

# TEACHER EDUCATION MAJORS

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## Mission Statement

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own *cura personalis*, work towards social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional **knowledge**; use their gifts in the **service** of others; and demonstrate **professionalism** and **leadership** in their field.

Canisius University offers undergraduate majors that lead to initial teacher certification in the areas described in the majors tab above.

## CERTIFICATION

To obtain initial teacher certification, candidates must complete the requirements (ie. SAVE, DASA, Child Abuse) and pass the examinations required by the New York State Education Department. The most up to date testing requirements are available on the NYSTCE website (<http://www.nystce.nesinc.com/>).

For the professional certificate, candidates will need additional professional development, three years teaching experience, and the completion of an appropriate master's degree within five years. Contact the New York State Education Department (<http://www.nysed.gov/>) for additional information.

As required by the New York State Education Department, the pass rates for Canisius University on the New York State Teacher Certification Examinations can be found on the the S (<https://www.canisius.edu/academics/our-schools/school-education-human-services/educator-preparation-outcomes/>)EHS outcomes page (<https://www.canisius.edu/academics/our-schools/school-education-human-services/educator-preparation-outcomes/>).

## TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Central to our conceptual framework are four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the overarching Ignatian vision and Jesuit educational principles. These values include:

- *Cura personalis*, concern for individuals, and desire to educate the whole person;
- Magis, or seeking the greater good, striving for excellence and desire to have our candidates reach one's full potential;
- Sharing one's gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, that is being a reflective learner and educator striving for ethical decision-making and mindful creative solutions to today's issues in Education.

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Performance outcomes aligned with knowledge, service and professionalism, and leadership are:

### 1. Knowledge

The acquisition, creation and dissemination of knowledge is a continuing, transformational process.

#### Knowledge Outcomes

The competent professional:

- Applies theory and research in practice.
- Applies effective teacher/counselor/administrator principles.
- Demonstrates appropriate dispositions, emphasizing student responsibility for behavior and achievement.

### 2. Service

Each individual has gifts and talents that should be developed to the highest level.

#### Service Outcomes

The competent professional:

- Is committed to diversity, equity and social justice.
- Has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human service professions.
- Demonstrates appropriate dispositions:
  - Enthusiasm toward content/subject areas
  - Appreciation of social/cognitive/emotional development for all learners
  - Appreciation of human diversity
  - Values development of students' critical thinking
  - Engages in comprehensive and collaborative planning that meets curricular goals
  - Commitment to utilizing assessment information to inform decisions

### 3. Professionalism/Leadership

Each individual has an obligation to improve the world in which they live as advocates for social justice and through a dedication to education as a vehicle for positive social change.

#### Professionalism Outcomes

The competent professional is:

- An effective communicator.
- A reflective practitioner.
- A lifelong learner.
- Demonstrates appropriate dispositions:
  - Values and utilizes effective communication techniques in professional settings
  - Is committed to, and actively seeks out, opportunities to grow professionally
  - Is committed to advocating for the well-being of children and families

### 4. Leadership

Each individual applies knowledge, skills, and dispositions in such a way that they positively impact the performance and outcomes of those they teach or serve.

A competent professional:

- Is skilled at using outcome data to assess the effectiveness of their own professional practice.
- Seeks to improve their practice with the goal being to positively impact students.

## DISPOSITIONS

Dispositions are professional attitudes, values, and beliefs demonstrated through behaviors as candidates interact with peers, students/clients, families, colleagues, and communities. In addition to the fundamental beliefs

in fairness and justice, the Canisius education and leadership programs will foster the following dispositions in its candidates:

- **Enthusiastic** – Demonstrates initiative and commitment towards the educational pursuit
- **Just** – Appreciates value for human diversity and the ideal of fairness
- **Caring** – Demonstrates an attitude of empathy, tolerance and acceptance of others
- **Ethical** – Models behavior embodied in the mission of the School and college, and shows integrity in professional practice
- **Responsible** – Demonstrates personal and professional accountability for themselves and the profession

It is expected that the candidate will embody these dispositions with maturing expertise. With emphasis on the movement from theory to practice, our programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius educator preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner will be referred to the departmental Candidate Concern Committee for remediation. Outcomes of the remediation plan can include but are not limited to: probationary status for student teaching, prohibited from participation in field experiences, including student teaching, and/or repeating a field experience, including student teaching.

