

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

Chair: Barbara A. Burns, PhD

## Introduction

This major prepares candidates in Childhood Education which covers Grades 1-6 and Teaching English to Speakers of Other Languages (TESOL) for Grades 1-6. It contains 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 skill as they progress through the program. In addition, each candidate must take coursework as set forth in the Canisius College Core Curriculum and must also choose a 30 credit liberal arts concentration to ensure that they have the content knowledge necessary to teach children in Grades 1-6.

## 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.

## 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. The decision may be based on career goals or planned graduate studies. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. Some double 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 double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean. Please note that students will receive only one degree, regardless of the number of majors they complete.

## 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

Code	Title	Credits
ECCH 221	Emergent Literacy	3
ECCH 222	Literacy and the Arts in the Elementary Classroom	3
ECCH 412	Managing the Early Childhood and Elementary Classroom	3
EDE 100	Human Growth and Development - Birth through Childhood	3
EDE 390	Cognition, Learning and Assessment - Birth through Childhood	3
EDU 100	Exploring the Teaching Profession	3
EDU 123	Technology in Education 1	1
EDU 223	Technology in Education 2	1
EDU 323	Technology in Education 3	1
EDU 250	Foundations of Education	3
EDU 272	Teaching Social Studies Integrating English Language Arts	3
EDU 428	Teaching Math & 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 387	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 432	Seminar in Teaching and Assessment	3
TESL 493	Student Teaching	12
Total Credits		69

## Optional Extensions to Teach at Additional Grade Levels

### Middle Childhood Extension

Candidates wishing to obtain an extension to teach grades 7-9 in their area of concentration (English, Mathematics, Social Studies, or Spanish) must take EMC 352 and EMC 391 in addition to the courses listed.

### Early Childhood Extension

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 or the BOCES Regional Certification Office. Courses that students have taken in the past include EDY 208 and EDY 209 .

## Additional Curriculum Requirements

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

### English Concentration

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

<sup>1</sup> Must take at least one 200-level literature course before taking ENG 299.

<sup>2</sup> Choose from ENG 315, ENG 316, ENG 319, or ENG 396 (if the topic is American Literature)

<sup>3</sup> Choose from ENG 233, ENG 301, ENG 305, ENG 306, ENG 332, ENG 347, ENG 370, or ENG 373.

<sup>4</sup> Choose from ENG 322 and ENG 323.

<sup>5</sup> Choose from EDU 410, ENG 205, ENG 294, ENG 383, ENG 385, ENG 388, ENG 389, ENG 391, ENG 392, ENG 393, ENG 411, 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

### Music Concentration

Code	Title	Credits
FAM 115	Fundamentals of Music	3
FAM 119	Masterpieces of Music	3
FAM 210	Keyboard Musicianship	3

FAM 230 & 230L	Music Theory I and Music Theory I Lab	4
FAM 240 & 240L	Music Theory II and Music Theory II Lab	4
FAM 330 & 330L	Music Theory III and Music Theory III Lab	4
One Music Literature I course <sup>1</sup>		3
One Music Literature II course <sup>2</sup>		3
One Music elective <sup>3</sup>		3
Total Credits		30

<sup>1</sup> Choose from FAM 216, FAM 217, FAM 218, FAM 219, or FAM 220.

<sup>2</sup> Choose from FAM 123, FAM 124, or FAM 224.

<sup>3</sup> Choose any 3-credit course with an FAM prefix.

### Science Concentration

Code	Title	Credits
GEO 325	Introduction to Physical Geography	3
BIO 111 & 111L	Introductory Biology I and Introductory Biology Laboratory I	4
BIO 112 & 112L	Introductory Biology II and Introductory Biology Laboratory II	4
BIO 211 & 211L	Biochemistry and Cell Biology I and Biochemistry and Cell Biology Lab I	4
CHM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
CHM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	4
One physics course		3
Two science electives <sup>1</sup>		6
Total Credits		32

<sup>1</sup> Choose any 2 courses with a BCH, BIO, CHM, or PHY prefix.

