DUAL DEGREE - BA OR BS IN CONTENT AREA AND STUDENTS WITH DISABILITIES GENERALIST 7-12 (MSED)

Canisius College is now offering dual bachelor’s and master’s degrees for content area majors who wish to add teacher certification. Content areas include Biology, Chemistry, Physics, English, Mathematics, and Social Studies (History). The content area bachelor’s degree requirements are unchanged, but students are counseled to add certain education courses as electives during the undergraduate years so they are prepared to pursue both Adolescence Education 7-12 certification in their content area and Adolescence 7-12 Teaching Students with Disabilities Generalist.

These programs recognize that there is a growing shortage of teachers in Adolescence Teaching Students with Disabilities. Candidates completing this program will earn both the BA/BS and the MSEd degrees and will be certified to teach in both regular and special education classrooms.

Curriculum

The dual degree programs offer a BA/BS in the content area as well as a MSEd in Adolescence 7-12 Teaching Students with Disabilities Generalist. These dual degree programs lead to Initial Adolescence certification in the content area as well as Initial Certification in Adolescence 7-12 SWD Generalist. Since it leads to two teaching certificates, candidates must meet the content requirements for both over the course of their curriculum. In most cases, the content area major covers those requirements. Each are described in detail below. In some instances New York State has additional requirements. These are identified as appropriate.

Undergraduate Requirements

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.

Content Areas

BIOLOGY

The Biology (http://catalog.canisius.edu/undergraduate/college-arts-sciences/biology/) major meets many of the state certification requirements in Biology. Candidates also need to take 3 credit hours in a LOTE (Language other than English).

CHEMISTRY

The Chemistry (http://catalog.canisius.edu/undergraduate/college-arts-sciences/chemistry/) major meets many of the state certification requirements in Chemistry. In addition, Chemistry candidates need to take CHM 104 and GEO 325. Candidates also need to take 3 credit hours in a LOTE (Language other than English).

PHYSICS

The Physics (http://catalog.canisius.edu/undergraduate/college-arts-sciences/physics/) major meets the physics content requirements for certification in Adolescence 7-12 Physics. Candidates also need to take 3 credit hours in a LOTE (Language other than English).

ENGLISH

The English (http://catalog.canisius.edu/undergraduate/college-arts-sciences/english/) major meets the English content requirements for certification in Adolescence 7-12 English. Candidates also need to take 3 credit hours in a LOTE (Language other than English).

MATHEMATICS

The Mathematics & Statistics (http://catalog.canisius.edu/undergraduate/college-arts-sciences/mathematics-statistics/) major meets the Mathematics content requirements for certification in Adolescence 7-12 Mathematics. Candidates also need to take 3 credit hours in a LOTE (Language other than English).

SOCIAL STUDIES (HISTORY)

The History (http://catalog.canisius.edu/undergraduate/college-arts-sciences/history/) major meets many of the state certification requirements in Social Studies. In addition, Social Studies candidates need to take a course in geography, cultural studies, political science or government, and economics. It may be possible to find a history course that also includes content in one of these areas. Candidates also need to take 3 credit hours in a LOTE (Language other than English).

SWD

Candidates must take 6 credit hours in English, math, science, social studies, and 3 credit ours in LOTE (Language Other than English).

Education Course List:

The education curriculum is provided below. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion. These dual degree programs can be completed in as little as 5 years if one summer is included.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
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<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
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<td>Teaching Strategies Lab</td>
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<td>EDS 250</td>
<td>Foundations of Education</td>
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<td>Please select one of the following:</td>
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<tr>
<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence</td>
<td>3</td>
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<tr>
<td>or EDS 402</td>
<td>Methods of Teaching English: Adolescence</td>
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<tr>
<td>or EDS 403</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
<td></td>
</tr>
<tr>
<td>or EDS 405</td>
<td>Methods of Teaching Science: Adolescence</td>
<td></td>
</tr>
<tr>
<td>SPE 640</td>
<td>Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions</td>
<td>3</td>
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</tbody>
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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.