

MUCT 611, 612, 613 Electronic Composition I, II, III (3)

Study of, and experience in, the art of composing with electronically-generated sound. Examination of major works in the repertoire. Working independently, students will create their own electronic compositions.

MUCT 695 History of Theory/MUCH 695 History of Theory (3)

This online course traces the historical origins and/or development of these fundamental concepts in music theory: staff notation, solfege as a pedagogical tool, time signatures, the major/minor scale system, chromatic notes, triads and inversions, and Roman numeral analysis. The readings for the course will consist of select passages from the treatises in which theorists first formulated these ideas, as well as some secondary literature. Students will read core literature, answer questions about those readings, participate in topical discussion groups, summarize in writing two non-core research articles, and write a term paper.

MUCT 697 Thesis in Music Composition (3)

Extended original composition with an accompanying analytical paper, developed with approval of the student's adviser and a guidance committee. A performance is suggested.

MUCT 699 Thesis in Music Theory (3)

Detailed stylistic analysis of a major composition, developed with approval of the student's adviser and a guidance committee.

School of Education and Professional Studies

Courses are listed alphabetically by course prefix: GRDG (literacy), GRED (education), HLTH (community health), IT (information and communication technology), and SPED (special education). Where possible, the academic term the course is generally taught has been provided. For courses where no specific term of teaching is provided, students should contact the chair of the department, the Office of Graduate Studies or their adviser for guidance.

Literacy Courses (GRDG)

GRDG 595L Special Topics (1-6)

Workshops, seminars and/or institutes designed to meet special needs of teachers, or others interested in initial graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

GRDG 600 Foundations of Literacy (3)

This course surveys the history of literacy and theoretical foundations of literacy education. Students will examine the ideological underpinnings of varied approaches to teaching literacy including the teaching of reading, language arts, writing and media. Landmark research of literacy education will be studied in historical contexts and in conjunction with major theories of language development, cognition, and literacy acquisition.

GRDG 605 Literacy Assessment and Evaluation (3)

This course includes in-depth study of individual and group techniques for literacy assessment and evaluation of children (B-12). Theoretical understanding and assessment of the literacy process will be developed through readings, class discussions, demonstrations and case studies. Students will gain experience in the administration and interpretation of a variety of formal and informal assessment tools, culminating in written literacy assessment reports.

GRDG 610 Seminar: Literacy Research (3)

The purpose of this seminar is to acquaint students with research methods and current topics, studies and writings in the area of literacy. The objectives of this course include preparing students to be consumers of literacy research and enhance their ability to find information, studies,

and data in a variety of research journals and texts both on-line and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course.

GRDG 615 Literacy: Family/School/Community Collaboration (3)

In this course students examine the role that community and family literacy programs, and parent-school partnerships have played in the literacy development and education of children. Students will evaluate practices of these social institutions and their effectiveness in light of current research concerning literacy education and diverse families and communities. Students will discuss current practices and future trends of collaboration between diverse literacy models of development of schools, families, and communities to support children's literacy development.

GRDG 620 Literacy and Linguistically Diverse Learners (3)

This course explores the many challenges to literacy achievement that confront linguistically diverse learners (speakers of non-standard English varieties and English speakers of other languages). From a contemporary perspective, the course examines the characteristics of linguistically diverse learners in B-12 classrooms and focuses on instructional responses that foster literacy competencies and achievement in school.

GRDG 625 Using Technology to Teach Literacy (3)

This course involves a case-based approach to teaching literacy and the use of technology in literacy education. Authentic literacy situations are presented to the students for observation and analysis. Applications of software and the Internet are created by students for enhancing literacy instruction. Samples of classroom work and a variety of assessment records form an important part of this course in order to present a comprehensive picture of literacy development and needs among children with a range of abilities. Based on cumulative records, current assessment, classroom work and multi-media cases, students will gain insight into instructional decision-making with technology for the purpose of enhancing literacy abilities among children.

GRDG 638 Teaching Reading for Students with Special Needs (3)

The purpose of this course is to prepare preservice and inservice special education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). The course includes frameworks and philosophies of assessment and intervention strategies in early childhood through adolescent literacy. Students will explore assessment and intervention methods and activities that can be used to assist and enhance literacy abilities of students with varying abilities.

