EDUCATOR PREPARATION

Mission Statement

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own cura personalis, work towards social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism and leadership in their field.

Canisius College offers undergraduate majors that lead to initial teacher certification in the areas described in the majors tab above.

Majors

- Physical Education (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education/)
- Physical Education/Health (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education-health/)
- Special Education Childhood (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/special-education-childhood/)
- Teaching English to Speakers of Other Languages (TESOL) Childhood (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/tesol-childhood/)

Minor

A minor in education can provide students with skills that will be useful when teaching in a variety of settings, including informal education. This minor is available to students in any non-education major. This minor does not lead to teacher certification.

Students must complete 6 courses for the minor (18 credit hours).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>HSV 212</td>
<td>Social and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>HSV 301</td>
<td>Social Policies</td>
<td></td>
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<tr>
<td>Human Development (Choose 1)</td>
<td></td>
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</tr>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td></td>
</tr>
<tr>
<td>General Skills for Teaching (Choose 2)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>ECCH 221</td>
<td>Emergent Literacy</td>
<td></td>
</tr>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td></td>
</tr>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
<td></td>
</tr>
<tr>
<td>EDU 123 &amp; EDS 101</td>
<td>Technology in Education 1 and Technology in Education 2</td>
<td></td>
</tr>
<tr>
<td>EDU 223 &amp; EDS 101</td>
<td>Technology in Education 3</td>
<td></td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td></td>
</tr>
</tbody>
</table>

Minor Electives (Choose 2) 1 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
</tr>
<tr>
<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
</tr>
<tr>
<td>HSV 400</td>
<td>Management of Human Service Agencies</td>
</tr>
</tbody>
</table>

One course from foundations, human development, or general skills for teaching listed above that was not used to fulfill that area's requirement.

Total Credits 18

1 Additional courses may be appropriate and will be approved on a case-by-case basis.

Courses

Early Childhood/Childhood (ECCH) (p. 1), Elementary Education (EDE) (p. 2), Secondary Education (EDS) (p. 2), Teacher Education (EDU) (p. 3), Early Childhood Ed (EDY) (p. 4), Health & Phys. Education (HED) (p. 4), Physical Education (PED) (p. 5), Special Education (SPE) (p. 7), Teaching English to Speakers of Other Languages (TESL) (p. 7)

Early Childhood/Childhood (ECCH)

ECCH 221 Emergent Literacy 3 Credits
Examines theories of language development and implications for practice. Strategies are presented to facilitate emergent and developing literacy skills in young children and to develop fluent readers and writers throughout the elementary years. Includes twenty pages of polished prose including a literature review, literature project and lesson plans. Offered: every spring.

ECCH 222 Literacy and the Arts in the Elementary Classroom 3 Credits
Examines effective methods for assessing children’s literacy skills and for developing targeted instruction that reinforces, remedies and/or enriches literacy learning. Issues related to the literacy learning of all children, including children with disabilities and children from linguistically and culturally diverse backgrounds are examined. Research-based early intervention programs will be examined. Includes 30 hours of field experience in grades PreK-6.

ECCH 412 Managing the Early Childhood and Elementary Classroom 3 Credits
Develops understanding of how to build classroom communities and organize the classroom for student success. Discusses the importance of a proactive approach to prevent behavior problems and investigates a variety of classroom management strategies. Strategies for collaborating with diverse families and other professionals will be explored, including strategies for co-teaching. Prerequisite: SPE 311 & EDU 356. Corequisite: SPE 330. Offered: occasionally.
Elementary Education (EDE)

EDE 100 Human Growth and Development - Birth through Childhood 3 Credits
Introduces multiple dimensions of development including influence of family, culture and society. Examines physical, cognitive, emotional and behavioral theories and emphasizes education's role in promoting wellness.
Fulfills College Core: Field 5 (Social Sciences)

EDE 224 Adolescent Literacy in a New Literacies World 3 Credits
This course addresses the multiple literacies that adolescents use to make meaning in the world. The focus is on the integration, implementation and assessment of New Literacies in the content areas. Requires 20 hours of field placement.
Offered: fall.