## Majors

- Adolescence Education (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/adolescence-education/>)
- Physical Education (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education/>)
- Physical Education/Health (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education-health/>)
- Childhood/Special Education-All Grades (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/special-education-all-grades-childhood/>)
- Teaching English to Speakers of Other Languages (TESOL) Childhood (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/tesol-childhood/>)
- 4+1 (<http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-and-msed-swd/#curriculumtext>) Programs (Adolescence Education and Special Education)

## Minor

A minor in education can provide students with skills that will be useful when teaching in a variety of settings, including informal education. This minor is available to students in any non-education major. This minor does not lead to teacher certification.

Students must complete 6 courses for the minor (18 credit hours).

Code	Title	Credits
Foundations		3
EDU 250	Foundations of Education	
Human Development (Choose 1)		3

EDE 100	Human Growth and Development - Birth through Childhood	
EDS 101	Human Growth and Social Development: Adolescence	
General Skills for Teaching (Choose 2)		6
ECCH 221	Emergent Literacy	
EDS 223	Foundations of Adolescent Literacy (20 hours of field experience required)	
EDU 100	Exploring the Teaching Profession	
SPE 341	Inclusive Strategies	
EDU 122	Technology in Education	
Minor Electives (Choose 2) <sup>1</sup>		6
ABEC 335	Conservation Education	
PED 305	Outdoor Curriculum and Cooperative Activities	
EDU 303	Research Methods in the Social Sciences	
One course from human development, or general skills for teaching listed above that was not used to fulfill that area's requirement.		
<b>Total Credits</b>		<b>18</b>

<sup>1</sup> Additional courses may be appropriate and will be approved on a case-by-case basis.

Minors are an important part of the undergraduate curriculum. If students declare a minor by sophomore year, they can usually complete it in a timely manner. Students should work with their advisor to determine if it is possible that the minor can be completed by graduation.

To receive a minor, a student must complete at least 9 credit hours of coursework distinct from their major(s) and from other minors, and students must complete more than 50% of the coursework required for the minor at Canisius. Please note that “ancillary/supporting” courses required for a major may still count as distinct courses as long as the remaining coursework still meets the 30 credit-hours required for a major. For more information about minor policies, please see the Declaring Majors and Minors (<http://catalog.canisius.edu/undergraduate/academics/student-records/declaring-majors-minors/>) page in the catalog.

## Courses

Early Childhood/Childhood (ECCH) (p. 2), Elementary Education (EDE) (p. 3), Secondary Education (EDS) (p. 3), Teacher Education (EDU) (p. 4), Early Childhood Ed (EDY) (p. 5), Health & Phys. Education (HED) (p. 5), Physical Education (PED) (p. 6), Special Education (SPE) (p. 7), Teaching English to Speakers of Other Languages (TESL) (p. 8)

### Early Childhood/Childhood (ECCH)

**ECCH 221 Emergent Literacy** **3 Credits**  
Examines theories of language development and implications for practice. Strategies are presented to facilitate emergent and developing literacy skills in young children and to develop fluent readers and writers throughout the elementary years. Includes twenty hours of field experience. (This class may be used to apply to NYSED or BOCES for early childhood certification.)  
**Offered:** every spring.

**ECCH 222 Literacy and the Arts in the Elementary Classroom 3 Credits**

Examines effective methods for assessing children's literacy skills and for developing targeted instruction that reinforces, remediates and/or enriches literacy learning. Issues related to the literacy learning of all children, including children with disabilities and children from linguistically and culturally diverse backgrounds are examined. Research-based early intervention programs will be examined. Includes 20 hours of field experience in grades PreK-6.

**Offered:** every fall.

**ECCH 412 Managing the Elementary & Secondary Ed Classroom 3 Credits**

Discusses implications of behavior management and importance of a proactive approach to prevent behavior problems. Emphasizes appropriate classroom structure, and individual and group contingencies to support children with E/BD in grades PreK-12.

