperson of the Undergraduate Programs in the Exceptional Education Department.

SCE Program Academic Advisement

When accepted into the Special Education and Childhood Education Program as a pre-major or major, each teacher candidate is assigned an academic advisor and notified in writing of the advisor’s name, office location, phone number, and email address. Teacher candidates can also find their advisors’ office hours posted on their office doors.

The importance of working with an academic advisor cannot be overstated. Degree and certification requirements are complex. Teacher candidates should meet with their advisors regularly to clarify program requirements, develop a plan, and monitor/adjust that plan over subsequent semesters. This will allow teacher candidates to complete their degrees in a timely manner.

While teacher candidates may meet with their advisor at any time, it is particularly important to meet with them during advisement weeks (usually the second half of October and the second half of March) to plan out courses for the following semester. Teacher candidates will be notified through Buffalo State email regarding department advisement weeks. Advisors will notify their advisees of how to sign up for an advisement appointment (e.g., on a sign-up sheet on their office door, on an electronic forum). It is teacher candidates' responsibility to sign up for an appointment and attend that appointment. Failure to do so may result in not being prepared to register for courses on time. Undergraduate teacher candidates will only be given PIN numbers required for registration once they have met with their advisor.

Teacher candidates should prepare for their advisement session by reviewing this handbook, the Undergraduate Catalog <http://catalog.buffalostate.edu/undergraduate>, their Degree Works audit, and the master schedule for the upcoming semester. Teacher candidates should have some tentative courses in mind. Generally, advisors will make general recommendations of courses for Intellectual Foundations, the concentration, and the distribution, along with specific courses from the major. Then, it is the teacher candidate'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.

Accelerated Pathways (4+1 Programs)

An accelerated pathway is an option for an undergraduate teacher candidate to have seamless entry into a graduate program and an accelerated course of study toward an advanced degree. SCE Majors in good standing can apply for an accelerated pathway that leads into the Exceptional Education Department's Early Childhood Special Education Graduate Program or the Students with Disabilities Generalist (Grades 7-12) Graduate Program. For more information, see: <https://exceptionaleducation.buffalostate.edu/accelerated-pathways>

Additional Sources of Program Information

In addition to this handbook and academic advisement, teacher candidates in the SCE Program can seek program-related information from several sources:

- 1) 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 in the Special Education and Childhood Education Program. Information about the department, advisement, certification, scholarships, volunteer opportunities, possible employment positions, student groups, this handbook, etc. can be found on this site.
- 2) The Exceptional Education Department website can be found at <https://exceptionaleducation.buffalostate.edu/>. The site hosts similar information to the Blackboard site (as listed above).

- 3) The Exceptional Education Department sends messages to teacher candidates via Buffalo State email. Teacher candidates are expected to check their email accounts daily so they do not miss important information.

SCE Program Framework

SCE Program Framework Overview

The SCE Program was developed with a foundation of high-leverage practices (HLPs). High-leverage practices (HLPs) have been defined as “a set of practices that are fundamental to support K-12 student learning, and that can be taught, learned, and implemented by those entering the profession” (Windschitl, Thompson, Braaten, & Stroupe, 2012, p. 880).

Since the SCE Program prepares teachers of both general education and special education, the set of HLPs developed for the program reflect the skillset needed by teachers of *all* students, with an emphasis on inclusive settings. The program HLPs were developed with consideration of published lists of HLPs for both general education (Ball & Forzani, 2011 University of Michigan, n. d.) and special education (McLeskey et al., 2017).

The 17 SCE Program HLPs are organized into five domains: communication and collaboration, instructional design, instructional delivery, classroom management, and assessment. The HLPs will be discussed, taught, observed, practiced, and assessed throughout the program. Teacher candidates should become familiar with the HLPs and strive to gain proficiency in them throughout the program. A list of the HLPs follows.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., ...Ziegler, D. (2017). *High-leverage practices in special education*. Arlington, VA: CEC and CEEDAR Center.

University of Michigan. (n. d.) *Teachingworks: High leverage practices*. Retrieved from: <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education, 96*(5), 878-903.

SCE Program High-Leverage Practices (HLPs)

	High Leverage Practice	Description of High Leverage Practice
Communication and Collaboration	HLP 1: Communicate and collaborate effectively with colleagues, parents/guardians, school leaders, and other professionals.	Teachers use effective interpersonal skills to communicate (orally and in written form) and collaborate with colleagues, parents/guardians, school leaders, and other professionals to support student learning and well-being. The goal of communication and collaboration in schools is to: (a) develop and adjust instructional plans, (b) coordinate expectations, (c) delineate responsibilities, and (d) identify resources to maximize student outcomes.
	HLP 2: Advocate for students and families to secure needed services and promote social justice.	Teachers use school and district resources to advocate for all students. Advocacy includes working with students, families, and professionals to secure necessary supports for student learning and well-being, inside and outside of the school setting. Teachers also encourage students to self-advocate, with the goal of fostering self-determination over time.
Instructional Design	HLP 3: Use knowledge about the curriculum and students' present levels of performance to identify short- and long-term goals.	Teachers use multiple sources of information including grade level standards, learning progressions, individualized education program (IEP) goals and benchmarks, and students' learning histories to identify short- and long-term goals. They prioritize what is most important for students to learn, with emphasis on providing meaningful access to the general education curriculum. They understand essential elements of curriculum, identify critical prerequisites, and assess student performance in relation to these components.
	HLP 4: Design a sequence of lessons towards a specific learning outcome.	Teachers help students to develop important factual knowledge, concepts, skills, and strategies that provide the foundation for more complex learning. Teachers sequence lessons that build off each other and make connections explicit in both planning and delivery. They activate students' prior knowledge and show how each lesson fits with previous lessons. Ongoing changes (e.g., pacing and examples) occur throughout the lesson sequence based on student performance.
	HLP 5: Choose and adapt curriculum materials and tasks specific to learning goals.	Teachers assess individual or group needs on an ongoing basis. They use these data to select or adapt curriculum materials and tasks so that students can meet instructional goals. Accommodations or modifications may include use of relevant technology, modification of independent work, changes to task directions, scaffolded instruction, or extended time to complete tasks.