GRDG 640 Literature-based Literacy Instruction (3)

Selected examples of children's and young adult literature are utilized in demonstrating methods of developing literacy using a literature based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs, individualizing student literacy development, and designing literacy intervention programs. This course involves extensive reading of literature, developing of strategies for teaching reading, writing, speaking, and listening through the use of literature, and focusing curricula development to represent the multiple levels, broad interests, cultural and linguistic backgrounds of all learners B-12. MSED Literacy students only.

GRDG 655 Literacy Intervention Strategies Birth-6 (3)

The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (B-6). The course includes frameworks and philosophies of intervention strategies in early childhood and childhood literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties.

GRDG 656 Literacy Intervention Strategies 5–12 (3)

The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (5–12). The course includes frameworks and philosophies of intervention strategies in middle childhood and adolescence literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties.

GRDG 660 Teaching Writing Birth–6 (3)

This course integrates theory and practice for teaching writing in elementary school. The reciprocal relationship between writing and reading is emphasized. Topics include writing development, responding to and evaluating student writing, and strategies for teaching the writing processes in elementary classrooms.

GRDG 661 Teaching Writing Grades 5–12 (3)

In this course students learn and apply the process approach to writing. They will learn how to teach students drafting, revising, proof reading and editing their writing; they will learn how to teach strategies for writing across the content areas; they will reinforce the skills needed for the conventions of standard written English. Writing portfolios, peer review, and publishing also will be addressed.

GRDG 665 Emergent Literacy (3)

This course examines the relationship of language and cognition, the effects of home and community environments on language acquisition, and the stages of oral and written language development in young children. Instructional practices for emergent literacy of this course include guided reading, shared reading/writing, reading aloud, the language experience approach, and explicit phonics instruction.

GRDG 670 Teaching Reading and Study Skills in the Content Area (3)

Material and methods for teaching vocabulary, comprehension and study skills, with heavy emphasis on practical approaches to reading problems encountered in the content fields. Extensive practice is afforded in formal and informal testing, pupil interests and recreational reading.

GRDG 681 Literacy Educator Portfolio (3)

This culminating activity is an intentional grouping of samples of work completed throughout the concentration. The portfolio provides evidence of achievement and documents students' reflection on their learning experiences and professional growth as literacy educators as a result of those experiences. The portfolio also is a process designed for instructors to reflect on the program's ability to achieve its learning outcomes. Students receive general instructions on compiling evidence and assembling the portfolio initially in GRDG 600, Foundations of Literacy and are provided with additional instruction in each of the courses. MSED Literacy Educator students only. Permission of Department Chairperson.

GRDG 690 Literacy Practicum, Birth–Grade 2 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in birth–grade 2 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 691 Literacy Practicum, Grades 3–6 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and

progress reports on the pupils they tutor in grades 3–6 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 695L Special Topics (1-6)

Workshops, seminars and/or institutes designed to meet special needs of teachers, or others interested in initial graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

GRDG 696 Literacy Practicum, Grades 5–8 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 5–8 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 697 Literacy Practicum, Grades 9–12 (3)

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 9–12 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites: GRDG 600, 605 and 655/656.

GRDG 699 Literacy Internship (6)

MSED Literacy Specialist candidates intern at a school for an entire school year under the supervision of a NYS certified reading/literacy specialist. The focus of their work is on early identification of struggling readers and implementing intervention-based programs. The internship will complete the requirement for the practicum. Students are required to complete assignments designed to demonstrate evidence of competence in developing assessment-driven interventions, communicating assessment results, continuing to pursue professional development, and orchestrating professional development programs. Permission of Department Chair.

Education Courses (GRED)**GRED 501 Seminar: Teaching Science in Secondary School (3)**

Integration of the history and philosophy of science into science curricula.

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 503 Educational Law (3)

Study of principles and procedures underlying educational law in the United States with emphasis upon New York State. Analysis of critical current issues, church-state relationships, transportation, discipline, liability and teacher rights and responsibilities.

GRED 505 Topics in Mathematics for Elementary Teachers (3)

This course is designed to improve mathematical preparation of elementary teachers. It fosters the development of profound understanding of mathematics taught to younger children through the in-depth study of basic mathematical ideas and concepts,

emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of teachers and develop their confidence in doing and teaching mathematics.

