The information below only pertains to students that enrolled at Canisius in fall 2016 or earlier. This major is no longer available to students. Students interested in Early Childhood Education should declare the Early Childhood/Childhood major.

Chair: Michele Marable, PhD

Introduction
The Early Childhood Education Birth to Grade 2 program prepares teacher candidates to teach children in Grades PK-Grade 2. Teacher candidates are required to complete major requirements that include pedagogical knowledge and methods that will prepare them to be successful as a teacher at this level. Candidates must also complete general education coursework as identified in the Canisius Core Curriculum, but also must select a 30 credit liberal arts concentration. Candidate will have opportunities to practice in the field many times throughout their program, culminating with a 14 week student teaching experience where they are expected take over the class of a mentor teacher to hone their professional practice in preparation for their first teaching position after graduation.

Qualifications
Students must meet the requirements at all transition points in order to graduate with an education degree and be recommended for teacher certification.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Dual Majors
Students who wish to expand their educational opportunities may decide to declare a dual major. The decision may be based on career goals or planned graduate studies. Before a student declares a dual major, it is important to meet with the appropriate academic departments for advisement. Some dual major combinations can be completed within the minimum 120 credit hour degree requirement, but in some cases additional course work may be required. In order to declare a dual major, the student must complete the appropriate dual major request form and get the signature of each department chairperson and the appropriate associate dean.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/undergraduate/academics/curricular-information/core-curriculum) or the All-College Honors Curriculum (http://catalog.canisius.edu/undergraduate/academics/curricular-information/all-college-honors-program). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes, they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with more but not less than 120 credit hours. Free electives are courses in addition to the Core Curriculum or Honors Curriculum and major requirements sufficient to reach the minimum of 120 credit hours required for graduation.

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDE 121</td>
<td>Introduction to Literacy, Children’s Literature and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 122</td>
<td>Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 208</td>
<td>Infant/Toddler Care and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 209</td>
<td>Developmentally Appropriate Curriculum in Early Childhood Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 221</td>
<td>Literacy I</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 222</td>
<td>Literacy II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDE 306</td>
<td>Music, Movement and the Arts in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 310</td>
<td>Teaching Math/Science in Early Childhood Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDE 390</td>
<td>Cognition, Learning and Assessment - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 412</td>
<td>Managing the Early Childhood and Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDE 432</td>
<td>Seminar in Teaching and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 493</td>
<td>Student Teaching-Early Childhood/Childhood</td>
<td>12</td>
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<tr>
<td>ECCH 494</td>
<td>Capstone Seminar for Teacher Candidates</td>
<td>3</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
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<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
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</table>

Total Credits 60

Additional Course Considerations

English Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>FYS 101</td>
<td>Explorations of Academic Writing and Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Two 200-level literature courses 6
One pre-1900 American Literature course 3
One pre-1800 British Literature course 3
One Shakespeare course 3
Two writing courses 6

Total Credits 30
### Mathematics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3-4
- MAT 211 Calculus III
- Computer Science elective

Choose one of the following: 3-4
- MAT 222 Differential Equations
- Math elective

Total Credits 32-34

### Music Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 210</td>
<td>Keyboard Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>FAM 230</td>
<td>Music Theory I &amp; Music Theory I Lab</td>
<td>4</td>
</tr>
<tr>
<td>FAM 240</td>
<td>Music Theory II &amp; Music Theory II Lab</td>
<td>4</td>
</tr>
<tr>
<td>FAM 330</td>
<td>Music Theory III &amp; Music Theory III Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

One Music Literature I course 3
One Music Literature II course 3
One Music elective 3

Total Credits 30

### Science Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 325</td>
<td>Introduction to Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I &amp; Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II &amp; Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>Biochemistry and Cell Biology I &amp; Biochemistry and Cell Biology Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I &amp; General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II &amp; General Chemistry II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

One physics course 3
Two science electives 6

Total Credits 32

### Social Justice Concentration

#### Foundations Course
- PSC 104 American Political Process 3
- HIS 107 History of Modern Europe to 1815 3
- HIS 108 History of Modern Europe since 1815 3
- HIS 109 History of Asia to 1800 3
- HIS 123 History of the United States: The Colonial Period to Reconstruction 3
- HIS 124 History of the United States: 1877 to the Present 3
- HIS 254 First Peoples 3
- One European or Asian/African/Latin American History elective 3

Total Credits 30

#### Research Courses
- SOC 273 Social Movements and Social Change 6
- SOC 342 Social Research Methods 3
- ANT 351 Qualitative Research Methods 3

#### Skills Classes (choose 2)
- COM 201 Oral Communication 3
- COM 204 Interpersonal Communication 3
- COM 302 Small Group Communication 3
- ECO 311 Metropolitan Economic Development and GIS 3
- PSY 329 Leadership and Motivation 3
- PSC 237 State and Local Politics 3