Instructional Delivery	HLP 6: Make learning explicit through modeling, guided practice, and independent practice.	Teachers make learning of factual knowledge, concepts, skills and strategies explicit through modeling, guided practice, and independent practice opportunities. They strategically choose representations, examples/non-examples, and language to facilitate student understanding, anticipate common misconceptions, highlight essential content, and remove distracting information. They overtly teach steps or processes needed to understand and complete tasks successfully and independently.
	HLP 7: Use strategies to promote active student engagement in whole class and small group instruction.	Teachers design and implement instruction to promote active student engagement, which includes active student response and participation. They promote engagement by connecting learning to students' lives and by using a variety of strategies shown to increase student engagement: (a) teacher-led strategies, such as choral responding and response cards, (b) peer-assisted strategies, such as cooperative learning and peer tutoring, (c) student-regulated/self-management strategies, and (d) technology-supported strategies. As a part of this process, teachers monitor student engagement, and they provide positive and constructive feedback to sustain engagement.
	HLP 8: Scaffold instruction during lessons.	Teachers use scaffolds, temporary supports for students, to facilitate students' progress towards meeting lesson objectives. Teachers scaffold content, tasks, and materials based on students' readiness to meet objectives. Teachers use scaffolds flexibly, evaluate their effectiveness, and gradually remove them once students gain increased understanding and independence. Some scaffolds are planned prior to lessons and some occur as lessons unfold in response to student performance.
	HLP 9: Teach students to work independently.	Teachers integrate explicit cognitive and metacognitive strategy instruction into academic content to help students accomplish goals and self-regulate their own learning. Teachers understand learning involves: (a) content knowledge, (b) cognitive processes to solve problems, regulate attention, organize thoughts and materials, and (c) self-monitoring. Teachers promote student independence by teaching students to monitor and evaluate their own performance in relation to goals and make necessary adjustments to improve learning.
	HLP 10: Select, implement, and evaluate instructional and assistive technologies to support student learning.	Teachers select, implement, and evaluate instructional and assistive technologies based on the needs of individual students or groups. Instructional technology is used to enhance instruction designed to meet learning goals. Assistive technology is used to support individual students in accessing the curriculum and learning environment. When planning for the use of technology, teachers use Universal Design for Learning (UDL) principles to provide all students equal opportunities to learn.

	HLP 11: Identify and implement an instructional strategy or intervention in response to common patterns of student performance or individual need.	Teachers select and implement instructional strategies or interventions based on an analysis of individual or group performance. Selected strategies or interventions have a strong research base and are implemented to assist students in meeting identified learning goals. Throughout implementation, teachers monitor student performance and modify practices based upon analysis of the data.
	HLP 12: Self-analyze teaching for the purpose of improving instruction and learning.	Teachers engage in routine self-analysis (i.e., reflection) of their teaching practices and the impact on student outcomes. Teachers analyze their teaching formally and informally: (a) on a micro level during instruction to make on-the-spot instructional decisions, and (b) on a macro level, such as after an instructional segment or on a month-to-month basis. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.
Classroom Management	HLP 13: Establish and implement effective classroom and individual student management plans to increase student social and academic outcomes.	Teachers establish clear rules, procedures, and consequences (for appropriate and inappropriate behaviors) that are explicitly taught and reinforced throughout the school year with the goals of reducing challenging behavior and increasing academic engagement time. When a student's behavior is chronic and impedes his/her learning, teachers conduct a functional behavioral assessment (FBA), and develop and implement a behavior intervention plan (BIP).
	HLP 14: Provide high rates of specific feedback.	Teachers provide feedback for correct and incorrect responses to guide and improve student learning and behavior, and to increase student motivation, engagement, and independence. Feedback may be verbal, non-verbal, or written. Effective feedback is: (a) strategically-delivered, (b) goal-directed, (c) timely, (d) developmentally-appropriate, (e) ongoing, (f) scaffolded, and (g) provided until learners reach established goals.
	HLP 15: Create and facilitate a safe, respectful, productive, and positive learning environment.	Teachers organize the physical layout and materials of the classroom to promote student safety, engagement, productivity, and independence. Teachers also develop and maintain a positive social/emotional environment in the classroom by promoting respectful student-student and teacher-student relationships. In order to do this, teachers develop an understanding of the students' families, communities, and cultural and linguistic backgrounds. Teachers also engage in high levels of positive teacher-student interactions which demonstrate warmth, caring, and encouragement.