EDE 360 Evaluation and Teaching Strategies 3 Credits
Addresses instructional planning, curriculum development, formal and informal assessment methods and reflecting on one's own teaching practice. Highlights instruction modifications and various resources to enhance teaching. Requires 30 hours of field placement.

EDE 370 Young Adolescent Literature 3 Credits
Prepares teacher candidates to teach young adult literature to adolescents, grades 7-12. Candidates will consider what, why and how literature is currently taught and learned in middle and high school classrooms. National and state standards, curriculum and assessment, literature of diverse cultures, as well as contemporary theory and research in English Language Arts will be focal points.
Offered: occasionally.

Secondary Education (EDS)

EDS 101 Human Growth and Social Development: Adolescence 3 Credits
Introduces human developmental processes and variations in the middle and high school years including physical, cognitive, social, and emotional perspectives. Effects of behavioral and cognitive processes, motivation, and diversity on student performance will be emphasized.
Fulfills College Core: Field 5 (Social Sciences)
Offered: every fall.

EDS 232 Foundations of Adolescent Literacy 3 Credits
Focuses on three strands of literacy teaching for adolescent students: strategies for developing reading and writing skills in all secondary content areas, methods for reading and writing in inquiry projects, and pedagogical practices for integrating critical literacy in all secondary classrooms.
Fulfills College Core: Advanced Writing-Intensive
Offered: fall.

EDS 360 Methods of Teaching English: Adolescence 3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of English Language Arts for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching literature, writing, grammar and language development, as well as technology integration. Effective lesson planning and unit planning are emphasized.
Prerequisite: EDS 360.
Offered: spring only.

EDS 361 Methods of Teaching Mathematics: Adolescence 3 Credits
This course focuses on developing a rich intellectual life through study, reflection and practice. Students will have discussions on Philosophy of Science, the philosophy of individual science disciplines and pertinent Education Psychology theories as applied to science teaching. Current research-based science teaching techniques will be emphasized. Students will write reflection papers and use these theories and principles in classroom exercises and presentations. Requires a working knowledge of at least one science discipline.
Prerequisite: EDS 360.
Offered: spring only.

EDS 362 Methods of Teaching Science: Adolescence 3 Credits
This course addresses the objectives, methods, curricula, materials and assessment necessary for teaching social studies at the secondary level. Students will examine topics such as teaching for democratic citizenship, authentic instruction and assessment, multicultural social studies curriculum, and technology in the social studies classroom. This course models various instructional strategies and includes practical assignments and experiences for students.
Prerequisite: EDS 360.
Offered: spring only.

EDS 402 Methods of Teaching English: Adolescence 3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of English Language Arts for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching literature, writing, grammar and language development, as well as technology integration. Effective lesson planning and unit planning are emphasized.
Prerequisite: EDS 360.
Offered: spring only.

EDS 403 Methods of Teaching Mathematics: Adolescence 3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of Mathematics for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching, including technology applications. Effective lesson construction and unit planning are emphasized.
Prerequisite: EDS 360.
Offered: spring only.

EDS 404 Methods of Teaching Modern Languages: Adolescence 3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of foreign languages for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching the grammar, literature and culture of French, German, and Spanish-speaking countries, as well as technology integration. Effective lesson planning and unit planning are emphasized.
Prerequisite: EDS 360.
Offered: spring only.

EDS 405 Methods of Teaching Science: Adolescence 3 Credits
This course addresses the objectives, methods, curricula, materials and assessment necessary for teaching social studies at the secondary level. Students will examine topics such as teaching for democratic citizenship, authentic instruction and assessment, multicultural social studies curriculum, and technology in the social studies classroom. This course models various instructional strategies and includes practical assignments and experiences for students.
Prerequisite: EDS 360.
Offered: spring only.

EDS 406 Methods of Teaching Social Studies: Adolescence 3 Credits
This course addresses the objectives, methods, curricula, materials and assessment necessary for teaching social studies at the secondary level. Students will examine topics such as teaching for democratic citizenship, authentic instruction and assessment, multicultural social studies curriculum, and technology in the social studies classroom. This course models various instructional strategies and includes practical assignments and experiences for students.
Prerequisite: EDS 360.
Offered: spring only.