**Prerequisite:** EDU 356. **Corequisite:** SPE 330.

**Offered:** occasionally.

**Elementary Education (EDE)****EDE 100 Human Growth and Development - Birth through Childhood 3 Credits**

Introduces multiple dimensions of development including influence of family, culture and society. Examines physical, cognitive, emotional and behavioral theories and emphasizes education's role in promoting wellness.

**Fulfills College Core:** Field 5 (Social Sciences)

**Offered:** every fall & spring.

**EDE 390 Cognition and Learning - Birth through Adolescence 3 Credits**

This course investigates the learning process relative to children ages three through 18 years-of-age. Emphasis will be placed on leading theories of cognitive development and learning, with application to classroom settings.

The first section on cognitive development will focus on age-related changes in students' thinking and include such topics as the brain development, mental representation, concept formation, problem solving, memory strategies, learning strategies, executive function, and metacognition. Section two of the course will cover various theoretical perspectives on how students acquire knowledge and learn, primarily within the context of the classroom. Theories such as cognitive developmental, socio-cultural, classic behavioral learning, social learning, and information processing will be presented and shown how they relate to instructional methods.

**Offered:** every fall.

**Secondary Education (EDS)****EDS 101 Human Growth and Social Development: Adolescence 3 Credits**

Introduces human developmental processes and variations in the middle and high school years including physical, cognitive, social, and emotional perspectives. Effects of behavioral and cognitive processes, motivation, and diversity on student performance will be emphasized.

**Fulfills College Core:** Field 5 (Social Sciences)

**Offered:** fall.

**EDS 223 Foundations of Adolescent Literacy 3 Credits**

Focuses on three strands of literacy teaching for adolescent students: strategies for developing reading and writing skills in all secondary content areas, methods for reading and writing in inquiry projects, and pedagogical practices for integrating critical literacy in all secondary classrooms. Requires 20 hours of field placement.

**Fulfills College Core:** Advanced Writing-Intensive

**Offered:** fall.

**EDS 360 Evaluation and Teaching Strategies 3 Credits**

Addresses instructional planning, curriculum development, formal and informal assessment methods and reflecting on one's own teaching practice. Highlights instruction modifications and various resources to enhance teaching. Requires 30 hours of field placement.

**EDS 390 Cognition, Learning and Assessment of Adolescence 3 Credits**

Focuses primarily upon seminal learning theories in order to examine the dynamic nature of knowledge and how changing epistemological positions can affect teaching and learning. Addresses learning processes and the roles that language, motivation, intelligence, creativity and other social processes play in student performance. Emphasis upon instructional design, pedagogical decision making and assessment procedures and instruments.

**Offered:** every fall.

**EDS 402 Methods of Teaching English: Adolescence 3 Credits**

Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of English Language Arts for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching literature, writing, grammar and language development, as well as technology integration. Effective lesson planning and unit planning are emphasized.

**Prerequisite:** EDS 360.

**Offered:** spring only.

**EDS 403 Methods of Teaching Mathematics: Adolescence 3 Credits**

Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of Mathematics for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching, including technology applications. Effective lesson construction and unit planning are emphasized.

**Offered:** spring only.

**EDS 404 Methods of Teaching Modern Languages: Adolescence 3 Credits**

Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of foreign languages for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching the grammar, literature and culture of French, German, and Spanish-speaking countries, as well as technology integration. Effective lesson planning and unit planning are emphasized.

**Prerequisite:** EDS 360.

**Offered:** spring only.

**EDS 405 Methods of Teaching Science: Adolescence 3 Credits**

This course focuses on developing a rich intellectual life through study, reflection and practice. Students will have discussions on Philosophy of Science, the philosophy of individual science disciplines and pertinent Education Psychology theories as applied to science teaching. Current research-based science teaching techniques will be emphasized. Students will write reflection papers and use these theories and principles in classroom exercises and presentations. Requires a working knowledge of at least one science discipline.

**Prerequisite:** EDS 360.

**Offered:** spring only.

**EDS 406 Methods of Teaching Social Studies: Adolescence 3 Credits**

This course addresses the objectives, methods, curricula, materials and assessment necessary for teaching social studies at the secondary level. Students will examine topics such as teaching for democratic citizenship, authentic instruction and assessment, multicultural social studies curriculum, and technology in the social studies classroom. This course models various instructional strategies and includes practical assignments and experiences for students.