Assessment	HLP 16: Develop/select and implement specific assessment measures to determine relevant information about students' present levels of performance.	Teachers develop or select a variety of technically-sound assessment measures to identify student strengths and areas of need. They implement the assessments with fidelity, and as appropriate, use of student accommodations as per individualized education programs (IEPs).
	HLP 17: Interpret and communicate assessment data to make important educational decisions.	Teachers interpret a variety of assessment data, from both formal and informal measures, to identify student strengths and areas of need. They clearly communicate this information to members of educational teams, including parents, in order to make important educational decisions. They use assessment data to (a) make recommendations about educational programming, (b) plan instruction, and (c) monitor student progress.

SCE Program Coursework

Teacher candidates in the SCE Program must complete the following four components of coursework:

- 1) Intellectual Foundations
- 2) Major
- 3) Concentration
- 4) Distribution

Each of these components is described in more detail in the following sections of the handbook.

Many of these requirements can be double or triple dipped – meaning that a requirement for one component can meet a requirement for one or two other components. For example, an English course for the IF Humanities requirement could also count for an English in the concentration and/or an English in the distribution. Teacher candidates are encouraged to find courses that meet multiple requirements to reduce the overall number of courses needed. Academic advisors can help with this.

Teacher candidates can track their progress with completing degree requirements on Degree Works. In addition, a program checklist can be found at the end of this handbook.

Intellectual Foundations (IF)

All students at Buffalo State College must complete the intellectual foundations (general education) requirements. Students who entered the college in 2014 or later will complete the intellectual foundations (IF) 2014 program, which is comprised of 33-39 of the total credits necessary for degree completion. In addition, all students must complete a minimum of 45 credits of their total program (including the major) with upper level courses (300-400 level). All Special Education and Childhood Education Majors will meet this requirement with coursework taken in the major. More information about intellectual foundations and the list of approved courses can be found at <http://intellectualfoundations.buffalostate.edu/>. The IF requirements include:

- Basic Written and Oral Communication (6 credits)
 - CWP 101 (3)
 - CWP 102 (3)
 - Note: must earn a minimum grade of C in both CWP 101 and 102
- Mathematics and Quantitative Reasoning (3 credits)
 - Note: MAT 122 is a recommended course that meets this requirement
- Cognate Foundations (12 credits)
 - Arts (3)
 - Humanities (3)
 - Natural Science (3)
 - Social Science (3) – Note: SPF 203 meets this requirement and is also required for the major

- Foundations of Civilizations (9 credits)
 - American History (3)
 - Western Civilization (3)
 - Non-Western Civilization (3)
- Diversity (3 credits)
 - Note: EXE 100 meets this requirement and is also required for the major
- Global Engagement (0-6 credits)
 - Note: There are several ways to meet this requirement; many students meet it through two sequential years of high school foreign language coursework.

Major

Special Education and Childhood Education Majors are required to complete 63 credit hours of major coursework. The major courses are across three departments with different course prefixes as shown below. Teacher candidates should also note the minimum GPA requirements to register and the grades needed in the courses to move forward in the program.

Courses	Department	Course Prefix	Minimum GPA Requirement to Register	Minimum Course Grade Required to Continue with Courses with Same Prefix
Special education	Exceptional Education	EXE	2.6	C
Childhood (general) education	Elementary Education, Literacy, and Educational Leadership	EDU	2.5 or 2.6 (varies by course)	C
Foundations	Social and Psychological Foundations	SPF	N/A	N/A

The following is a list of courses needed for the SCE major, along with the pre-requisites and co-requisites needed for SCE majors. (Other requirements may be needed for different majors taking these courses). They are listed in the preferred order that they be taken. If a teacher candidate is going to take the courses out of order, s/he should do so in consultation with an academic advisor.

Course Number	Course Title	Pre-requisites and Co-requisites
SPF 203	School and Society	N/A
EXE 100	Nature and Needs of Individuals with Special Needs (majors only section)	Pre-req: pre-major or major status

SPF 202	Child Development and Education	N/A
EXE 221	Foundations of Effective Assessment and Instruction in Special Education	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 100 minimum grade of C
SPF 302	Educational Psychology: Elementary Education	Pre-req: CWP 102 minimum grade of C or College Writing II Exemption or ENG 102 minimum grade of C; SPF 202 minimum grade of D
EDU 211	Introduction to Literacy	Pre-req: major status, minimum cumulative GPA of 2.5; EXE 221 minimum grade of C
EXE 362	Behavior and Classroom Management	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 100 minimum grade of C
EXE 321*	Remediating and Adapting Literacy Instruction for Students with and at Risk for Disabilities	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 100 minimum grade of C; EXE 221 minimum grade of C; EDU 211 minimum grade of C; CWP 102 Co-req: EDU 322; EXE/EDU 323 (Literacy Block)
EDU 322*	Literacy Instruction in the Elementary School	Pre-req: major status; minimum cumulative GPA of 2.6; EDU 211 minimum grade of C Co-req: EXE 321; EXE/EDU 323 (Literacy Block)
EXE/EDU 323*	Field Placement in Literacy Methods for Students with and without Disabilities	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 100 minimum grade of C; EXE 221 minimum grade of C; EDU 211 minimum grade of C; CWP 102 Co-req: EXE 321; EDU 322 (Literacy Block)
EXE 344*	Teaching Mathematics to Students with and at Risk for Disabilities	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 321 minimum grade of C; EDU 322 minimum grade of C; EXE/EDU 323 minimum grade of C Co-req: EDU 342; EXE/EDU 343 (Math Block)
EDU 342*	Teaching Elementary School Mathematics	Pre-req: major status; minimum cumulative GPA of 2.6; MAT 122 or higher; EDU 322 minimum grade of C Co-req: EXE 341; EXE/EDU 343 (Math Block)
EXE/EDU 343*	Field Placement for Teaching Elementary School Mathematics	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 321 minimum grade of C; EDU 322 minimum grade of C; EXE/EDU 323 minimum grade of C Co-req: EXE 344, EDU 342 (Math Block)
EDU 310	Teaching Social Studies in the Elementary School	Pre-req: major status; minimum cumulative GPA of 2.5; EDU 211 minimum grade of C
EDU 313*	Teaching Science in Early Childhood and Childhood Settings	Pre-req: major status; minimum cumulative GPA of 2.6; EDU 211 minimum grade of C
EDU 404*	Practicum in Elementary Teaching (6 credits, Student Teaching)	Pre-req: major status; minimum cumulative GPA of 2.5; minimum grade of C in all methods courses
EXE 364	Educating Students with Severe Disabilities	Pre-req: major status; minimum cumulative GPA of 2.6; EXE 100 minimum grade of C; CWP 102; 1 from: ECO 305, MAT

