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## Education Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 48 for a description of non-liberal arts credits.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

EDLS 201 – Principles of Education (3) Provides overview: 1) characteristics and needs of children; 2) goals and objectives of elementary education; 3) nature of knowledge; 4) teaching-learning theories and strategies based upon such theories; 5) educational roles of teachers; 6) attitudes and values to be nurtured and developed; 7) nature of evaluation; 8) nature of curriculum. May include classroom observation/participation in elementary classrooms.

EDLS 207 – Literacy I (3) Designed for preservice teachers responsible for teaching literacy skills to children in grades 1-6. This is a beginning literacy methods course that teaches the “whys” and “hows” of developmental literacy. Prerequisite: EDLS 201.

EDLS 270 – Exceptional Learner (3) Provides an overview of the educational, psychological and social needs of learners with disabilities and gifted and talented students; discusses the impact of special education law on the public school program; provides background for designed appropriate interventions for students with a variety of special learning needs.

EDLS 306 – Early Childhood Literacy I (3) This course is designed for the Early Childhood preservice teacher who will be responsible for the literacy development of children from birth to grade 2. It is assumed that students enrolled in this course will have little or no background in the theories of literacy development. With this assumption in mind, this course is geared to preparing future teachers to provide sound; research based instructional strategies that will guarantee appropriate literacy development for the very young in today's public educational setting. This course's emphasis is placed on developing knowledge of literature for younger children (0-7 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Pre-requisite: EDLS 201; Co-requisite: EDUC 302, 303, 304.

EDLS 315 – Teaching Students With Special Needs: Grades 5-12 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities and gifted and talented students in the middle and secondary school; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with a variety of special learning needs.

EDLS 316 – Navajo Cultural Exchange Program (3) The Navajo Cultural Exchange Program is designed as a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3-hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam preservice teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Offered Summer.

EDLS 317 – The Vietnam Cultural/Historical Travel Program (3) This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian,

etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: teaching the historical background, including an extensive understanding of Vietnamese history; clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor.

EDLS 333 – Education, Language and Culture (3) This course examines various constructions of the notions of “language” and “culture” in the educational context, the relationship between them, their effect on identity, values, and beliefs as well as their interplay in schools, communities, and society, both in the US and the world. It emphasizes language and culture as a means for knowledge building and explores how social categories relevant to education are linguistically, culturally, and institutionally constructed. The issues are addressed through an interdisciplinary framework, using insights from a variety of fields, including education, behavioral and social sciences, and the arts.

EDLS 349 – Introduction to Middle and Secondary School Education (3) This course is designed to introduce prospective teachers to middle and secondary schools. Students will learn about the history of middle and secondary education in the United States. They will be introduced on an interdisciplinary basis to philosophies of education, the roles of schools in society including science, technology, society and health and drug education, the organization of schools, curriculum development and assessment. Students will begin to develop their own philosophies of education.

EDLS 414 – Student Teaching Seminar With Portfolio Assessment (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance at professional development workshops is mandatory.

EDLS 420 – Seminar: Issues and Ideas in Early Childhood Education (2) This course will provide a forum for discussion of the broad range of contemporary educational and professional issues in early childhood education, as well as their historical routes. Students will critically examine various perspectives of a topic through reading and research. Students will complete the compilation of a professional portfolio including samples of work showing their professional growth during the program. (For Early Childhood Majors only.)

EDLS 421 – Seminar in Middle/Junior and Secondary School Education (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. Attendance at professional development workshops is mandatory.

@EDUC 302 – Early Childhood Practicum I (1) Field Placement in the primary grades focusing on ages 4-7 years old will provide teacher candidates with the opportunity to apply knowledge and skills in authentic situations. Focus on developing a deeper understanding of growth and development and relationship to curriculum planning with an emphasis on self-evaluation of knowledge, skills, and dispositions essential to teaching. In Addition to the field assignment, the student will attend and participate in a weekly seminar. Co-requisites: EDLS 306, EDUC 303, 304.

@EDUC 303 – Creative and Sensory Experiences (3) The purpose of this course is to provide students with knowledge of the development of creative and affective expression in young children ages 3 to 6. In conjunction with accompanying field experience, students plan and implement child-centered integrated learning experiences in play, music, drama and art based on developmental needs of children. Co-requisites: EDUC 302, 304, EDLS 306.