EDS 432 Applied Methods of Teaching English: Adolescence 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 adolescent level. Requires 50 hours of field experience.
Prerequisite: EDS 402.
Fulfills College Core: Oral Communication
Offered: fall only.
Teacher Education (EDU)

EDU 100 Exploring the Teaching Profession 3 Credits
This course introduces the study of education and teaching, with opportunities for students to examine and evaluate this career choice. The course utilizes a field-based component to connect seminar session topics with actual classroom practice. In addition to reflection on their experiences, students will examine the following critical topics in schools: current initiatives and issues, exemplars of good teaching, diverse needs of students, curriculum, culture, organization, and the multiple roles and professional and ethical expectations of teachers. Most importantly, it is mission-centric in that it promotes teachers’ roles as change agents for social justice. Students will complete a 10-hour Service Learning experience in a local public school.
Fulfills College Core: Field 5 (Social Sciences)
Offered: Spring/Fall

EDU 123 Technology in Education 1 1 Credit
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: fall & spring.

EDU 223 Technology in Education 2 1 Credit
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: fall & spring.

EDU 250 Foundations of Education 3 Credits
Addresses social, philosophical, legal, historical, organizational, theoretical perspectives on education, including multicultural perspectives. Highlights rights and responsibilities of teachers, students and others involved in education.
Fulfills College Core: Justice
Offered: fall & spring.

EDU 272 Teaching Social Studies Integrating English Language Arts 3 Credits
Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content while integrating standards in English Language Arts. Emphasizes historic, geographic, economic, political ad social concepts highlighting the New York State Standards in SS and ELA.
Prerequisites: ECCH 221 and ECCH 222.
Offered: every spring.

EDU 323 Technology in Education 3 1 Credit
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: fall & spring.

EDU 356 Assessment for Diverse Learners 3 Credits
Emphasizes the empirical basis for various models of assessment. Analyzes formal and informal assessment strategies including standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation. Highlights use of assessment to promote decisions in planning, teaching, and evaluating for instructional program improvements for grades 1 - 6.
Corequisite: SPE 311.
Offered: every fall.
EDU 410 Writing in the Schools 3 Credits
Emphasizes integrating current theories of writing into classroom curricula. Students develop their own composing abilities and strengthen their ability to teach writing in school settings. Open to all Education and Adolescence Education concentrations.
Offered: occasionally.

EDU 428 Teaching Math & Science: Supporting STEM Education 3 Credits
Examines inclusive methods and strategies across all mathematical strands and science disciplinary core ideas. Highlights research-based curricular guidelines for STEM education aligned with the New York State's Mathematics, Science and Technology standards. Emphasizes problem solving, inquiry skills and assessment practices.
Prerequisites: ECCH 221 & ECCH 222. Restrictions: must be a senior.
Offered: fall only.

EDU 432 Pre Student Teaching 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.
Offered: fall only.

EDU 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.
Corequisite: EDU 497 and EDU 498.

EDU 494 Capstone Seminar for Teacher Candidates 3 Credits
This seminar will be the culminating course that complements student teaching education majors. EDU 494 will revolve around assessments of how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts that will be assessed for their integration of pedagogical knowledge with issues of diversity, ethics, global awareness and social justice. The artifacts will demonstrate how well each teacher candidate’s understanding of the four core knowledge attributes is contributing to his or her development as a teacher.
Restrictions: Senior Teacher Education majors only.
Fulfills College Core: Core Capstone
Offered: every fall.

EDU 495 Child Abuse Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 496 Prevention of School Violence Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 497 Dignity for All Students Act (DASA) Workshop 0 Credits
Provides six hours of training on the components of the Dignity Act, how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.

EDU 498 Student Teaching Seminar 3 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.

EDU 499 Independent Study 3 Credits
An independent study requires the signature of the department chair and the associate dean. Independent studies require an application and approval by the associate dean.
Prerequisite: signature of the program director & associate dean.

Early Childhood Education (EDY)

EDY 208 Infant/Toddler Care and Education 3 Credits
This course utilizes developmental theory and research findings to examine issues of attachment, perception, motor skills, cognition, language, emotions and social skills in children birth through age three. An emphasis is placed on understanding children in the context of family and culture. Requires 10 hours of field placement: infant/toddler.