		103, MAT 114, MAT 122, MAT 124, MAT 126, MAT 161, MAT 311, PHI 107
EXE 390	Strategies and Technology to Adapt Content Area Instruction	Pre-req: major status; minimum cumulative GPA of 2.6; grades of C or higher in all EXE and EDU courses
EXE 420*	Practicum in Special Education (6 credits, Student Teaching)	Pre-req: major status; minimum cumulative GPA of 2.6; minimum grade of C in all methods courses

A note regarding field-based courses and student teaching:

Some major courses are considered field-based, meaning a portion or all of the course is taught and carried out in the field (typically at a local P-12 school). This includes student teaching. To be eligible for field-based courses and student teaching, candidates must apply, meet designated requirements, and attend an orientation prior to the placement. Additional information will be provided through Buffalo State email and advisement sessions.

Concentrations

As per a New York State Education Department requirement, all Special Education and Childhood Education Majors must complete a 30-hour concentration (approximately 10 courses) in one area. The purpose of the concentration is to provide depth of knowledge in one area. Teacher candidates are required to take a minimum of 30 credit hours in one of the following concentration areas:

- English
- Spanish
- Mathematics
- Science
- Social Studies
- Urban Studies

In order to provide the in-depth experience required by the state, a minimum of 18 credits in the concentration must be at the upper division (300 or 400) level. Concentration courses must be taken for a letter grade; they may not be taken on a pass/fail basis.

Teacher candidates can choose a concentration when applying to the major or later through a Commit/Change of Major form. Teacher candidates are advised to select a concentration as soon as possible and stay with that choice throughout the program. The concentration can be switched but doing so could delay graduation.

Since many concentration courses may also be used in completing the Intellectual Foundations and/or distribution requirements, teacher candidates should be aware of the possibility for double or triple dipping.

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

English Concentration

The English Concentration consists of 30 credit hours; at least 18 of the credit hours must be at the upper division (300 or 400) level. It is strongly suggested that teacher candidates work closely with an advisor in all concentration planning.

REQUIRED COURSES:

CWP 102 Argumentation and Research (3)

ENG 190 Introduction to Literacy Interpretation (3)

SPC 205 Introduction to Oral Communication (3)

Children's/Young Adult Literature - Choose 1:

ENG 260 Children's Literature (3)

ENG 461 Young-Adult Literature (3)

Advanced Writing – Choose 1:

ENG 300 Writing for the Professions – recommended (3)

ENG 301 Advanced Composition - recommended (3)

ENG 305 Creating Writing: Narrative - check with instructor before taking (3)

ENG 306 Creating Writing: Poetry - check with instructor before taking (3)

Language – Choose 1:

ENG 370 Foundations of Language (3)

ENG 311 Methods in Teaching Language (3)

Ethnic American Literature – Choose 1:

ENG 240 African American Literature to 1940 (3)

ENG 241 African American Literature since 1940 (3)

ENG 353 American Indian Literature (3)

ENG 354 Ethnic American Minority Literatures (3)

ELECTIVES:

Choose any 3 of the following (while meeting upper division requirement):

ENG 130 Biblical and Classical Literature (3)

ENG 151 Introduction to Poetry (3)

ENG 205 History of Cinema I (3)

ENG 206 History of Cinema II (3)

ENG 210 British Literature to 1700 (3)

ENG 211 British Literature 1700-1914 (3)

ENG 220 American Literature to 1865 (3)

ENG 221 American Literature Since 1865 (3)

ENG 230 Comparative Literature (3)

ENG 231 Women in Literature (3)

