

Strengths and Research at Buffalo State College

Standard 4: Diversity

Strengths at Buffalo State:

Art Education Program

Lucy Andrus In the Art Education program has a team of students every semester engaged in the "Art Partner's" program This program involves undergraduate and PBAC students in action research in the field that focuses on the scholarship of teaching by engaging student teachers in identifying educational problems in the field, then formulating, implementing, assessing, and sharing solutions (through the website) in order to meet these identified needs of our host teachers and their students with special learning needs. We are now investigating ways to assist the psychosocial developmental of teens with developmental disability through art experience. We collaborate with the classroom teachers in this process as they are an integral part of this program and participate fully with us. One thing we are doing this year to help with one of our targeted goals, is to bring the students on campus more often for their sessions as a way to reinforce their understanding and experience with emerging adulthood and to help with the transition to post-secondary life (which may include for some, coming to BSC through the Transitions Program here on campus).

Phyllis Thompson won a service learning award for her incorporation of a community based project. Students interviewed African-American seniors about Buffalo's history and created poster presentations and digital scrapbooks to record their research.

To foster an ethic of caring and public service, the Student Chapter at Buffalo State College engages in several community based projects. Empty Bowls, the most successful project, now in its fifth year, involves collaboration among school youth, college students, regional artists, Food Bank of WNY, Friends of Night People and Buffalo Niagara Association of Realtors. The event raised over \$5,000 per year in 2006 and 2007 from the sale of bowls made by young people and artists. The proceeds were donated to feed the hungry. Buffalo State AED majors gained valuable administrative experience while developing socially relevant lesson plans as a resource for teachers in the region.

Elementary Education and Reading Department

- All students at Buffalo State must take at least 3 credits in their general education or major coursework designated as a "Diversity" course. The process for applying for such a designation is rigorous. EER successfully applied for EDU 310W, "Teaching Social Studies in the Elementary School" to receive a D designation. In this course, students in the Childhood, Combined and MIITC programs are instructed in culturally responsive pedagogy and multicultural social studies education. EXE 100 is another D course that is universally recommended for

undergrads in EER programs. With the advent of the new Intellectual Foundations general education program, however, EXE 100 no longer serves a gen ed function. Students in the IF program will take EXE 371, “Foundations of Teaching Children with Disabilities” a course designed to instruct majors on inclusive practice.

- At the graduate level, a new course, EDU 620, “Teaching in Diverse Classrooms” has been offered in our new graduate programs as a choice under the Multicultural/Diversity requirement in all majors.
- Literacy Specialist majors are required to take EDU 606, “Literacy Instruction for Linguistically Diverse Students,” a course included in the programs since 2003. The course recently has been opened to all graduate majors as an elective.
- In 2006, the teacher education unit hosted the x annual Stabilizing Indigenous Languages Symposium (SILC). Associate Dean Lori Quigley chaired the conference co-sponsored by the School of Education and the Seneca Nation of Indians. The national group are to bring together indigenous-language educators to share ideas about how best to teach American Indian and other indigenous languages, and to provide a forum for sharing scholarly research. Dr. Quigley is also an active chair of the National Advisory Council on Indian Education.
- The School of Education co-sponsored the 5th Annual Race and Reconciliation Conference in May 2007, in conjunction with the City of Buffalo Commission on Citizens’ Rights and Community Relations. This year’s theme was “Educate Today—Unlock Tomorrow: Implementing Solutions that Create Whole Communities.” Gary R. Howard, president and founder of REACH Center for Multicultural Education, was the featured keynote at Buffalo State and spoke on cultural competence and courageous practice. Several SOE faculty presented their research and expertise on topics ranging from diversity to urban education.
- The SOE Dean organized and hosted the first annual African Male Leadership Institute hosted at Buffalo State College in June 2007, designed to promote positive self image and leadership qualities in young African American male students. The Dean also continues active membership and participation in the American Association of Colleges of Teacher Education (AACTE), serving as a Board member; as well as the National Board for Professional Teaching Standards (NBPTS).