@EDUC 304 – Teaching Young Children with Special Needs (3) Teachers of young children with special needs and other early interventionists need to develop a clear understanding of the needs presented by these

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children and their families. This course will present early childhood professionals with both a comprehensive overview of the field of early childhood special education (ECSE), and in-depth information on state of the art practices which facilitates both teacher and child competencies. The focus of this course is on "application", with an emphasis on "hands on" experience. Co-requisites: EDUC 302, 303, EDLS 306.

@EDUC 305 – Early Child Development and Learning (3) This course is designed to help students to be equipped with the knowledge, skills, and attitudes to support children's positive learning and optimum growth through developmentally appropriate and culturally responsive practices. The course begins with an overview of the philosophical, social, and psychological foundations in early childhood development and learning. Then, it profiles the characteristics and needs of young children ages birth to eight. Focus will be on developmentally appropriate practices for young children. Strategies for evaluating early childhood settings and observing a child to provide optimum learning environment will also be examined.

@EDUC 308 – Practicum I (1) This pre-student teaching field experience will focus on child development, learning theories, special learning needs and the classroom environment. Components will include: observation, small group work, and at least one large group lesson. Co-requisites: EDUC 310, 312, 314.

@EDUC 310 – Elementary Mathematics Methods (3) Prepares students to teach mathematical concepts and skills Pre-K-6. Memorization of facts and usual algorithms considered but higher-level thought processes and problem solving emphasized. Current mathematics in Pre-K-6 programs highlighted. Prerequisite: EDLS 201, 207. Co-requisite: EDUC 308, 312, 314.

@EDUC 312 – Elementary Social Studies Methods (4) Provides Pre-K-6 certification students an overview of goals, objectives, structure, methods and strategies of social studies education. Special emphasis on inquiry-oriented teaching and learning. Includes observation/participation in elementary classroom. Prerequisite: EDLS 201, EDLS 207. Co-requisite: EDUC 308, 310, 314.

@EDUC 314 – Assessment and Strategies in Teaching Students with Special Needs (3) This course will discuss identification of special learning needs and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress; will include selection, modification, and development of appropriate teaching strategies for use with children with special needs who are integrated into the regular classroom. A collaborative, multi-disciplinary approach to education will be stressed. Co-requisite: EDUC 308, 310, 312.

@EDUC 402 – Early Childhood Practicum II (2) This is a continuation of the Practicum I Field Experience. Field Placement in the primary grades focusing on ages 4-7 years old will provide teacher candidates with the opportunity to apply knowledge and skills in authentic situations. Focus on developing a deeper understanding of growth and development and relationship to curriculum planning with an emphasis on self-evaluation of knowledge, skills, and dispositions essential to teaching. In addition to the field assignment, the student will attend and participate in a weekly seminar. Pre-requisite: Block 1; Co-requisite: EDUC 404, 405, 406.

@EDUC 404 – Building School/Home Partnerships (3) This course focuses on guidance techniques and school/home interactions. Ethics, classroom management, approaches to guidance and school/home contacts are explored. Prerequisite: Block 1; Co-requisite: EDUC 402, 405, 406.

@EDUC 405 – Early Childhood Education Curriculum: Integrating Math/Science/Social Studies (3) This course is designed to focus on the curriculum of the very young (birth-eight). Special emphasis is placed on 1) developmentally appropriate integrated learning experiences that facilitate development and learning in all areas-cognitive, language, physical, psychosocial, and aesthetic; 2) planning, implementing, and evaluating developmentally appropriate content and methodology; and 3) creating

safe and healthy learning environments using instructional manipulatives, toys, and play as instruments for enhancing development and learning. Prerequisite: Block 1; Co-requisite: EDUC 402, 404, 406.

@EDUC 406 – Early Childhood Literacy II (3) A continuation of Early Childhood Literacy I. Knowledge and application of literacy instructional strategies are refined and preservice teachers have the opportunity to apply what they have learned in an actual instructional setting (Birth-grade 2). Prerequisite: Block 1; Co-requisite: EDUC 402, 404, 405.

@EDUC 407 – Literacy II (3) A continuation of Literacy 1. Knowledge and application of literacy instructional strategies are refined and preservice teachers have the opportunity to apply what they have learned in an actual childhood classroom (grades 1-6). Prerequisite: Block I. Co-requisite: EDUC 408, 409, 411.

@EDUC 408 – Practicum II (2) This pre-student teaching field experience will focus on curriculum, strategies, and instructional planning. Components will include planning, classroom management, teaching, and assessment. Prerequisite: Block I. Co-requisite: EDUC 407, 409, 411.