EDY 209 Developmentally Appropriate Curriculum in Early Childhood Classrooms 3 Credits
Emphasizes research-supported practice for enhancing children’s physical, cognitive, social, emotional and behavioral development within the framework of the New York State Standards. Focuses on developmentally appropriate learning opportunities. Requires 10 hours of field placement: PreK/K.

Health & Phys. Education (HED)

HED 115 Basic Nutrition 3 Credits
This course will address all aspects of proper nutrition. The class will address material such as macronutrients, micronutrients, daily caloric intake and portion sizes. Students will gain knowledge of nutrition through class lectures, interactive activities and peer presentations. Upon successful completion of the course, students will have a working knowledge of proper nutrition and appropriate dietary habits.
Offered: fall & spring.

HED 205 Wellness and Fitness 3 Credits
Lecture and laboratory. Skills, teaching methods, resource units, evaluative instruments, teaching aids, leading to an overall understanding of the principles of health and wellness. Focus on physical fitness testing, cardiovascular exercise, muscular strength, muscular endurance, flexibility and body composition. There is additional focus on special populations, childhood obesity and the development of a personal fitness program.
Prerequisite: BIO 114 & BIO 114L.
Offered: every fall & spring.

HED 220 Healthy Behaviors 3 Credits
Examines health determinants and the effects on all seven dimensions of health. Assessment of personal lifestyle behaviors and factors influencing current and relevant health issues. Emphasis on personal behavior modification to practice health-enhancing behaviors and to reduce health risks. Guidelines for healthy practices related to nutrition, mental health, cancer prevention, HIV/STDs, cardiovascular disease, stress management, sexuality, physical fitness, drugs and alcohol and relationships. Establishes foundation for living healthy and productive lives.
Offered: fall & spring.
HED 308 Early Field Experience Health 0 Credits
The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator. 
Prerequisite: signature of program director. Restriction: permission of program director. 
Offered: fall & spring.

HED 321 Lifeguard, C.P.R., First Aid, WSI 3 Credits
Knowledge, skill techniques and appreciations necessary to meet certification requirements of the American Red Cross. Certification fee required for this course. 
Prerequisite: department swimming test and completion of departmental recommendation. Restriction: must be in the undergraduate or graduate must be physical education program. 
Offered: fall.

HED 325 School Health 3 Credits
This course focuses on the application of the psychological factors related to athletic performance and emphasizes the importance of health education in the development of physical fitness. Students will experience classroom lecture as well as practical experience in the proper design of exercise programs and will understand the importance of periodization as it relates to exercise. Upon successful completion of this course, the student will have a vast knowledge of the principles surrounding strength and conditioning. 
Prerequisite: minimum grade of C in BIO 114 & BIO 114L. 
Offered: fall & spring.

HED 326 School Health Curriculum 3 Credits
Students explore the most prevalent health and safety issues of school-aged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services. 
Restriction: must be physical education or physical and health education major. 
Offered: spring.

HED 327 Exercise Principles and Applications 3 Credits
This course will address the many aspects of fitness and exercise. Students will experience classroom lecture as well as practical experience in the weight room and other alternative exercise facilities. Students will gain experience in the proper design of exercise programs and will understand the importance of periodization as it relates to exercise. 
Offered: fall & spring.

HED 361 Psychology of Sport and Mental Health 3 Credits
This course address sport psychology from a sports studies perspective incorporating interdisciplinary knowledge from the social sciences. It is an appropriate approach for many students seeking to understand the psychological processes facing athletes in a competitive environment. Considerable interest surrounds the efforts of sport psychologists to optimize the performance of those characters we call athletes - the sport heroes of our society. Superior athletic performance has long held great intrigue. Tremendous improvements in the identification and measurement of the psychological factors related to athletic performance have resulted in significant improvements in an athlete's ability to produce top level performance on a consistent basis. This course focuses on the application of these psychological principles by athletes, coaches and sport psychology consultants in what has been a quest to produce the ultimate athlete. 
Fulfills College Core: Field 5 (Social Sciences) 
Offered: fall & spring.