Exceptional Education Department

Exceptional Education course EXE 100 (NATURE AND NEEDS OF INDIVIDUALS WITH SPECIAL NEEDS) is offered across campus to all undergraduate majors. This course has university designation as a “diversity” course and is used to fulfill the diversity requirement at Buffalo State College. Enrollment in this course exceeds 1200 students annually. EXE 100 – disability simulation and guest speakers from diverse backgrounds.

Candidates complete student teaching and field based experiences in urban settings made up of high numbers of students from culturally and linguistically diverse backgrounds.

Frequent participation in Dean's symposium on Diversity (present, attend, facilitate).

Award winner- Dr. Green Diversity in Teaching Award.

Best Buddies Program- students across campus from variety of diverse backgrounds are included.

College Based Transition Program.

Course revisions (EXE 636, 510) helped to infuse multicultural content via speakers, simulations, readings, assignments.

Candidates conduct parent interviews (EXE 364) with parents from diverse backgrounds.

The Bilingual Special Education University Improvement Project (BXE-UIP) at Buffalo State helps colleges and university meet the needs of English language learners with disabilities. BXE-UIP is a resource center that provides technical assistance to faculty at colleges and universities in New York State who wish to register programs that lead to New York State certification in the following four areas: Bilingual Special Education, Bilingual Teacher of Students with Speech and Language Disabilities, Bilingual School Psychology, and Teaching of English to Speakers of Other Languages. Annual surveys of stakeholders are conducted so that decisions on program improvement can be made. The program is sponsored by the New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID).

Literacy Specialist Program

1. Emphasis on struggling readers
2. Clinical experiences in urban setting
3. Required course on literacy learning for linguistically diverse learners.

The School of Education Literacy Center offers diagnosis and tutoring for K-12 students who need help with literacy skills. Tutors in the program are graduate students completing their Literacy Specialist certification and/or master's degree in education, and work under the guidance of experts in the reading field.

Music Education Program

Music education works with urban schools as well as suburban schools for field experience and student teaching placement.

Science Education Programs

Women in Science and Math speakers program
A variety of experiences in urban settings.

Speech and Language Pathology

“The department’s graduate program integrates issues related to multiculturalism in coursework and in clinic practica. Therefore, our students will have many opportunities to learn about communication differences in language and culture that can potentially impact communication and swallowing services to individuals who are culturally and linguistically diverse. The program enjoys affiliation with schools, hospitals, and clinics in the Greater Buffalo area that have a highly diverse (e.g., race, ethnicity, age, sex, religious background, etc. race, ethnicity, age, sex, religious background, etc.) client/patient population base. Each semester, our students complete practicum experiences at these sites” (taken from the CAA Application, p. 31).

Related Research or Inquiry at Buffalo State:

A focus group was formed to begin research trends at both the graduate and undergraduate level, and a meeting was held with the Provost; the Deans from the Schools of Arts and Humanities, Natural and Social Sciences, and the Professions, and the Graduate School; the Athletic Director; and the Vice President for Enrollment Management in order to begin to formulate plans for addressing low enrollment figures of students of color in the School of Education and secondary education programs.

Art Education Program

Lucy Andrus recently published "Art Education, Art Therapy, and Therapeutic Teaching: Definitions and Distinctions and Common Ground." in <u>Reaching and Teaching Students with Special Needs in Art</u> .

Elementary Education and Reading Department

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ EER and EXE faculty are engaged in developing a seed grant for addressing the needs of the Refugee population in the city schools. This grant will be collaborative with Houghton College. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Exceptional Education Department

Numerous faculty presentations and publications targeting bilingual/multicultural topics (Dr. Green, Dr. Dray, Dr. Schmidt, Dr. Samora, Dr. Baum).

Faculty advisement on doctoral research (committee member: Samora) focusing on issues in cultural and linguistic diversity.

Numerous grants funded by Dr. Samora (see vitae) targeting bilingual special education and other cultural diversity topics.

Speech and Language Pathology

See CAA Re-accreditation Application (p. 31) for the courses that include topics / discussions relative to diversity, multiculturalism, and culturally competent practice.