ENG 240 African American Literature to 1940 (3)
ENG 241 African American Literature since 1940 (3)
ENG 252 British Modernism (3)
ENG 253 Twentieth-Century Literature II (3)
ENG 255 The Short Story (3)
ENG 303 Literature in Film (3)
ENG 304 Forms of Film (3)
ENG 309 Teaching and Evaluating Writing (3)
ENG 311 Methods in Teaching Language (3)
ENG 315 Shakespeare I (3)
ENG 316 Shakespeare II (3)
ENG 317 Shakespeare for Future Teachers (3)
ENG 330 Literature of the Bible (3)
ENG 345 World Literature After 1945 (3)
ENG 350 Twentieth-Century Drama I (3)
ENG 351 Twentieth-Century Drama II (3)
ENG 353 American Indian Literature (3)
ENG 354 Ethnic American Minority Literatures (3)
ENG 415 Seventeenth-Century British Literature (3)
ENG 416 Eighteenth-Century English Literature (3)
ENG 417 British Novel to 1800 (3)
ENG 418 The British Novel, 1800-1900 (3)
ENG 419 Romantic Movement in British Literature (3)
ENG 441 The Romantic Movement in American Literature (3)
ENG 443 American Poetry After 1900 (3)
ENG 445 American Realism (3)
ENG 1XX or 3XX from transfer institutions (3)

The following courses may be used as electives in the English Concentration but are offered infrequently. Teacher candidates can check with the English Department to confirm availability:

ENG 337 Modern European Literature (3)
ENG 356 Futuristic Fiction (3)
ENG 361 Contemporary Literature (3)
ENG 442 The American Novel to 1900 (3)
ENG 444 The American Novel After 1900 (3)
ENG 450 Studies in Poetry (3)
ENG 451 Studies in Fiction (3)
ENG 452 Studies in Drama (3)

Spanish Concentration

The Spanish Concentration consists of 30 credit hours; at least 18 of the credit hours must be at the upper division (300 or 400) level. It is strongly suggested that teacher candidates work closely with an advisor in all concentration planning.

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. All teacher candidates pursuing this concentration should initially take the CLEP exam to receive credit for prior work and knowledge in Spanish, as well as to determine initial level of coursework. A fee is required for this exam. Information about the exam is available in the Admissions Office and through the Modern and Classical Language Department.

Study abroad is encouraged, especially in summer. More information can be found through the International Education Office. The office also provides alternative placement testing for heritage speakers.

REQUIRED COURSES:

SPA 101 Beginning Spanish 1 - may CLEP (3)

SPA 102 Beginning Spanish II - may CLEP (3)

SPA 201 Intermediate Spanish I (3) or SPA 106 or 200 Spanish for Education Professionals I (3)

SPA 202 Intermediate Spanish II (3) or SPA 206 Spanish for Education Professionals II (3)

SPA 301 Introduction to Hispanic Cultures (3)

SPA 302 Introduction to Spanish Media (3)

ELECTIVES:

Choose any 300/400 level Spanish courses, by advisement to complete 30 credit hours in the concentration.

Mathematics Concentration

The Mathematics Concentration consists of 30-32 credit hours; at least 18 of the credit hours must be at the upper division (300-400, or otherwise designated) level. It is strongly suggested that teacher candidates work closely with an advisor in all concentration planning. It is also suggested that teacher candidates discuss concentration planning with the Mathematics Department.

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. Teacher candidates who took three or more years of math in high school may be eligible to waive some prerequisites for lower level math courses. Teacher candidates 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)
 - MAT 122 Elementary Mathematics from an Advanced Standpoint II (4)
 - MAT 126 Applied Calculus I (or MAT 161 & 163) (4)
 - MAT 127 Applied Calculus II (or MAT 162 & 164) (4)
 - *MAT 223 Elementary & Middle School Mathematics from an Advanced Standpoint (4)
 - *MAT 311 Introductory Probability and Statistics (3)
-

ELECTIVES:

Choose 3 of the following:

- *MAT 270 Discrete Mathematics (3)
 - 3*MAT 304 Games and Linear Programming (3)
 - *MAT 322 Modern Geometry (3)
 - 1*MAT 325 Probability and Statistics (3)
 - *MED 383 Learning and Teaching Problem Solving (3)
 - 1*MAT 351 Elementary Theory of Numbers (3)
 - 2*MAT 495 Special Project
 - 2*MAT 499 Independent Study
 - *MED 307 Use of Technology in the Teaching of Mathematics (3)
 - MAT 381 Probability Theory (3)
 - MAT 325 Probability and Statistics (3)
-

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 Course is rarely offered

Science Concentration

The Science Concentration consists of 30-33 credit hours; at least 18 credit hours must be at the upper division (300 or 400) level. It is strongly suggested that teacher candidates work closely with an advisor in all concentration planning. It is also suggested that teacher candidates discuss concentration planning with the Science Departments.

REQUIRED COURSES:

Choose 3 of the following:

BIO 212 Introduction to Organismal Biology and Diversity (4) or BIO 111 Foundations of Biology (3)
BIO 213 Introduction to Ecology, Evolution, and Behavior (4)
CHE 101 General Chemistry I (3) or CHE 111 Fundamentals of Chemistry I (4)
PHY 104 Physics for K-8 Teachers (3) or PHY 107 General Physics I (4) or PHY 111 University Physics I (5)
GES 101 & 103 Introductory Geology with Lab (4)

ONE YEAR SCIENCE SEQUENCE:

Choose 1 of the following to complete a one-year sequence of science (2 semesters with courses in the same prefix):