**Prerequisite:** EDS 360.

**Offered:** spring only.

**EDS 432 Applied Methods of Teaching English: Adolescence 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescent level.

Requires 50 hours of field experience.

**Prerequisite:** EDS 402.

**Fulfills College Core:** Oral Communication

**Offered:** fall only.

**EDS 433 Applied Methods of Teaching Mathematics: Adolescence 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level.

Requires 50 hours of field experience.

**Prerequisite:** EDS 403.

**Fulfills College Core:** Oral Communication

**Offered:** fall only.

**EDS 434 Applied Methods of Teaching Modern Languages: Adolescence 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level.

Requires 50 hours of field experience.

**Prerequisite:** EDS 404.

**Fulfills College Core:** Oral Communication

**Offered:** fall only.

**EDS 435 Applied Methods of Teaching Science: Adolescence 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level.

Requires 50 hours of field experience.

**Prerequisite:** EDS 405.

**Fulfills College Core:** Oral Communication

**Offered:** fall only.

**EDS 436 Applied Methods of Teaching Social Studies 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to teaching diverse students, authentic intellectual work, classroom management, and teaching to higher standards. Requires 50 hours of field experience.

**Prerequisite:** EDS 406.

**Fulfills College Core:** Oral Communication

**Offered:** fall only.

**EDS 493 Supervised Student Teaching 12 Credits**

Highlights knowledge, skills and dispositions of professional educators.

Two full-time seven-week placements in adolescent classrooms require candidates to become the instructional leader under the supervision of cooperating teachers and college faculty.

**Prerequisite:** minimum GPA of 2.70, minimum grade of C in each required subject area course (modern language majors must also pass oral proficiency interview), minimum grade of C in each required education course, interview. Some schools may require certain health tests. **Corequisite:** EDU 497 & EDU 498. **Restriction:** no other courses allowed.

**Offered:** generally spring but occasionally fall (for special cases).

**EDS 499 Independent Study 3 Credits**

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of the instructor, department chair, & associate dean.

**Teacher Education (EDU)****EDU 100 Exploring the Teaching Profession 3 Credits**

This course introduces the study of education and teaching, with opportunities for students to examine and evaluate this career choice. The course utilizes a field-based component to connect seminar session topics with actual classroom practice. In addition to reflection on their experiences, students will examine the following critical topics in schools: current initiatives and issues, exemplars of good teaching, diverse needs of students, curriculum, culture, organization, and the multiple roles and professional and ethical expectations of teachers. Most importantly, it is mission-centric in that it promotes teachers' roles as change agents for social justice. Students will complete a 10-hour Service Learning experience in a local public school.

**Fulfills College Core:** Field 5 (Social Sciences)

**Offered:** every fall

**EDU 122 Technology in Education 3 Credits**

Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.

**Offered:** every fall & spring.

**EDU 201 Introduction to Family Dynamics 3 Credits**

This course consists of an overview of the dynamics of family relationships and issues related to families and relationships. The purpose of this course is to provide students with a basic understanding of family theory and an introduction to systematic approaches and techniques when working with couples and families. This didactic class includes lecture and PowerPoint presentations, videos and demonstrations, small group discussions, whole class discussions, and written assignments.

**Offered:** occasionally.

**EDU 250 Foundations of Education 3 Credits**

Addresses social, philosophical, legal, historical, organizational, theoretical perspectives on education, including multicultural perspectives. Highlights rights and responsibilities of teachers, students and others involved in education.

**Fulfills College Core:** Justice

**Offered:** every fall & spring.

**EDU 272 Teaching Social Studies Integrating English Language Arts 3 Credits**

Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content while integrating standards in English Language Arts. Emphasizes historic, geographic, economic, political and social concepts highlighting the New York State Standards in SS and ELA.

**Offered:** every spring.

**EDU 302 Children, Schools, and the Community 3 Credits**

This course is designed to examine the contexts in which a child develops, the relationships of the people in them, and the interactions that take place within and between contexts. There is growing consensus that the needs of children and families must be understood from an integrated systems perspective (i.e., ecological systems theory). The welfare of children is highly interrelated to their families' well-being. Families, irrespective of culture or social class, cannot be separated from the broader social systems within which they are embedded. These major systems include informal support systems (e.g. friends, neighbors, and relatives) in addition to formal support systems, such as those relating to health, education, employment, religion, recreation, housing, and social welfare.