@EDUC 409 – Elementary Science Methods (3) Develops broad competency in teaching science to elementary school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Includes observation/participation in elementary classroom. Prerequisite: Block I. Co-requisite: EDUC 407, 408, 411.

@EDUC 411 – Foundations of Classroom Behavior (3) Provides theoretical and philosophical foundation from which to examine interactions within educational setting. Examines approaches to preventing and responding effectively to inappropriate behavior. Prerequisite: Block I. Co-requisite: EDUC 407, 408, 409.

@EDUC 415 – Student Teaching Internship I: Grades 1-3 (6) Half semester of student teaching at Grade 1-3 level.

@EDUC 416 – Student Teaching Internship II: Grades 4-6 (6) Half semester of student teaching at Grade 4-6 level.

@EDUC 417 – Student Teaching Internship I: Pre-K & K (6) This course provides the future early childhood teacher with a time and place where theory of coursework at the College can be put into actual practice of teaching. Experience will include placement at the Pre-Kindegarten/Kindergarten level. This course is designed to focus the future early childhood teacher's attention on the complete range of teacher functions and responsibilities found in authentic early childhood settings.

@EDUC 418 – Student Teaching Internship II: Grades 1-2 (6) This course provides the future early childhood teacher with a time and place where theory of coursework at the College can be put into actual practice of teaching. Experience will include placement at the Grade 1-2 level. This course is designed to focus the future early childhood teacher's attention on the complete range of teacher functions and responsibilities found in authentic early childhood settings.

@SECD 210 – Computer Applications in Middle/Secondary Education (1) To provide an introduction to the use of microcomputers in education. The course will present general knowledge about personal computers, the Internet and an overview of their use in secondary education. The course will emphasize general software applications of computer technology in education. Students will also have the opportunity to examine resources available through the Internet in specific educational areas. Fall, Spring.

@SECD 316 – Technology and Media in Middle/Secondary School Mathematics (3) This course will provide students the opportunity to learn how technology and media can enhance the understanding of mathematics when used appropriately. Students will explore appropriate uses of the calculator, graphing calculator, spreadsheets, and software such as Geometers' Sketchpad. They will review the state regulations related to the use of calculating devices on the NYS Regents examinations and learn how to use technology for adapting instruction to special needs

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students. Students will study the use of the World Wide Web to support secondary mathematics education. In addition, they will review the use of other multimedia devices and products. Prerequisite or concurrent EDLS 349.

@SECD 340 – Classroom Management in Secondary Education (1) This course is designed to develop the skill necessary to address student behavior in the classroom. The focus will be on effective practices and techniques for behavior management and classroom teacher leadership. Participants will be provided opportunities to practice and observe different approaches through various activities and in the practicum for the English Language Arts Learning Communities. Current issues and problems will also be discussed. Prerequisite: EDLS 349.

@SECD 356 – Reading/Literacy in Middle/Secondary School I (3) Teaching literacy skills in reading, writing, speaking, listening and study skills in regular secondary school content areas to native English speakers and students who are English language learners. Includes practicum experience.

@SECD 357 – Reading/Literacy in Middle/Secondary School II (3) Continuation of SECD 356. Refines knowledge and provides opportunities for classroom application of methodologies required to teach literacy to native and reading to non-native English speakers. Addresses current issues of reading, writing, listening, and speaking skills, and study skills confronting secondary content area teachers. Participation with secondary school pupils. Prerequisite: SECD 356.

@SECD 358 – Intensive Grammar Study for Teachers (1) This course will be an intensive review of and instruction in English grammar. Students will learn grammatical terms, research English grammar, and practice applying this knowledge to their own English language skills. Emphasis will be placed on the parts of speech, sentence elements, and patterns and usage in English. An essential outcome of the course is to help participants develop knowledge of, skills in, and comfort with English grammar.

@SECD 361 – English Language Arts: Grades 5-12 (3) Introduction to teaching literacy (reading, writing, speaking and listening) in the English Language Arts classroom, grades 5-12. Focused studies will include: developmental considerations of middle childhood (grades 5-9) and adolescence (grades 7-12) and their relationship to language acquisition, English language arts curricula, and state and national standards at the two developmental levels. Common threads in the two areas of focused studies will include 1) student-centered literacy and 2) language arts curriculum and instruction which integrate the literacy skills of reading, writing, speaking and listening to provide for the learning needs, interests, and abilities of all students, including learners acquiring the English language arts as a second language and students with special learning needs. Resources for teaching ELA available through computer technology will be explored and criteria for evaluating these resources and software will be reviewed and applied. Prerequisites: EDLS 349, SECD 210; full admission to Middle and Secondary School English Language Arts Program; and satisfactory completion of the four core courses in the Literature/Writing major. Co-requisites: Learning Community I courses EDLS 315, SECD 381. Fall, Spring.

