

# BUSINESS & MARKETING (MSEd)

**Department Co-Chairs:** Marya Grande, PhD and Kelly Harper, PhD  
**Degree:** Master of Science in Education

The business and marketing education program is designed to develop, extend, and enhance the professional competencies of business and marketing education teachers. Completion of the program provides a master of science in education degree and satisfies the requirements for eligibility to apply for permanent/professional certification to teach business and marketing in New York State.

This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning. Prepare to succeed. The curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare you for the NYS certification tests (<http://www.nystce.nesinc.com/>). Our focus is to provide you with the best possible teacher preparation to enable you to meet all certification requirements and become a transformational teacher.

As a graduate of this program, you will have the opportunity to earn your initial teaching certification as you earn your master's degree, allowing you to teach in New York State. Canadian students (<http://www.canisius.edu/admissions/grad-admissions/canadian/>) will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students.

**Classes begin in the Fall & Spring semesters.**

## Grade Requirements

Graduate students enrolled in initial certification programs must achieve a C or above in all prerequisite coursework and a B- or above in all graduate program coursework. Failure to meet these requirements will require repeating the course &/or completing additional coursework.

## Licensure Disclosure

Canisius College 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://wiki.canisius.edu/x/Hxi8BQ/>) 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.

## Curriculum

### Required Courses for Business and Marketing Education Candidates

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 572	Pedagogical Strategies and Methods	3
EDU 505	Foundations of Education	3
EDU 597	Dignity for All Students Workshop	0
EDU 595	Child Abuse Workshop	0

EDU 596	Prevention of School Violence Workshop	0
EMC 552	Human Growth and Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood	3
EDAD 573	Applied Content Literacies and Methods	3
EDAD 593	Student Teaching: Adolescence	9
EDAD 594	Student Teaching Seminar	0
EDU 615	Research Methods	3
SPE 536	Differentiating Instruction for Diverse Adolescent Learners	3
<b>Total Credits</b>		<b>39</b>

## 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

### EDAD 502 Foundations of Adolescent Literacy 3 Credits

The theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. This course focuses on three strands of literacy teaching for adolescent students: Strategies for developing reading and writing skills in all secondary content areas, methods for teaching reading and writing in inquiry projects and problem based learning and pedagogical practices for integrating critical literacy in all secondary classrooms. Includes language acquisition and literacy development by native English speakers and students who are English Language learners. Also includes skill in developing the listening, speaking, reading, and writing skills of all students. 20 hours of field experience required.

**Offered:** every fall.

### EDAD 534 Assessment of Student Learning 3 Credits

This course focuses on impacting student learning using contemporary practices of assessment and assessment-driven instructional planning. Varied assessment measures, especially authentic assessments based on real world tasks will be emphasized. A range of assessment tools to measure and document student learning and growth will be used to drive subsequent instructional planning. 30 hour field experience

**Offered:** every spring.

### EDAD 535 Learning and Human Development: Adolescence 3 Credits

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, cognition, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 - 12.

**Offered:** every spring.

### EDAD 572 Pedagogical Strategies and Methods 3 Credits

This course focuses on traditional and contemporary methods of teaching dialogical, collaborative lessons. The use of multimodal and digital tools for developing content area lessons and units will be emphasized. Individual Sections focus on specific content areas. 30 hours of field experience

**Offered:** every spring.

### EDAD 593 Student Teaching: Adolescence 1-9 Credits

Requires two supervised teaching placements in schools appropriate to certification level and includes experience in high- needs schools or schools serving socio-economically disadvantaged students.

**Prerequisite:** successful completion of required education courses and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

**Offered:** occasionally.

### EDU 505 Foundations of Education 3 Credits

An examination of the social, historical and philosophical foundations of education intended to provide a framework for understanding contemporary issues in education. Topics may include the role of education in a democratic society; gender, race and class in education; home, school and community relationships; and the organizational structure of education.

**Offered:** Spring and summer.

### EDU 595 Child Abuse Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 596 Prevention of School Violence Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 597 Dignity for All Students Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 598 Student Teaching Seminar 0 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.

**Offered:** occasionally.

### SPE 536 Differentiating Instruction for Diverse Adolescent Learners 3 Credits

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

### EMC 552 Human Growth and Development: Middle Childhood 3 Credits

The understanding of major concepts, principles, theories and research related to the intellectual emotional, physical, social and moral development of young adolescents will be stressed. Candidates will observe and participate in positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.

**Offered:** summer and spring.

### EMC 553 Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood 3 Credits

Presents concepts, standards and research related to middle level curriculum development, stressing the importance of a curriculum that is relevant, challenging, integrative and exploratory. Interdisciplinary middle level curriculum standards, models and assessment strategies will be introduced. Assessment strategies that promote the continuous intellectual, social and physical development of all young adolescents will be presented.

**Offered:** summer and fall.