BIO 211 Introduction to Cell Biology and Genetics (4)
BIO 111 Foundations of Biology (3)
BIO 212 Introduction to Organismal Biology & Diversity (4)
BIO 213 Introduction to Ecology, Evolution, and Behavior (4)
CHE 102 General Chemistry II (3)
CHE 112 Fundamentals of Chemistry II (3)
PHY 304 Optics and Vision for Teachers and Artists (3)
PHY 108 General Physics II (4)
PHY 112 University Physics II (5)
GES 131 Introductory Astronomy (3)
GES 111 Oceanography (3)
GES 223 Environmental Earth Science (3)
GES 224 Geologic Hazards (3)
GES 241 Meteorology (3)
GES 102 Historical Geology (3)

ELECTIVES:

Choose from the following to complete the 30 credit hours in the concentration (while meeting upper division requirement):

Courses specially designed for elementary teachers:

- SCI 311 Problem Solving in Physical Science (3)
- SCI 312 Problem Solving in Life Science (3)
- SCI 313 Problem Solving in Earth Science (3)
- SCI 323 Science as Inquiry (3)
- SCI 335 Outdoor Science Education (3)

Geoscience:

- GES 306 Sedimentology and Stratigraphy (3)
- GES 307 Geomorphology (3)
- GES 452 Hydrogeology (3)

Biology:

- BIO 308 & 309 Human Anatomy & Physiology & Lab (4)
- BIO 414 Mammalogy (3)
- BIO 421 Invertebrate Structure & Function (3)
- BIO 428 Vertebrate Structure and Function (4)

Chemistry:

- CHE 300 Medications: Chemicals for your Health (3)
- CHE 301 Analytical Chemistry (4)
- CHE 315 Environmental Chemistry and Technology (3)
- CHE 321 Principles of Organic Chemistry (4)
- CHE 322 Biological Chemistry (4)

Phsysics:

- PHY 323 Statics (3)

Social Studies Concentration

The Social Studies Concentration consists of 30 credit hours; at least 18 of the 30 credit hours must be at the upper division (300 or 400) level. It is strongly suggested that teacher candidates work closely with an advisor in all concentration planning.

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

REQUIRED COURSES:

ECO 101 The Economic System (3)

GEG 101 World Natural Environments (3)

PSC 102 Introduction to American Government and Politics (3)

HIS 106 History of American Life I and/or HIS 107 History of American Life II - *highly recommended to take both* (3 or 6)

Diversity Focus – Choose 2:

ECO 302 Women in the Economy (3)

GEG 309 Urban Geography (3)

GEG 359 Arctic Geography from an Inuit Perspective (3)

HIS 302 History of Women in America (3)

HIS 311 American Immigration and Emigration (3)

HIS 314 Modern Latin America (3)

HIS 322 African American History (3)

HIS 468 Readings in African American History (3)

PSC 316 Urban Ethnic Politics (3)

PSC 335 International Relations of the Middle East (3)

PSC 337 Politics of Globalization (3)

PSC 340 Politics of Developing Countries (3)

SSE 350 The Traditions of the People of the Longhouse (The Ho De No Sau Nee) (3)

SSE 363 Transition: Diversity and Pluralism in the United States (3)

HIS 341 African Americans and Civil Rights (3)

ELECTIVES:

Choose any 4 of the following across 3 categories – at least one course in each category must be taken (while meeting upper division requirement):

Geography:

GEG 300 World Regional Geography (3)

GEG 206 Geography of New York State (3)

GEG 359 Arctic Geography from an Inuit Perspective (3)

GEG 360 Geography of Asia (3)
GEG 364 Geography of Europe (3)
GEG 362 Geography of the United States and Canada (3)
GEG 425 Fundamentals of GIS (3)

History:

HIS 302 History of Women in America (3)
HIS 304 Europe from Napoleon to the First World War (3)
HIS 306 Africa to 1800 (3)
HIS 308 History of Early Canada (3)
HIS 310 History of East Asia: The Traditional Era (3)
HIS 313 Politics and History of the Middle East (3)
HIS 314 Modern Latin America (3)
HIS 318 History of the Former Soviet Union (3)
HIS 321 History of Medieval Europe (3)
HIS 322 African American History (3)
HIS 324 American Presidents (3)
HIS 330 U.S. Environmental History (3)
HIS 340 History of the Buffalo/Niagara Region (3)
HIS 389 Historical Perspectives (Topics) (3)
HIS 415 History and Government of New York State (3)
HIS 319 Colonial History of the American People (3)
HIS 331 American Westward Expansion (3)
HIS 332 Technology and U.S. History (3)

Political Science:

PSC 315 State and Local Government and Politics (3)
PSC 316 Urban Ethnic Politics (3)
PSC 318 Democracy and Peace: Principles and Practices in the Urban Experience (3)
PSC 326 Politics and Media (3)
PSC 335 International Relations of the Middle East (3)
PSC 337 Politics of Globalization (3)
PSC 320 U.S. Civil Liberties (3)
PSC 330 American Foreign Policy (3)
PSC 355 American Political Thought (3)

Urban Studies Concentration

The Urban Studies Concentration consists 31 credit hours; at least 18 of the credit hours must be at the upper division (300 or 400) level. It is strongly suggested that teacher candidates work closely with an advisor in all concentration planning.