@SECD 370 – Teaching Mathematics in Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. The students in this course will learn how to engage middle school students in meaningful mathematics, how to work with middle school students who are not meeting minimum standards and how to prepare middle school students for the abstract world of algebra. They will become knowledgeable about the current NYS Learning Standards for Mathematics, Science and Technology and the NCTM Standards. Students will concurrently take SECD 390. Prerequisites: EDLS 349, SECD 316.

@SECD 371 – Teaching Writing Language/Communication: Grades 5-12 (3) Second course in the sequence in teaching literacy in English Language Arts classroom, grades 5-12. This course will extend study of literacy for

all learners, including students acquiring the English language arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of writing, language, and communication. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also examine media and technology applications, resources, software, computer-based multimedia programs, and non-print “texts” for teaching writing, language and communication. Co-requisites: Learning Community II course SECD 391. Prerequisite: Learning Community I. Fall, Spring.

@SECD 372 – Science Instruction and Assessment: Grades 5-12 (3) This course is designed to enable future teachers to examine their own beliefs about science, learning, and teaching, as well as to develop understanding of the tenets upon which the National Science Education Standards and National Science Teacher Association Teacher Preparation Standards are based. The course will focus on standards for teaching and assessment in grades 5-8 and 9-12. Students will use technology in support of active learning throughout this course. Fall only.

@SECD 373 – Middle and Secondary School Social Studies Curriculum (3) Introduction to role of social studies in curriculum of junior and senior high school. Emphasizes philosophical bases for social studies in high school program, changing roles of social studies in American high schools (including New York State) since the 1920s, and various current schools of thought as to nature of secondary social studies. Explores contributions of social studies to a liberal secondary school education within democratic society. Co-requisite: SECD 393. Spring only.

@SECD 374 – Introduction to First and Second Language Acquisition Grades 5-12 (3) Introduction to theory, research, and practice in the fields of first and second language acquisition; understanding of language acquisition at various developmental levels, both within and outside the classroom; and application of language acquisition theories to instructional practice in grades 5-12. Co-requisite: SECD 394.

@SECD 381 – Practicum 1: Teaching the English Language Arts: Grades 5-12 (1) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisites: EDLS 349, SECD 210. Co-requisites: EDLS 315, SECD 361.

@SECD 390 – Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Co-requisite: SECD 370.

@SECD 391 – Practicum 2: Teaching the English Language Arts: Grades 5-12 (2) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisite: Learning Community I. Co-requisite: Students must be concurrently in the following: SECD 371.

@SECD 393 – Classroom Observation in Middle and Secondary Social Studies (1) Students will observe the teaching of social studies in the middle and secondary school. Co-requisite: SECD 373. Spring only.

@SECD 394 – Observation Foreign Language Classroom Grades 5-12 (3) Pre-student teaching field experience involving forty hours of classroom observation of foreign language teachers and learners in grades 5-12. Co-requisite: SECD 374. Spring.

@SECD 410 – Middle or Secondary Science Field Experience (3) This course provides pre student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor, you will observe, design and deliver lessons in an assigned public school classroom. You will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by your mentor teacher, you

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will lead small group learning activities in the classroom. After one month and as approved by your mentor teacher, you will teach a minimum of two hours in the classroom each week. Partnership schools have been selected with three criteria in mind: 1) They have been selected because they provide you with mentor teachers who are actively involved in the current school reform movement; 2) They have been selected because they include diverse student populations representing multiple ethnic groups and/or include groups that traditionally have been underserved by schools; 3) They have been selected because for each, the school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the college to provide you with a special opportunity to apply what you learn in a meaningful context. Given these criteria, by enrolling in this course you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre college classroom.

@SECD 411 – Middle School Science Field Experience (3) This course provides pre-student teaching field experience in middle school science education. Under the supervision of mentor teachers and a SUNY Potsdam course instructor, students will observe, design and deliver lessons in an assigned public school classroom. Students will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by the mentor teacher, student will lead small group learning activities in the classroom. After one month and as approved by the mentor teacher, students will teach a minimum of two hours in the classroom each week. Partnership schools are selected with three criteria in mind. 1) Mentor teachers are actively involved in the current school reform movement. 2) Partnership schools include diverse student populations representing multiple ethnic groups and/or include groups that traditionally have been underserved by schools. 3) The school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the college to provide students with a special opportunity to apply pedagogical learning in a meaningful context. Given these criteria, by enrolling in this course you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre-college classroom. Co-requisite: SECD 372.