**Offered:** occasionally.

**EDU 303 Research Methods in the Social Sciences 3 Credits**

Students will develop an understanding of the research process by learning how to formulate a research problem, design a study, use appropriate methods of data analysis, and interpret research findings. Students will learn how to critically analyze research studies, discuss ethical considerations in conducting research, and discuss the importance of scientific research for educational policy and practice. Each student will conduct an original research study and present their findings to demonstrate understanding of the research process.

**Offered:** fall.

**EDU 356 Assessment for Diverse Learners 3 Credits**

Emphasizes the empirical basis for various models of assessment. Analyzes formal and informal assessment strategies including standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation. Highlights use of assessment to promote decisions in planning, teaching, and evaluating for instructional program improvements for grades 1 - 6.

**Offered:** every fall.

**EDU 428 Teaching Math and Science: Supporting STEM Education 3 Credits**

Examines inclusive methods and strategies across all mathematical strands and science disciplinary core ideas. Highlights research-based curricular guidelines for STEM education aligned with the New York State's Mathematics, Science and Technology standards. Emphasizes problem solving, inquiry skills and assessment practices.

**Restrictions:** must be a senior.

**Offered:** every fall.

**EDU 432 Pre Student Teaching 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.

**Offered:** fall only.

**EDU 493 Student Teaching 12 Credits**

Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.

**Prerequisite:** signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.

**Corequisite:** EDU 497 and EDU 498.

**EDU 494 Capstone Seminar for Teacher Candidates 3 Credits**

This seminar will be the culminating course that complements student teaching education majors. EDU 494 will revolve around assessments of how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts that will be assessed for their integration of pedagogical knowledge with issues of diversity, ethics, global awareness and social justice. The artifacts will demonstrate how well each teacher candidate's understanding of the four core knowledge attributes is contributing to his or her development as a teacher.

**Restrictions:** Senior Teacher Education majors only.

**Fulfills College Core:** Core Capstone

**Offered:** every fall.

**EDU 495 Child Abuse Workshop 0 Credits**

This 2 hour course is required for NYS teacher certification. It includes information regarding how to identify and report suspected child abuse and maltreatment.

**Offered:** every fall & spring.

**EDU 496 Prevention of School Violence Workshop 0 Credits**

This 2 hour course is required for NYS teacher certification. It includes information regarding how to notice warning signs related to violence and other troubling behaviors in children as well as regulations and policies related to a safe nonviolent school climate. Candidates will also learn how to participate in an effective school/community referral process for students exhibiting violent behavior.

**Offered:** every fall & spring.

**EDU 497 Dignity for All Students Act (DASA) Workshop 0 Credits**

Provides six hours of training on the components of the Dignity Act, how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.

**EDU 498 Student Teaching Seminar 3 Credits**

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

**EDU 499 Independent Study 3 Credits**

An independent study requires the signature of the department chair and the associate dean. Independent studies require an application and approval by the associate dean.

**Prerequisite:** signature of the program director & associate dean.

**Early Childhood Education (EDY)****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.

**Offered:** occasionally.

**Health & Phys. Education (HED)****HED 308 Early Field Experience Health 0 Credits**

The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 50 hour placement with an assigned local health educator.

**Restriction:** permission of program director. This course must be completed at Canisius University.

**Offered:** every fall & spring.

**HED 325 School Health 3 Credits**

Students explore the most prevalent health and safety issues of schoolaged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services.

**Restriction:** must be physical education or physical and health education major.

**Offered:** spring.

**HED 326 School Health Curriculum 3 Credits**

Students will practice strategies and methodologies needed for effectively teaching health education. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.

**Restriction:** must be physical education or physical and health education major.

**Offered:** every fall.

**Physical Education (PED)****PED 203 Lifetime and Fitness Activities 3 Credits**

A content-focused physical education course that includes an emphasis on sport and fitness being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these lifetime activities. Improving or maintaining fitness will be the focus of this class and might include activities like, but not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, water polo, kickboxing, cardio-kick, zumba and exergaming. A 4-5 week unit on aquatics will also be included in this course. The course also provides coinciding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport. Students will be required to demonstrate movement competence in various sports and activities.

