

CHILDHOOD 1-6/TESOL K-12 (BS)

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Introduction

This major prepares candidates in Childhood Education which covers Grades 1-6 and Teaching English to Speakers of Other Languages (TESOL) for Grades K-12. Coursework includes the pedagogical knowledge and skills to ensure that candidates are qualified to teach at these levels and in high needs classroom settings serving students who are New Americans or who speak a language other than English at home. Many courses are infused with field experiences so candidates build skills as they progress through the program. In addition, each candidate must take coursework as set forth in the Canisius University Core Curriculum and must choose a 30-credit liberal arts concentration to ensure that they have the content knowledge necessary to teach children in Grades 1-6.

Licensure Disclosure

Canisius University cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://canisius.atlassian.net/wiki/spaces/AcadAffairs/pages/34964198/Professional+Licensure+Notification/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Qualifications

Students must meet the requirements at all transition points in order to graduate with an education degree and be recommended for teacher certification. Please see School of Education and Human Services website for transition point requirements. (<http://catalog.canisius.edu/undergraduate/school-education-human-services/#assessmenttext>)

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.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the Major/Minor Declaration form. This form will be submitted electronically and reviewed and approved by each department chairperson as well as the appropriate associate dean.

Per university policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour

degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree unless completing the dual degree (<https://catalog.canisius.edu/undergraduate/academics/curricular-information/>) requirement including at least 150 undergraduate credit hours, regardless of the number of majors they complete. Both (all) majors appear on a student's transcript.

Curriculum

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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 a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

Major Requirements

Code	Title	Credits
ECCH 221	Emergent Literacy	3
ECCH 222	Literacy and the Arts in the Elementary Classroom (20 hour field experience required)	3
ECCH 412	Managing the Elementary & Secondary Ed Classroom	3
EDE 100	Human Growth and Development - Birth through Childhood	3
EDE 390	Cognition and Learning - Birth through Adolescence	3
EDU 100	Exploring the Teaching Profession	3
EDU 250	Foundations of Education	3
EDU 122	Technology in Education	3
EDU 272	Teaching Social Studies Integrating English Language Arts	3
EDU 356	Assessment for Diverse Learners	3
EDU 428	Teaching Math and Science: Supporting STEM Education	3
EDU 494	Capstone Seminar for Teacher Candidates	3
EDU 495	Child Abuse Workshop	0
EDU 496	Prevention of School Violence Workshop	0
EDU 497	Dignity for All Students Act (DASA) Workshop	0
EDU 498	Student Teaching Seminar	3
SPE 341	Inclusive Strategies	3
TESL 283	Linguistics, Literacy, & Second Language Acquisition	3
TESL 284	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 385	Methods and Materials: Teaching English to Speakers of Other Languages	3

TESL 386	Methods of Teaching the Subject Areas in the Native Language	3
TESL 432	Seminar in Teaching and Assessment (50 hour field experience required)	3
TESL 493	Student Teaching	12
Language Other than English (LOTE) Requirements		12

Optional Extensions to Teach at Additional Grade Levels

Middle Childhood Extension

Candidates wishing to obtain an extension to teach grades 5-6 for Adolescence majors or 7-9 for Childhood majors in their area of concentration (English, Mathematics, Social Studies, or Spanish) must take EMC 352 and EMC 391 in addition to the courses listed. **Please note that in order to obtain the extension, you must have at least 30 hours in the content area as well as 6 credits each of Math, Science, and Social Studies. Discuss these course requirements with your advisor before applying for certification.**

Initial Early Childhood Certification

Candidates wishing to obtain a certification to teach grades B-2 are advised to take two early childhood courses that focus on learning and development and methods of instruction in addition to the courses listed, and apply for an individual evaluation of credentials through NYSED. Courses that students have taken in the past include EDY 208 and EDY 209. **Please note that NYS also requires candidates to submit a transcript showing they have 6 credits each of Math, Science, and Social Studies. Discuss these course requirements with your advisor before applying for certification.**

Additional Curriculum Requirements

Childhood majors need to choose one of the following academic concentrations: English, Mathematics, Science, Social Studies, Social Justice, French, or Spanish.

12 credits of Languages Other Than English (LOTE) are required

English Concentration

Code	Title	Credits
ENG 111	Academic Writing	3
ENG 112	Writing about Literature	3
ENG 299	Introduction to English Studies ¹	3
Two 200-level literature courses		6
One pre-1900 American Literature course ²		3
One pre-1800 British Literature course ³		3
One Shakespeare course ⁴		3
Two writing courses ⁵		6
Total Credits		30

¹ Must take at least one 200-level literature course before taking ENG 299.
² Choose from ENG 315, ENG 316, ENG 319, or ENG 396 (if the topic is American Literature)
³ Choose from ENG 233, ENG 306, ENG 347, ENG 370, or ENG 373.
⁴ Choose from ENG 322 and ENG 323.
⁵ Choose from EDU 410, ENG 205, ENG 294, ENG 383, ENG 388, ENG 389, ENG 391, ENG 392, ENG 393, or ENG 490.