@SECD 455 – Student Teaching in the Junior High School (6) Half semester of student teaching in student's academic major in grades 7, 8, or 9 under guidance of sponsor teacher and College supervisor.

@SECD 456 – Student Teaching in the Senior High School (6) Half semester of student teaching in student's academic major in grades 10-12, under the guidance of sponsor teacher and College supervisor.

@SECD 470 – Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as an everyday citizen and to move successfully into programs that require the study of mathematics at the college level. They will become knowledgeable about the current NYS Learning Standards for Mathematics Science and Technology and the NCTM Standards. Prerequisites: PSYC 350, SECD 357, SECD 370; Co-requisite: SECD 490.

@SECD 471 – Teaching Reading and Literature: Grades 5-12 (3) Third course in the sequence in teaching literacy in English Language Arts classrooms, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English Language Arts as a second language and students with special learning needs, in middle

childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of literature and reading, grades 5-12. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also work in the computer lab using and locating resources on teaching reading and literature, constructing reading data bases and examine instructional uses of power point and electronic communication. Prerequisite: Learning Community I and II. Co-requisite: Students must be concurrently enrolled in the following Learning Community II course: SECD 491. Fall, Spring.

@SECD 472 – Science Curricula: Programs and Standards (3) This course is designed to introduce future teachers to school science curricula and programs in grades 7-12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Prerequisite: SECD 372; Co-requisite: SECD 410.

@SECD 473 – Middle/Secondary School Social Studies Instruction (3) Emphasizes methods and materials of instruction in junior and senior high school social studies. Opportunity to design lesson plans. Classroom observations, protocol observations or other instructional experiences included. Connections between curriculum and instruction emphasized. Prerequisite: SECD 373 and 393. Co-requisite: SECD 493. Fall only.

@SECD 474 – Foreign Language Instruction, Curriculum & Assessment: Grades 5-12 (3) Introduction to history of foreign language education and teaching; understanding of the role of foreign language in junior high/middle and senior high school programs; understanding and application of the national and state foreign language learning standards; introduction to and application of approaches, methods, strategies, and techniques of foreign language instruction; utilization of assessment tools to obtain information about foreign language learners' learning as well as assist them in reflecting on their own progress; selection, evaluation, development, and modification of foreign language curricula; practice in instructional planning through interdisciplinary lesson and unit development which is developmentally and proficiency level appropriate and incorporates four language skills, culture, and technology; and creation of a community of learners, including students with special needs, in the foreign language classroom. Prerequisites: SECD 374, SECD 394. Co-requisite: SECD 494.

SECD 484 – Secondary Social Studies Content Portfolio (1) In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Co-requisites: SECD 373 and 493. Pre-requisite: SECD 373 and 393. For Social Studies 7-12 5-6 Ext MST Majors.

@SECD 490 – Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Co-requisite: SECD 470.

@SECD 491 – Practicum III: English Language Arts: Grades 5-12 (2) Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Co-requisite: Learning Community III course SECD 471. Prerequisite: Learning Community I and II.

@SECD 493 – Practicum: Middle/Secondary School Social Studies Instruction (1) Students will observe and give instruction in social studies in the middle and secondary school. Prerequisite: SECD 373. Co-requisite: SECD 473. Fall only.

@SECD 494 – Practicum in the Foreign Language Classroom: Grades 5-12 (1) Pre-student teaching field experience involving forty hours of classroom instruction and assessment of and curriculum development

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for foreign language learners in grades 5-12. Prerequisite: SECD 374, SECD 394. Co-requisite: SECD 474.

### **Graduate Courses for BA/MST Secondary Science Program**

@GRED 502 – Issues in Science/Technology/Society (3) This course will examine how STS applies to teaching science in today's classroom. STS defines scientifically and technologically literate individuals as those who understand how science, technology, and society influence one another, and use this understanding in their every day decision making.

@GRED 557 – Reading and Literacy in Middle and Secondary School II (3) Continuation of GRED 556. Refines knowledge and provides opportunities for classroom application of methodologies required to teach literacy to native and reading to non-native English speakers. Addresses current issues of reading, writing, listening, and speaking skills, and study skills confronting secondary content area teachers. Participation with secondary school pupils. Prerequisite: SECD 356 or GRED 556. Offered fall only.