**Fulfills College Core:** Global Awareness

**Offered:** spring of odd-numbered years.

**PED 204 Games and Sports 3 Credits**

A content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these activities. This includes the games categories of invasion, net/wall, target and fielding/ striking. It also provides coinciding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport. Students will be required to demonstrate movement competence in various games categories (invasion, net and target, etc.).

**Fulfills College Core:** Global Awareness

**Offered:** fall of odd-numbered years.

**PED 207 Individual Performance and Dance Activities 3 Credits**

Students will learn appropriate organization and teaching progressions for various forms of individual-performance and dance activities taught in the P-12 curricula. Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding. Dance or rhythms activities that may focus on, but not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

**Offered:** spring of even-numbered years.

**PED 305 Outdoor Curriculum and Cooperative Activities 3 Credits**

Philosophy, teaching methods, programming and safety management.

Activities may include initiatives, new games, problem solving, trust activities, ropes course, cycling, mountain biking, rock climbing, rappelling, cross-country skiing and others.

**Offered:** fall of even-numbered years.

**PED 306 Early Field Experience Elementary Physical Education 0 Credits**

The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Restriction:** permission of program director. This course must be completed at Canisius University.

**Offered:** every fall & spring.

**PED 307 Early Field Experience Secondary Physical Education 0 Credits**

The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Restriction:** permission of program director. This course must be completed at Canisius University.

**Offered:** fall & spring.

**PED 311 Movement Education and Elementary Activities 3 Credits**

Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.

**Restriction:** must be physical education or physical and health education major.

**Offered:** spring.

**PED 351 Coaching Theory and Techniques 3 Credits**

Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children and young adults. Many participate at the 'house' league level, while others are involved with more competitive and elite programs. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, ethics and values clarification. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.

**Offered:** fall.

**PED 354 Adapted Physical Education 3 Credits**

Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population. Service-Learning required.

**Restriction:** must be physical education or physical and health education major.

**Offered:** fall.

**PED 360 Human Growth and Motor Development 3 Credits**

Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.

**Restriction:** must be physical education or physical and health education major.

**Offered:** fall.

**PED 365 Principles and Philosophy of Coaching 3 Credits**

Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.

**Restriction:** Teacher Education and Leadership department majors only.

**Offered:** spring.

**PED 371 Assessment in Physical Education 3 Credits**

This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.

**Restriction:** must be physical education or physical and health education major; permission of program director.

**Offered:** spring.

**PED 380 Concepts of Teaching Sport Skills 3 Credits**

The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.

**Restriction:** must be physical education or physical and health education majors and sport psychology minors.

**Offered:** spring.

**PED 441 Teaching Methods in Physical Education 3 Credits**

Development, implementation and integration of a physical education program; teaching strategies for K-12 physical education with emphasis on New York and national learning standards in Physical Education.

**Fulfills College Core:** Oral Communication

**Offered:** occasionally.

**PED 441L Teaching Practicum in Physical Education 0 Credits**

The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting. This course must be completed at Canisius University.

**Prerequisites:** HED 308, PED 306, and PED 307. **Restriction:** permission of program director.

**Offered:** every fall & spring.

**PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence 12 Credits**

Two seven-week, full-time student teaching experiences with one placement in an elementary school (Grades 1-6) and the other placement in a high school (Grades 7-12) culminating in preparation for teacher certification.

Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.

**Prerequisite:** Completion of all other course requirements and department approval, and minimum GPA of 2.7 in all major courses. **Corequisite:**

EDU 497 & EDU 498. **Restriction:** permission of program director.

**Offered:** fall & spring.

**PED 499 Independent Study 1-3 Credits**

Independent study with a Kinesiology faculty member with emphasis on research in Physical Education. Independent studies require an application and approval of the associate dean.

**Prerequisite:** permission of instructor, department chair, & associate dean.

**Offered:** occasionally.

**Special Education (SPE)****SPE 291 Nature and Needs of Students with Learning Disabilities 3 Credits**

Describes the effect of mild disabilities from PreK-Grade 12. Focuses on collaborative strategies for parental involvement. Highlights the CSE process, placement options, and instructional strategies in grades PreK-12.

Requires a twenty hour field placement.