REQUIRED COURSES:

ANT 101 Understanding Culture (3)
SOC 100 Introduction to Sociology (3)
SPF 203 School and Society (3)
SOC 351 Sociology of Race and Ethnicity (3)
PSC 316 Urban Ethnic Politics (3)
SPC 311 Intercultural Communication (3)
SPF/SOC 366 Cultural Proficiency and Public Achievement (4)

ELECTIVES:

Choose 3 courses from the following – at least 1 from each group (while meeting the upper division requirement):

Choose 1 or 2 of the following:

AAS/ENG 240 African American Literature to 1940 (3)
AAS 321 The African American Family (3)
AAS 341 African Americans and Civil Rights (3)
AAS 469 Black Protest and Leadership in the U.S. in the Twentieth Century (3)
ANT 307 Urban Anthropology (3)
ANT 315 Research Methods in Cultural Anthropology (3)
ENG 241 African American Literature Since 1940 (3)
ENG 243 Introduction to Latino/a Literature (3)
ENG 354 Ethnic American Minority Literatures (3)
GEG 309 Urban Geography (3)

Choose 1 or 2 of the following:

PSC 103 Great Political Issues (3)
PSC 215 Urban Government (3)
PSC 218 African American Political Culture (3)
PSC 316 Urban Ethnic Politics (3)
PSC 318 Democracy and Peace: Principles & Practices in the Urban Experience (3)
MUS 224 Music and Political Action (3)
SOC 333 Sociology of Social Movements (3)
SOC 350 Power, Class and Inequality (3)

Distribution

As per a New York State Education Department requirement, all Special Education and Childhood Education Majors must complete a distribution. While the concentration gives teacher candidates a deep understanding of one area, the distribution requirement is designed to ensure breadth of knowledge. Teacher candidates are required to take two courses in each the following distribution areas:

- English
- Mathematics
- Science
- Social Studies
- Foreign Language

Distribution courses must be taken for a letter grade; they may not be taken on a pass/fail basis.

Since many distribution courses may also be used in completing the Intellectual Foundations and/or concentration requirements, teacher candidates should be aware of the possibility for double or triple dipping.

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

English Distribution

SPC 205 Introduction to Oral Communication (3)
COM 100 Media Literacy (3)
SPC 103 Introduction to Human Communication (3)
ENG 260 Children's Literature (3)
ENG 305 Creative Writing: Narrative (3)
ENG 306 Creative Writing: Poetry (3)
ENG 300 Writing for the Professions (3)
ENG 301 Advanced Composition (3)
ENG 354 Ethnic American Minority Literatures (3)

Any IF Literature Course (e.g., see Humanities list of courses with ENG prefix)

Mathematics Distribution

- MAT 121 Elementary Mathematics from an Advanced Standpoint I (4) (*recommended*)
- MAT 122 Elementary Mathematics from an Advanced Standpoint II (4) (*recommended*)
- MAT 124 Functions and Modeling II (3)
- MAT 126 Applied Calculus I (4)
- MAT 161 Calculus I (4)
- MAT 162 Calculus II (4)
- MAT 183 Problem Solving in Mathematics (3)
- MAT 301 Fundamentals of Abstract Algebra (3)
- MAT 304 Games and Linear Programming (3)
- MAT 311 Introductory Probability & Statistics (3)
- MAT 322 Modern Geometry (3)
- MAT 351 Elementary Theory of Numbers (3)

Science Distribution

Note: It is preferred that teacher candidates take courses from two different academic disciplines.

BIO 100 Principles of Biology (3)
BIO 101 Human Biology (3)
BIO 104 Environmental Biology (3)
BIO 111 Foundations of Biology (3)
BIO 212 Introduction to Organismal Biology and Diversity (4)
BIO 213 Introduction to Ecology, Evolution, and Behavior (4)

CHE 100 Chemistry and Society (3)
CHE 101 General Chemistry I (3)
CHE 102 General Chemistry II (3)
CHE 111 Fundamentals of Chemistry I (4)
CHE 112 Fundamentals of Chemistry II (3)

GEG 101 World Natural Environments (3)

GES 101 Introductory Geology (3)
GES 111 Oceanography (3)
GES 102 Historical Geology (3)
GES 131 Introductory Astronomy (3)
GES 223 Environmental Earth Science (3)
GES 224 Geologic Hazards (3)
GES 241 Meteorology (3)

PHY 100 Physics for Non-Science Majors (3)
PHY 104 Physics for K-8 Teachers (3) (*recommended*)
PHY 107 General Physics I (4)
PHY 108 General Physics II (4)
PHY 111 University Physics I (5)
PHY 304 Optics and Vision for Teachers and Artists (3)

SCI 100 Contemporary Science (3)
SCI 105 Physical Science for Non Science Students (3)
SCI 311 Problem Solving in Physical Science (3)
SCI 312 Problem Solving in Life Science (3)
SCI 313 Problem Solving in Earth Science (3)
SCI 323 Science as Inquiry (3)

Social Studies Distribution

Note: It is preferred that teacher candidates take courses from two different academic disciplines.

