

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

Department Co-Chairs: Kelly A. Harper, PhD and Marya Grande, PhD

Canisius College is now offering dual bachelor's and master's degrees for content area majors who wish to become teachers. Content areas include Biology, Chemistry, English, Mathematics, and History. Students in this program are advised as undergraduates to add certain education courses as electives so they are prepared for both Adolescence Education 7-12 certification in their content area and Adolescence 7-12 Teaching Students with Disabilities Generalist certification.

These programs were created because there is a growing shortage of teachers in Adolescence Teaching Students with Disabilities. Candidates completing this program will earn a BA/BS in their content area and a MSEd, and will be certified to teach in mainstream and special education classrooms.

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

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. This dual degree program also leads to Initial Adolescence certification in the content area as well as Initial certification in Adolescence 7-12 SWD Generalist. Since the program leads to two teaching certificates, candidates must meet the content requirements for both certificates over the course of the five years. In some instances, New York State has additional requirements for certification, for example, all candidates certified to teach Students with Disabilities need two math courses. These are identified as appropriate.

Undergraduate Requirements

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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 ([\[curricular-information/all-college-honors-program/\]\(http://catalog.canisius.edu/undergraduate/academics/curricular-information/all-college-honors-program/\)\). 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.](http://catalog.canisius.edu/undergraduate/academics/</p>
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Content Areas

BIOLOGY

The Biology (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/biology/#biomseddualdegreecurriculumtext>) major meets the biology content requirement for certification in Adolescence 7-12 Biology. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in History.

CHEMISTRY

The Chemistry (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/chemistry/#chmmseddualdegreecurriculumtext>) major meets many of the state certification requirements in Chemistry. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in History.

ENGLISH

The English (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/english/english/#englishbatext>) 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) and 3 additional credits in Math, Science, and History.

MATHEMATICS

The Mathematics & Statistics (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/mathematics-statistics/#mathematicsbamseddualdegreecurriculumtext>) 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) and 3 additional credits in History.

SOCIAL STUDIES (HISTORY)

The History (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/history/#historybamseddualdegreecurriculumtext>) 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 need to take 3 additional credits in Math and Science.

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 some summer coursework is included.

The education curriculum is provided below for the MSEd portion of the dual degree programs. 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.

Code	Title	Credits
EDS 101	Human Growth and Social Development: Adolescence	3
EDS 223	Foundations of Adolescent Literacy	3
SPE 341	Inclusive Strategies	3
EDS 360	Evaluation and Teaching Strategies	3
EDU 250	Foundations of Education	3
Please select one of the following:		
EDS 406	Methods of Teaching Social Studies: Adolescence	3
or EDS 402	Methods of Teaching English: Adolescence	
or EDS 403	Methods of Teaching Mathematics: Adolescence	
or EDS 405	Methods of Teaching Science: Adolescence	
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
or SPE 311	Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 580	Classroom Management	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
EDU 615	Research Methods	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
EDU 556	Assessment for Diverse Learners	3
or EDU 356	Assessment for Diverse Learners	3
SPE 698	Seminar in Teaching and Assessment	
SPE 693	Student Teaching	9
SPE 697	Student Teaching Seminar	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
Total Credits		57

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.