**Corequisite:** SPE 292.

**Offered:** every spring.

**SPE 292 Remedial Strategies in the Content Areas 3 Credits**

Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in classrooms across the continuum of services.

**Corequisite:** SPE 291.

**Offered:** every spring.

**SPE 311 Nature and Needs of Students with Intellectual Disabilities and Autism Spectrum Disorders 3 Credits**

Describes effects of intellectual disabilities and other developmental Disabilities on both the childhood and adolescent levels. Focuses on collaborative strategies for parental involvement. Highlights instructional strategies across the continuum of services. Emphasizes a multidisciplinary approach to meet the learning needs of students with Intellectual Disabilities (ID) and Autism Spectrum Disorders (ASD). Requires 20 hours field placement.

**Prerequisites:** SPE 291 & SPE 292.

**Offered:** every fall.

**SPE 330 Nature/Needs of Students with Behavioral Disorders 3 Credits**

Describes the effect of emotional and behavioral disorders on children, adolescents and young adults, and their families. Highlights NYSED regulations, collaboration, and instructional strategies to address academic and behavioral issues. This course requires a twenty-hour field placement.

**Prerequisites:** SPE 311 & EDU 356. **Corequisite:** ECCH 412.

**Offered:** every spring.

**SPE 341 Inclusive Strategies 3 Credits**

Provides an overview of special education, including current trends. Addresses successful strategies to support students with disabilities in the general education classroom. Examines the empirical basis of methods utilized to meet the New York State Learning Standards and emphasizes collaboration to meet the diverse needs of all learners.

**Fulfills College Core:** Diversity

**Offered:** every fall, spring, & summer.

**SPE 356 Assessment for Diverse Learners 3 Credits**

Addresses the process of identifying, assessing, and diagnosing students with disabilities as well as how to select and administer formal and informal assessments (i.e. standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation). Highlights use of assessment results to promote decisions in planning, teaching, and evaluating for instructional program improvements for students with exceptionalities.

**Offered:** every fall.

**SPE 432 Seminar in Teaching and Assessment 3 Credits**

Preparation for student teaching. Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment from the PreK-12 level. Addresses objectives, curriculum, strategies, materials and evaluation necessary for the science of teaching. Emphasizes content, inquiry skills, problem solving and scientific attitude highlighting the NY State Standards. Requires the teaching of lessons across all content areas during 50 hours of field experience.

**Fulfills College Core:** Oral Communication

**Offered:** every fall.

**SPE 493 Supervised Student Teaching 12 Credits**

Highlights knowledge, skills and dispositions of professional educators.

One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.

**Prerequisite:** signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.

**Corequisite:** EDU 497.

**Offered:** every spring.

**SPE 499 Independent Study 3 Credits**

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of the instructor, department chair, & associate dean.

## Teaching English to Speakers of Other Languages (TESL)

**TESL 281 Cultural Perspectives in Multilingual Education 3 Credits**

In this course, candidates examine the current debate regarding the role and definition of culture in the study of TESOL and the ESL classroom.

Students will come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the very real impact culture has on students' learning styles and classroom experiences. ESL 581 candidates will examine the potential impact their teaching strategies will have in the ESL classroom, with regard to understanding their own cultural characteristics and presuppositions. A balanced view of intercultural communication is the goal.

**Offered:** every fall.

**TESL 283 Linguistics, Literacy, & Second Language Acquisition 3 Credits**

This course will introduce the core disciplines of linguistics; this includes the scientific study of language components as they apply to all aspects of literacy learning (e.g., phonetics, phonology, morphology, syntax, and semantics). Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. In this course, language phenomenon, scientific bases, terminology on linguistics, multi-relational aspects and other related areas are discussed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are all discussed throughout the course. Linguistics knowledge and language teaching methods are treated as integrated topics. Primary course goals are to provide candidates with the necessary information on language as a dynamic system, domains related to language, and creating an intellectual background for language and language teaching. An expected outgrowth of the study of linguistics is that students will realize the relationship between understanding specific structures in a language and effective language teaching. In addition, this course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes language acquisition, production, and comprehension. The course will also examine English language structures--the language of the dominant society--and enhance language awareness.