### 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 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

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

## Social Justice Concentration

Code	Title	Credits
<b>Foundations Course</b>		<b>3</b>
SOC 273	Social Movements and Social Change	
<b>Research Courses (select two of the following)</b>		<b>6</b>
ANT 351	Qualitative Research Methods	
HSV 303	Research Methods in the Social Sciences	
SOC 342	Social Research Methods	
<b>Skills Classes (select two of the following)</b>		<b>6</b>
COM 201	Oral Communication	
COM 204	Interpersonal Communication	
COM 302	Small Group Communication	
ECO 311	Metropolitan Economic Development and GIS	
PSC 237	State and Local Politics	
PSY 329	Leadership and Motivation	
<b>Four Electives (from your focus: Local/Urban or Global)</b>		<b>12</b>
<b>Local (Urban) Focus Electives<sup>1</sup></b>		
HIS 382	New York State History	
HSV 300	Social and Cultural Diversity	
HSV 301	Social Policies	
or SOC 111	Contemporary Social Problems	
HSV 302	Children, Schools, and the Community	
PSC 237	State and Local Politics	
SOC 340	Sociology of the City	
<b>Global Focus Electives<sup>1</sup></b>		
ANT 122	Sociocultural Anthropology	
HIS 211	Women In The Western World	
HIS 358	Traditional Japan	
HIS 394	Modern Middle East	
PSC 241	Human Rights and Globalization	
HSV 300	Social and Cultural Diversity	
HSV 302	Children, Schools, and the Community	
<b>Elective</b>		<b>3</b>
One course from the other focus (either Local or Global)		
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> 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

*Students will not be accepted into this concentration after January 29, 2018*

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

## German Concentration

*Students will not be accepted into this concentration after January 29, 2018*

Code	Title	Credits
GER 215	Intermediate German I	3
GER 216	Intermediate German II	3
GER 323	Topics in Conversation I	3
GER 324	Topics in Conversation II	3
GER 331	Substance and Style: Effective Writing in German I	3
GER 332	Substance and Style: Effective Writing in German II	3
Four German electives		12
<b>Total Credits</b>		<b>30</b>

## Spanish Concentration

Code	Title	Credits
SPA 215	Intermediate Spanish <sup>1</sup>	3
SPA 217	Introduction to Spanish Composition <sup>1</sup>	3
SPA 323	Topics in Conversation I: Peninsular Culture and Conversation	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
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> 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 123	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	TESL 284
EDU 496	EDU 272
ECCH 222	
EDU 223	
EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)	
EMC 391 (Optional - needed for middle childhood extension)	

Junior	
Fall	Spring
TESL 385	TESL 386
TESL 387	ECCH 412
EDU 323	EMC 352 (Optional - needed for middle childhood extension)
EDE 390	
Senior	
Fall	Spring
TESL 432	TESL 493
EDU 428	EDU 497
EDU 494	EDU 498

## 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

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. The course includes fieldwork designed to investigate cultural differences. Note that 10 hours of fieldwork are required.

**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. A field experience will be required. Offered online only.

**Prerequisites:** ECCH 221 and ECCH 222. **Corequisite:** TESL 284.

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

**Offered:** 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. Course is delivered online.

**Corequisite:** TESL 283. **Restrictions:** CH/TESOL majors.

**Offered:** spring.

**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. Note that hours of field work are required. Course delivered online.

**Corequisites:** TESL 387. **Restrictions:** CH/TESOL majors only.

**Offered:** 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.

**Corequisites:** ECCH 412. **Restrictions:** CH/TESOL majors only.

**Offered:** 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.

**Corequisite:** TESL 385.

**Offered:** 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. Requires 50 hours of field placement.

**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. **Restrictions:** TESOL majors only.