ECO 101 The Economic System (3)

ECO 103 Economic History of the United States (3)

ECO 201 Principles of Macroeconomics (3)

ECO 202 Principles of Microeconomics (3)

GEG 101 World Natural Environments (3)

GEG 102 Human Geography (3)

GEG 206 Geography of New York State (3)

GEG 307 Conservation & Environmental Management (3)

GEG 309 Urban Geography (3)

GEG 359 Arctic Geography from an Inuit Perspective (3)

GEG 360 Geography of Asia (3)

GEG 362 Geography of the United States and Canada (3)

GEG 364 Geography of Europe (3)

HIS 106 History of American Life I (3) (*recommended*)

HIS 107 History of American Life II (3) (*recommended*)

HIS 115 Foundations of Western Civilization (3)

HIS 116 Europe Since 1500 (3)

HIS 117 Twentieth-Century Europe (3)

HIS 210 History of Modern Asia (3)

HIS 230 World Civilizations I (3)

HIS 302 History of Women in America (3)

HIS 304 Europe from Napoleon to the First World War (3)

HIS 306 Africa to 1800 (3)

HIS 307 History of India (3)

HIS 310 History of East Asia: The Traditional Era (3)

HIS 313 Politics and History of the Middle East (3)

HIS 314 Modern Latin America (3)

HIS 318 History of the Former Soviet Union (3)

HIS 319 Colonial History of the American People (3)

HIS 320 Modern History of Japan and Korea (3)

HIS 321 History of Medieval Europe (3)

HIS 322 African American History (3)

HIS 330 U.S. Environmental History (3)

HIS 331 American Westward Expansion (3)

HIS 332 Technology and U.S. History (3)

HIS 338 Modern History of China (3)

HIS 341 African Americans and Civil Rights (3)

HIS 363 American Identity in Transition: Diversity and Pluralism in the United States (3)

HIS 365 American Labor History (3)

HIS 373 Vietnam and the Vietnam War (3)

PSC 101 Introduction to Government and Politics (3)

PSC 102 Introduction to American Government and Politics (3)

PSC 210 The American Presidency (3)

PSC 218 African American Political Culture (3)

PSC 225 Women in American Politics (3)

PSC 230 International Relations (3)

PSC 240 European Political Systems (3)

PSC 315 State and Local Government Politics (3)

PSC 316 Urban Ethnic Politics (3)

PSC 326 Politics and Media (3)

PSC 330 American Foreign Policy (3)

PSC 335 International Relations of the Middle East (3)

SST 102 Problem-Solving in the Social Studies (3)

Foreign Language Distribution

The majority of foreign language courses will count for this requirement. Most teacher candidates have completed this requirement through foreign language study in high school. Teacher candidates should discuss this requirement with their advisor.

Program Checklist

Checklist for Special Education and Childhood Education (SCE) Majors

INTELLECTUAL FOUNDATIONS (IF) - FALL 2014 (33-39 Credit Hours)	SPECIAL AND CHILDHOOD EDUCATION (SCE) MAJOR (63 Credit Hours)	CONCENTRATION (30 Credit Hours)
<p>Basic Written & Oral Communication -must earn a minimum grade of C</p> <p>CWP 101 _____ CWP 102 _____</p> <p>Mathematics and Quantitative Reasoning -MAT 122 recommended Math/Quant. Reasoning _____</p> <p>Cognitive Foundations: -courses must be outside of the primary major prefix -cannot be double dipped within IF</p> <p>Arts _____ Humanities _____ Natural Sci. _____ Social Sci. _____</p> <p>Foundations of Civilizations: -can satisfy major/minor requirements -cannot be double dipped within IF</p> <p>American History _____ Western Civ. _____ Non-Western Civ. _____</p> <p>Diversity Diversity ENE 100 _____</p> <p>Global Engagement -foreign language recommended to double dip for distribution Global Eng. (0-6 cr.) _____</p> <p>Intellectual Skills and Competencies -all infused in program Writing Across the Curriculum <input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Information Management <input checked="" type="checkbox"/></p>	<p>-must earn minimum grade of C for ENE & EDU -cannot be taken pass/fail</p> <p>SPF 203 School & Society _____ ENE 100 Nature/Needs Ind. _____</p> <p>SPF 202 Child Development _____</p> <p>ENE 221 Found. Assess./Instr. _____</p> <p>SPF 302 Educational Psych. _____ EDU 211 Intro. to Literacy _____</p> <p>ENE 362 Behavior/Class. Man. _____ ENE 321 Rem./Adapt. Literacy _____ EDU 322 Literacy Instr. Elem. _____ ENE/EDU 323 Field Pl. Literacy _____</p> <p>ENE 344 Teach. Math St. w/ Dis. _____ EDU 342 Teach. El. Math _____ ENE/EDU 343 Field Pl. Math _____</p> <p>EDU 310 Teach. S.S. Elem. _____ EDU 313 Teach. Science Elem. _____ EDU 404 Stud. Teh. El. Ed. (6cr.) _____</p> <p>ENE 364 Educ. St. w/ Sev. Dis. _____ ENE 390 Strat./Tech. to Adapt. _____ ENE 420 Stud. Teh. Spec. Ed. (6cr.) _____</p>	<p>-18 credit hours must be at 300/400 level -cannot be taken pass/fail</p> <p>Conc. _____ Conc. _____ Conc. _____ Conc. _____ Conc. _____ Conc. _____ Conc. _____ Conc. _____</p>
	<p>_____ } Literacy Block</p> <p>_____ } Math Block</p>	<p>DISTRIBUTION (30 Credit Hours)</p> <p>-cannot be taken pass/fail</p> <p>Eng. _____ Eng. _____ Math _____ Math _____ Science _____ Science _____ Soc. St. _____ Soc. St. _____ For. Lang. _____ For. Lang. _____</p>