**Restrictions:** CH/TESOL majors only.

**Offered:** every spring.

**TESL 284 Curriculum, Assessment, & Methods of Teaching Native Language Arts 3 Credits**

This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the 'Post-Method' Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks.

**Restrictions:** CH/TESOL majors only.

**Offered:** every fall.



**TESL 385 Methods and Materials: Teaching English to Speakers of Other Languages 3 Credits**

This course is an introduction to methods and materials for the teaching of English to speakers of other languages (TESOL). Through a program of lectures, readings, discussions, and practical teaching exercises in the field, candidates will explore the educational contexts in which English is taught and learned, methods and materials that teachers use to teach it, and the links between what teachers and learners do in the classroom and what applied linguistic research tells us about how second languages are learned. Satisfactory completion of the course indicates that candidates have acquired a basic knowledge of the methodology and materials of TESOL and basic skills in putting that knowledge into practice. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Fieldwork required (25 hours).  
**Offered:** every fall.

**TESL 386 Methods of Teaching the Subject Areas in the Native Language 3 Credits**

This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges. Fieldwork required (25 hours).  
**Corequisite:** ECCH 412.

**Offered:** every spring.

**TESL 387 Evaluation Assessment in Bilingual/TESOL Education 3 Credits**

In this course, candidates will examine assessment measures and evaluation protocols as well as methodologies for dynamic instruction (instruction that includes ongoing assessment in the process of teaching) with ESL/CLD learners. Current research and materials for TESOL instruction, assessment, and evaluation will be analyzed for validity, reliability, and utility. Various instructional models for dynamic instruction will also be explored for effectiveness. Dynamic teaching refers to teaching with ongoing assessment and immediate adjustment in instruction based on in-the-moment assessment that informs the teacher to remediate, go on, or challenge learners. Candidates will analyze the internal construction of testing instruments, procedures for alternative assessment of ESL/CLD students, and options for appropriately adapting tests that are part of classroom curriculum in ways that make them effective and equitable for ESL/CLD learners. Students will complete a field case study as part of this course. Fieldwork required.

**Offered:** every fall.

**TESL 432 Seminar in Teaching and Assessment 3 Credits**

Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Field Experience: 50 hours of fieldwork required.  
**Offered:** every fall.

**TESL 493 Student Teaching 12 Credits**

Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.  
**Prerequisite:** Signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.  
**Corequisites:** EDU 497 & EDU 498. **Restriction:** CH/TESOL majors only.  
**Offered:** every spring.

## ADMISSION, ASSESSMENT AND CONTINUED PROGRESS FOR EDUCATION PROGRAMS

Although coursework for all teacher certification programs normally begins in the freshman year, continued registration as a major is contingent upon several assessments. Performance is evaluated at four transition points, providing candidates with ongoing and integrated feedback on their progress. The four major transition points are:

1. Entrance into the program
2. Prior to clinical practice
3. After clinical practice
4. Program completion

Transition to each successive level requires successful performance on all measures described at the transition point. Performance measures include outcomes based on the New York State teaching standards, the standards of specialized professional associations, and faculty expectations of knowledge, service, leadership and professionalism. The faculty review the progress of each candidate and, if deficits are noted, a plan is developed to address and remediate shortcomings. Candidates who consistently do not meet program expectations may be counseled out of or dismissed from the program.

### Assessment at Transition Point 1 — Program Entrance:

- Acceptance to the college: high school GPA, letters of recommendation

### Assessment at Transition Point 2 — Prior to Clinical Practice:

- Cumulative GPA of 2.75 or higher;
- Grade of C or higher in all education courses;
- Grade of C or higher in content courses for candidates seeking certification at the middle childhood or adolescence level;
- Satisfactory performance in field placements.

### Assessment at Transition Point 3 — After Clinical Practice:

- Cumulative GPA of 2.75 or higher;
- Grade of C or higher in all education courses;

- Grade of C or higher in content courses for candidates seeking certification at the middle childhood or adolescence level;
- Satisfactory performance in field experience II placements.

### **Assessment at Transition Point 4 – Program Completion:**

- Cumulative GPA of 2.75 or higher
- Grade of C or higher in all education courses
- Grade of C or higher in content courses for candidates seeking certification at the middle childhood or adolescence level
- Successful completion of all program requirements