#### Four electives in your Focus - either Local (Urban) or Global 12

##### Local (urban) Focus electives

- HIS 382 New York State History 3
- HSV 300 Social and Cultural Diversity 3
- HSV 301 Social Policies 1
- HSV 302 Children, Schools, and the Community 3
- PSC 237 State and Local Politics 3
- SOC 340 Sociology of the City 3

##### Global Focus

- ANR 122 Sociocultural Anthropology 3
- HIS 211 Women In The Western World 3
- HIS 358 Traditional Japan 3
- HIS 394 Modern Middle East 3
- PSY 241 Human Rights and Globalization 3
- HSV 300 Social and Cultural Diversity 3
- HSV 302 Children, Schools, and the Community 3

#### Elective
- One course from the other focus (either Local or Global) 3

Total Credits 30

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1 Students may take either HSV 301 or SOC 111 but not both.

2 The list of courses provided here only includes active courses at the time this catalog was prepared. Additional classes that are added by other departments might also be used to satisfy this requirement. If you think a class should count, please contact the chair of the Teacher Education Department.
French Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRC 215</td>
<td>Intermediate French</td>
<td>3</td>
</tr>
<tr>
<td>FRC 217</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td>FRC 323</td>
<td>Topics in Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>FRC 324</td>
<td>French Composition through Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRC 332</td>
<td>Substance and Style: Effective Writing in French</td>
<td>3</td>
</tr>
<tr>
<td>Five French electives</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<td><strong>30</strong></td>
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</table>

German Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GER 215</td>
<td>Intermediate German I</td>
<td>3</td>
</tr>
<tr>
<td>GER 216</td>
<td>Intermediate German II</td>
<td>3</td>
</tr>
<tr>
<td>GER 323</td>
<td>Topics in Conversation I</td>
<td>3</td>
</tr>
<tr>
<td>GER 324</td>
<td>Topics in Conversation II</td>
<td>3</td>
</tr>
<tr>
<td>GER 331</td>
<td>Substance and Style: Effective Writing in German I</td>
<td>3</td>
</tr>
<tr>
<td>GER 332</td>
<td>Substance and Style: Effective Writing in German II</td>
<td>3</td>
</tr>
<tr>
<td>Four German electives</td>
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<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</table>

Spanish Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA 215</td>
<td>Intermediate Spanish ¹</td>
<td>3</td>
</tr>
<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition ¹</td>
<td>3</td>
</tr>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 332</td>
<td>Advanced Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>Five Advanced-Level Spanish Classes</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

¹ Students who begin language study at the 300-level may substitute additional electives in lieu of the intermediate (200) level courses. Thus, students still will take 10 courses for the concentration.

**Learning Goals & Objectives**

**Learning Goal 1 (KNOWLEDGE – Observed in Writing)**
Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

**Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)**
Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

**Learning Goal 3 (SERVICE)**
Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

**Learning Goal 4 (PROFESSIONALISM)**
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

**Learning Goal 5 (LEADERSHIP)**
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.
Courses

EDY 208 Infant/Toddler Care and Education  3 Credits
This course utilizes developmental theory and research findings to examine issues of attachment, perception, motor skills, cognition, language, emotions and social skills in children birth through age three. An emphasis is placed on understanding children in the context of family and culture. Requires 10 hours of field placement: infant/toddler.

EDY 209 Developmentally Appropriate Curriculum in Early Childhood Classrooms  3 Credits
Emphasizes research-supported practice for enhancing children’s physical, cognitive, social, emotional and behavioral development within the framework of the New York State Standards. Focuses on developmentally appropriate learning opportunities. Requires 10 hours of field placement: PreK/K.

EDY 306 Music, Movement and the Arts in Early Childhood Education  3 Credits
Emphasizes the integration of music, movement, and the arts into the curriculum in K-6 classrooms. Explores various media and materials utilized to enrich learning and stimulate children’s creativity.

EDY 310 Teaching Math/Science in Early Childhood Classrooms  3 Credits
Focuses on inquiry methods, problem solving, and diagnostic teaching addressing the New York State standards. Emphasizes hands-on materials, visuals and other multi-model experiences in math/science learning in the early years. Requires 10 hours of field placement Grades 1-2.

EDY 509 Developmentally Appropriate Curriculum in Early Childhood Classrooms  3 Credits
Emphasizes research-supported practice for enhancing children’s physical, cognitive, social, emotional and behavioral development within the framework of the New York State Standards. Focuses on developmentally appropriate learning opportunities. Requires 10 hours of field placement: PreK/K.