HED 425 Evolution of Disease and Illness 3 Credits
Overview of humanity's triumphs and failures in the ongoing fight against illness and disease. Explores history of disease, current health issues and trends to determine outlook for emerging health concerns of the future. Examines various models of disease to explain disease agents and route of transmission throughout the body's systems. Analysis of disease occurrence, predisposing factors, body's immune response, symptoms, prevention, treatment and control. 
Offered: fall & spring.

Physical Education (PED)

PED 203 Lifetime and Fitness Activities 3 Credits
A content-focused physical education course that includes an emphasis on sport and fitness being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these lifetime activities. Improving or maintaining fitness will be the focus of this class and might include activities like, but not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, water polo, kickboxing, cardio-kick, zumba and exergaming. A 4-5 week unit on aquatics will also be included in this course. The course also provides coinciding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport. Students will be required to demonstrate movement competence in various sports and activities. 
Fulfills College Core: Global Awareness 
Offered: spring of odd-numbered years.

PED 204 Games and Sports 3 Credits
A content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these activities. This includes the games categories of invasion, net/wall, target and fielding/striking. It also provides coinciding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport. Students will be required to demonstrate movement competence in various games categories (invasion, net and target, etc.). 
Fulfills College Core: Global Awareness 
Offered: fall of odd-numbered years.

PED 207 Individual Performance and Dance Activities 3 Credits
Students will learn appropriate organization and teaching progressions for various forms of individual-performance and dance activities taught in the P-12 curricula. Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding. Dance or rhythms activities that may focus on, but not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square. 
Fulfills College Core: Global Awareness 
Offered: spring of even-numbered years.

PED 305 Outdoor Curriculum and Cooperative Activities 3 Credits
Philosophy, teaching methods, programming and safety management. Activities may include initiatives, new games, problem solving, trust activities, ropes course, cycling, mountain biking, rock climbing, rappelling, cross-country skiing and others. 
Offered: fall of even-numbered years.
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>PED 306 Early Field Experience Elementary Physical Education</td>
<td>0</td>
<td>The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.</td>
<td>fall &amp; spring</td>
<td>signature of program director. Restriction: permission of program director.</td>
</tr>
<tr>
<td>PED 307 Early Field Experience Secondary Physical Education</td>
<td>0</td>
<td>The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.</td>
<td>fall &amp; spring</td>
<td>signature of program director. Restriction: permission of program director.</td>
</tr>
<tr>
<td>PED 311 Movement Education and Elementary Activities</td>
<td>3</td>
<td>Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.</td>
<td>fall &amp; spring</td>
<td>must be physical education or physical and health education major.</td>
</tr>
<tr>
<td>PED 351 Coaching Theory and Techniques</td>
<td>3</td>
<td>Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children and young adults. Many participate at the 'house' league level, while others are involved with more competitive and elite programs. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.</td>
<td>spring</td>
<td>must be physical education or physical and health education major; permission of program director.</td>
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<tr>
<td>PED 354 Adapted Physical Education</td>
<td>3</td>
<td>Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population. Service-Learning required.</td>
<td>fall</td>
<td>must be physical education or physical and health education major.</td>
</tr>
<tr>
<td>PED 360 Human Growth and Motor Development</td>
<td>3</td>
<td>Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.</td>
<td>fall</td>
<td>must be physical education or physical and health education major.</td>
</tr>
<tr>
<td>PED 365 Principles and Philosophy of Coaching</td>
<td>3</td>
<td>Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.</td>
<td>spring</td>
<td>must be physical education or physical and health education major; permission of program director.</td>
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<tr>
<td>PED 371 Assessment in Physical Education</td>
<td>3</td>
<td>This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.</td>
<td>spring</td>
<td>must be physical education or physical and health education major; permission of program director.</td>
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<tr>
<td>PED 372 Seminar in Kinesiology</td>
<td>3</td>
<td>The course requires students to engage in professional writing; students will be taught how to conduct and write about a given topic. All course-content will be research-based, and students will be encouraged to see the connections between the research used throughout the class and the specific topic they are reviewing for the extended writing project.</td>
<td>spring</td>
<td>KIN department majors only.</td>
</tr>
<tr>
<td>PED 380 Concepts of Teaching Sport Skills</td>
<td>3</td>
<td>The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.</td>
<td>spring</td>
<td>must be physical education or physical and health education major.</td>
</tr>
<tr>
<td>PED 411 Teaching Methods in Physical Education</td>
<td>3</td>
<td>Development, implementation and integration of a physical education program; teaching strategies for K-12 physical education with emphasis on New York and national learning standards in Physical Education.</td>
<td>fall</td>
<td>signature of program director. Restriction: permission of program director.</td>
</tr>
<tr>
<td>PED 441L Teaching Practicum in Physical Education</td>
<td>0</td>
<td>The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.</td>
<td>fall &amp; spring</td>
<td>signature of program director. Restriction: permission of program director.</td>
</tr>
</tbody>
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PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence 12 Credits
Two seven-week, full-time student teaching experiences with one placement in an elementary school (Grades 1-6) and the other placement in a high school (Grades 7-12) culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: Completion of all other course requirements and department approval, and minimum GPA of 2.7 in all major courses. Corequisite: EDU 497 & EDU 498. Restriction: permission of program director. Offered: fall & spring.