@GRED 571 – Science Education Instruction in Secondary Schools (3) This course begins with an introduction to the national science education teaching and assessment standards for junior high and high school. Topics include cooperative learning in the science classroom, student-centered learning environments, project-based teaching, and assessment of science knowledge and skills. Students will apply their knowledge to strategies of instruction as they teach the science unit that they develop in GRED 561. Prerequisite: GRED 561. Fall only. MST only.

GRED 603 – Seminar: Teaching Science in Secondary Schools (3) This course is designed to provide the student with an understanding of the principles, concepts, and methods involved in teaching. The focus will be on the learning process, curriculum development, instructional strategies and materials, planning, grouping, classroom management, evaluation, and drug education. Summer and Fall only.

GRED 670A – Culminating Experience (Project) (0-3) The project may be an electronic or paper portfolio; a thesis; an empirical or library research project; a historical or philosophical study; a descriptive analysis; a curriculum design; a slide presentation; a module cluster; or something else of particular use to the student. The project must be related to and draw from the student's graduate program. Prerequisite: Full Admission in an MSED or MST degree program. (Graded S\*/U\* only).

GRED 673 – Secondary Science Field Work (3) Field experience provides opportunity to apply what has been learned in a classroom setting, and to develop the skills and understandings necessary for student teaching. The guidelines (principles, teaching, assessment, content, program evaluation, school system evaluation) for this field experience are provided in the National Science Education Standards (<http://www.nap.edu/readingroom/books/nses/html>). You will be assigned to a mentor teacher during the first week of the course. You will develop a secondary science unit plan with advisement of the course instructor and your mentor teacher. Beginning in week two, you will observe and assist in the classroom of your mentor teacher for a minimum of seven hours each week in the public school. Beginning in week four and for the duration of the semester you will continue to observe and assist for six hours per week and will teach a minimum of one hour per week. Your teaching will begin with small groups, and progress to whole class groups. You will have opportunity to reflect on your teaching experiences in discussions with mentor teachers, peers, and the course instructor. Discussions will focus on specified topics drawn from the National Science Education Standards and the New York State Math, Science, Technology Standards. Discussions will occur in class sessions on Wednesday's and in the on-line discussion forum provided in the Blackboard class space. The distance

learning class space will include mentor teachers. Field experience provides the major setting for Performance Based Assessments required in your teacher education program portfolio. Rubrics for Performance Assessments of Knowledge, Skills, and Dispositions contained in the NSES will be provided at the beginning of the course and will be the focus of course activities. Offered Fall.

GRED 675 – Secondary Science Teaching Research (3) This course is designed to introduce future teachers to science education research in grades K-12. Students will study current issues and trends in science education research, and relate those to local school issues. Students will design and defend a research proposal linking their study of national issues and trends with observations in local schools.

GRED 676 – Student Teaching Seminar: Policies and Practice in American Education (2) The course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Students will critically examine various perspectives of a topic through reading and research. Co-requisites: MST Elementary: GRED 613 and GRED 696; MST Secondary: GRED 692 or GRED 694 and GRED 697.

GRED 677 – Development and Learning in Adolescence (3) This course is designed to provide classroom teachers with a sufficient understanding of the principles and theories of both learning and human development to be better able to plan and carry out instruction. MST Adolescence only. Offered summer.

GRED 693 – Supervised Clinical Experience/Student Teaching, Grades 10-12 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a grade 10-12 experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and evaluating pupil performance. MST only. Co-requisite GRED 692, GRED 676.

GRED 694 – Student Teaching in the Middle/Junior High School (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7 and/or 8, under the guidance of a sponsor teacher and a college supervisor. For MST & BA/MST secondary students only. Co-requisites: GRED 697 and GRED 676.

GRED 697 – Student Teaching in the Senior High School (6) This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. For MST and BA/MST students only. Co-requisites: GRED 692 or 694 and GRED 676.

IT 614 – Technology in Education (3) This course is a survey of various technologies, both computer based and non-computer based, for use in instructional settings. Topics covered include sound capture and editing, video capture editing, computer graphics, applied learning theories, and various other technologies. Students will receive hands-on instruction in each area, and will create a project in each of these areas which reflect a theory of learning. Intermediate level - not an introductory course. Offered summer (odd years) and fall.