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

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, 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.

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/Hxi8BBQ/) 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.

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. (http://catalog.canisius.edu/undergraduate/school-education-human-services/#assessmenttext)

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. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. 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.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete. Both (all) majors appear on a student’s transcript.

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 a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECCH 221</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 222</td>
<td>Literacy and the Arts in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 412</td>
<td>Managing the Early Childhood and Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDE 390</td>
<td>Cognition and Learning - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>EDU 123</td>
<td>Technology in Education 1</td>
<td>1</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Technology in Education 2</td>
<td>1</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Technology in Education 3</td>
<td>1</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>Teaching Social Studies Integrating English Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 428</td>
<td>Teaching Math and Science: Supporting STEM Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 494</td>
<td>Capstone Seminar for Teacher Candidates</td>
<td>3</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TESL 283</td>
<td>Linguistics, Literacy, &amp; Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TESL 284</td>
<td>Curriculum, Assessment, &amp; Methods of Teaching Native Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>TESL 385</td>
<td>Methods and Materials: Teaching English to Speakers of Other Languages</td>
<td>3</td>
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Mathematics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
</tbody>
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English Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two 200-level literature courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>One pre-1900 American Literature course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One pre-1800 British Literature course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One Shakespeare course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Two writing courses</td>
<td>6</td>
</tr>
</tbody>
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Social Studies Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 107</td>
<td>History of Modern Europe to 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 108</td>
<td>History of Modern Europe since 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 109</td>
<td>History of Asia to 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIS 123</td>
<td>History of the United States: The Colonial Period to Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIS 124</td>
<td>History of the United States: 1877 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>African American History</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 30

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

Additional Curriculum Requirements

12 credits of Languages Other Than English (LOTE) are required.

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.

Initial Early Childhood Certification
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.

Social Justice Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Research Courses (select one of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 206</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Skills Classes (select two of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Dynamic Presentations</td>
<td>2</td>
</tr>
<tr>
<td>COM 203</td>
<td>Writing for Contemporary Media</td>
<td>2</td>
</tr>
<tr>
<td>COM 204</td>
<td>Relational Communication</td>
<td>2</td>
</tr>
</tbody>
</table>
COM 302  Strategic Communication in Teams
COM 319  Training and Development
ECO 311  Metropolitan Economic Development and GIS
PSY 329  Leadership and Motivation
HSV 360  People Helping Skills
Four Electives (from your focus: Local/Urban or Global)  12
Local/Urban Focus Electives  12
COM 327  Impact of Culture, Race, and Gender on Message Design
COM 385  Media & Children
CRJ 337  Violence and the Family
CRJ 345  Gangs in American Society
HIS 255  African American History
HSV 212  Social and Cultural Diversity
IGSR 300  Immersion East Side Seminar
PSC 104  American Political Process
PSC 237  State and Local Politics
PSY 334  Child, Family and Community Psychology
PSY 340  Stereotyping and Prejudice
SOC 111  Contemporary Social Problems
SOC 291  Gender and Society
SOC 340  Sociology of the City
SOC 355  Deviant Behavior
Global Focus Electives  1
HIS 211  Women In The Western World  3
HIS 356  Modern China  3
HIS 394  Modern Middle East  3
HSV 302  Children, Schools, and the Community  3
PSC 140  International Relations  3
PSC 150  Comparative Government and Politics  3
PSC 241  Human Rights and Globalization  3
PSC 242  International Organizations  3
PSC 245  American Foreign Policy  3
Elective  3
One course from the other focus (either Local or Global)

Total Credits  69

Five Advanced-Level Spanish Classes (any SPA class at 300 or 400 level)  15

Total Credits  30

1  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  EDE 100
Spring  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  EDU 250
Spring  TESL 283
EDU 495  EDU 272
EDU 496  EMC 391 (Optional - needed for middle childhood extension)

ECCH 222
EDU 223
EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

Junior
Fall  TESL 385
Spring  TESL 386
TESL 387  ECCH 412
EDU 323  EMC 352 (Optional - needed for middle childhood extension)

EDU 390

Senior
Fall  TESL 432
Spring  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.

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**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.

*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. Fieldwork required.

*Prerequisites: ECCH 221 and ECCH 222. Restrictions: CH/TESOL majors only.*

*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.
Restrictions: CH/TESOL majors only.
Offered: every fall.

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. Fieldwork required.
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 which 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. 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. Fieldwork required.
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.