PED 499 Independent Study 1-3 Credits
Independent study with a Kinesiology faculty member with emphasis on research in Physical Education. Independent studies require an application and approval of the associate dean.
Prerequisite: permission of instructor, department chair, & associate dean. Offered: occasionally.

Special Education (SPE)
SPE 291 Nature and Needs of CH Students with Learning Disabilities 3 Credits
Describes the effect of mild disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights the CSE process, placement options and instructional strategies in grades one to six. Requires 20 hours field placement.
Prerequisite: SPE 341. Corequisite: SPE 292.

SPE 292 Remedial Strategies in the Childhood Content Areas 3 Credits
Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in childhood classrooms across the curriculum.
Prerequisite: SPE 341. Corequisite: SPE 291.
Offered: every spring.

SPE 311 Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders 3 Credits
Describes effects of MR and other developmental disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights instructional strategies for grades 1-6 across the continuum of services. Requires 20 hours field placement.

SPE 312 Multidisciplinary Assessment and Childhood Teaching 3 Credits
Emphasizes a multidisciplinary approach to meet the assessment and learning needs of childhood students with disabilities. Explores assessment and evaluation using the New York State Standards for Severe Disabilities and the Alternative Performance Indicators.

SPE 330 Nature/Needs of Childhood Students with Behavioral Disorders 3 Credits
Describes the effect of Emotional and Behavioral Disorders on children and their families. Highlights NYSED Regulations, collaboration and instructional strategies to address academic and behavioral issues. Requires 20 hours of field placement.

SPE 335 Classroom Management in Childhood Classrooms 3 Credits
Discusses implications of behavior management and importance of a proactive approach to prevent behavior problems. Emphasizes appropriate classroom structure, and individual and group contingencies to support children with E/BD in grades 1-6.

SPE 341 Inclusive Strategies 3 Credits
Highlights best practices in general education for students with disabilities. Illustrates current developments in special education. Emphasizes collaboration.

SPE 342 Seminar in Teaching and Assessment 12 Credits
Students also serve as a member of a professional research team. Emphasizes clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.

SPE 343 Supervised 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. Corequisite: EDU 494 & EDU 497. Offered: every spring.

SPE 493 Supervised Student Teaching 1-6 Credits
Advanced Research Seminar in Autism offers students with advanced clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.

SPE 495 Advanced Research Seminar in Autism 1-6 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Teaching English to Speakers of Other Languages (TESL)
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 (10-hours of fieldwork 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. 20 hours of fieldwork are required for TESL 283/284.
Prerequisites: ECCH 221 and ECCH 222. Corequisite: TESL 284.
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. Field Experience: 20-hours of fieldwork required for TESL 283/284.
Corequisite: TESL 283. Restrictions: CH/TESOL majors only.
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. Field Experience: 20-hours of fieldwork required for TESL 385/387.
Corequisite: TESL 387.
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. Field Experience: 20-hours of fieldwork required.
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. Field Experience: 20-hours of fieldwork required for TESL 385/387.
Corequisite: TESL 385.
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.