Mathematics Concentration

Code	Title	Credits
MAT 111	Calculus I	4
MAT 112	Calculus II	4
MAT 219	Linear Algebra	4
MAT 230	Logic, Set Theory, and Proofs	4
MAT 311	Abstract Algebra	4
MAT 331	Geometry	3
MAT 351	Probability & Statistics I	3
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

Social Studies Concentration

Code	Title	Credits
ECO 101	Principles of Macroeconomics	3
GEO 325	Introduction to Physical Geography	3
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 209	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 255	African American History	3
One European or Asian/African/Latin American History elective		3
European History Options		
HIS 213	Europe and the World in a Century of Conflict	
HIS 220	The History of Food	
Asian/African/Latin American History Options		
HIS 210	History of Asia Since 1800	
HIS 220	The History of Food	
HIS 263	Wars of Latin America	
HIS 264	Latin American History to 1830	
HIS 265	Latin American History Since 1830	
HIS 280	The Making of Modern Africa	
Total Credits		30

Note: HIS 382 is highly recommended for students intending to teach in New York State.

Social Justice Concentration

Code	Title	Credits
Foundations Course		3
SOC 273	Social Movements and Social Change	
Research Courses (select one of the following)		3
EDU 303	Research Methods in the Social Sciences	
PSY 202	Research Methods in Psychology	
Skills Classes (select one of the following)		3

COM 201	Dynamic Presentations	
COM 203	Writing for Contemporary Media	
COM 204	Relational Communication	
COM 302	Strategic Communication in Teams	
COM 319	Training and Development	
PSY 329	Leadership and Motivation	
Elective Courses (choose three from the courses listed below)		9
COM 327	Impact of Culture, Race, and Gender on Message Design	
COM 385	Media & Children	
CRJ 337	Violence and the Family	
CRJ 345	Gangs in American Society	
ECO 101	Principles of Macroeconomics	
ECO 102	Principles of Microeconomics	
HIS 123	History of the United States: The Colonial Period to Reconstruction	
HIS 124	History of the United States: 1877 to the Present	
HIS 235	From Jamestown to Yorktown: Making the United States	
HIS 236	From Washington to Lincoln: The Making of American Democracy	
HIS 255	African American History	
HIS 264	Latin American History to 1830	
HIS 299	Historian's Craft	
HIS 382	New York State History	
IGSR 300	Immersion East Side Seminar	
PSC 103	The American Constitution	
PSC 104	American Political Process	
PSC 111	Western Political Tradition	
PSC 140	International Relations	
PSC 150	Comparative Government and Politics	
PSC 201	Race, Law, and Politics	
PSC 224	Congress and the Legislative Process	
PSC 225	U.S. Presidency	
PSC 233	Interest Groups and Public Opinion in America	
PSC 237	State and Local Politics	
PSY 334	Child, Family and Community Psychology	
PSY 340	Stereotyping and Prejudice	
SOC 111	Contemporary Social Problems	
SOC 291	Gender and Society	
SOC 340	Sociology of the City	
SOC 355	Deviant Behavior	
Language Courses (TESOL students may choose four language electives to meet certification requirements)		12
ASL 103	American Sign Language I	
ASL 104	American Sign Language II	
FRC 103	Introductory French I	
FRC 104	Introductory French II	
FRC 215	Intermediate French	
FRC 217	Introduction to French Composition	
ITA 103	Introductory Italian I	
ITA 104	Introductory Italian II	
SPA 103	Introductory Spanish I	

SPA 104	Introductory Spanish II	
SPA 215	Communicating in Spanish	
SPA 217	Intro Comp Panorama SocioCultural Latinoamericano	
SPA 323	Topics in Conversation I Peninsular Culture and Civilization	
SPA 324	Topics in Conversation II Latin American Culture and Civilization	
SPA 332	Advanced Spanish Composition	
Total Credits		30

¹ 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.

Spanish Concentration

Code	Title	Credits
SPA 215	Communicating in Spanish ¹	3
SPA 217	Intro Comp Panorama SocioCultural Latinoamericano ¹	3
SPA 323	Topics in Conversation I Peninsular Culture and Civilization	3
SPA 324	Topics in Conversation II Latin American Culture and Civilization	3
SPA 332	Advanced Spanish Composition	3
Five Advanced-Level Spanish Classes (any SPA class at 300 or 400 level)		15
Total Credits		30

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.

Please note that this curriculum changed for students who matriculated in fall 2017 or later. Earlier students should consult their original catalog year.

Roadmap

Freshman	
Fall	Spring
EDE 100	ECCH 221
EDU 100	SPE 341
EDU 122	EDY 208 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)
Sophomore	
Fall	Spring
EDU 250	TESL 283
EDU 495	EDU 272
EDU 496	EMC 391 (Optional - needed for middle childhood extension)
ECCH 222	

EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

TESL 284

Junior

Fall	Spring
TESL 385 (Requires 25 hours of field experience)	TESL 386 (Requires 25 hours of field experience)
EDU 356	ECCH 412
EDE 390	EMC 352 (Optional - needed for middle childhood extension)

Senior

Fall	Spring
TESL 432 (Requires 50 hours of field experience)	TESL 493
EDU 428	EDU 497
EDU 494	EDU 498

Courses

Please note that Students in TESOL also take courses in Teacher Education and Childhood Education. A full list of courses in all Education subjects is available on the Educator Preparation page. (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/#coursestext>)

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.