GED 507 Developing a Positive Self-Concept (3)

Students will study and apply ingredients that aid in the development of a positive self-concept. Caring, sharing, giving, accepting acceptance, etc. will be practiced within the class setting. The invitational education model will be stressed as a way to enhance one's self-concept both personally and professionally. Classroom projects and assignments will meet the professional and/or personal needs of the individual student. Offered Summer.

GED 510 Museums and Local Sites as Educational Resources (3)

An examination of the general purposes of various types of museums and local sites, the contributions each can make to PreK–12 curriculums, and the instructional methods best suited for use in the student's own teaching situation (be it public school classroom or other educational setting). Involves visits/field work at selected area museums and sites. Designed for education and non-education students. Offered Spring (odd years).

GED 511 Humanistic Education (3)

Designed to focus on the discovery of meaning within teaching-learning situations and to explore the student's search for self-identity. The course will emphasize student-centered curricula, knowing students as unique individuals, classroom motivation and control, relevant knowledge, student creativity and self-evaluation. Inviting school success with the use of the invitational education model and Covey's principles of highly effective people will also be stressed.

GED 513 Comparative Cultures in Education (3)

This seminar course investigates the relationship between various learning styles in selected societies throughout the world ranging from non-literate tribal to technologically advanced societies, with the course focus on individual research projects.

GED 514 International and Global Education (3)

Part I of the course examines the roles of values in elementary and secondary education: teaching values, teaching about values and values clarification. Part II builds upon this conceptual base and applies it to specific social and ethical issues in the elementary and secondary curriculum: war and peace, food and hunger, environmental stewardship.

GED 515 Teaching Local History and Community Studies (3)

Analysis of the role of local history and community studies in the elementary and secondary curricula of New York State with emphasis on the subject of social studies. Investigation of resources available in North Country local communities: persons, artifacts and sites. Several in-class resource guests and some class visits to selected sites.

GED 516 Diversity and Advocacy in Education (3)

This course is designed to help increase teacher education students' awareness of cultural diversity and its relationship to advocacy in education. Upon completion of this course students will see themselves as advocates-utilizing equity pedagogy and prejudice reduction strategies-committed to developing school cultures that are socially just for all.

GED 517 Integrating the Arts into the Elementary Classroom (3)

This course will help classroom teachers gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. New York State Standards for the Arts will serve as a guide as activities are developed to enhance children's cognitive, social, and emotional development. Participants will gain experience, familiarity, and comfort with various aspects of the arts (dance, music, theatre, and visual arts). Offered Summer, Fall and Spring.

GED 522 Creative and Affective Experiences in Early Childhood (3)

This course is designed to focus on the value of play to develop the whole child in an environment that supports play. Students will plan and implement child-centered integrated learning experiences in play, music, drama, sensory, and art based on developmental needs of children. Offered Summer.

GED 530 Classroom Management and Discipline (3)

This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Offered Summer, Fall and Spring.

GED 531 Creative Problem Solving – Mathematics (3)

This course is designed with the goal to provide teachers with the experience of mathematical discovery through creative problem solving. A variety of instructional approaches, including the use of computers, will be examined by solving open-ended problems relevant to school mathematics curriculum. Offered Summer.

GED 533 Outdoor Activities for Teaching Science (3)

This course is designed is designed for secondary and elementary teachers of science. The main objective of this course is to provide science teachers with activities that can be used to teach students in an outdoor setting. Methods of soil and water testing, topographic map reading, compass use, plant and animal identification, population dynamics, ecosystem analysis, food chain/web structures, stream discharge volumes/rates, and land forms will be examined. The course will be taught in a Wilderness area of Adirondack Park. The class will be limited to 12 students. Permission of the instructor is required for acceptance into this course. Offered Summer.

GED 534 Teaching Math in a Technological World (3)

Technology is changing the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS Math, Science and Technology Framework and the NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Offered Fall.

GED 535 School Mathematics from an Advanced Standpoint (3)

This course is designed for pre-service and in-service school mathematics teachers and provides an advanced treatment of mathematical content typically associated with the secondary mathematics curriculum. The course activities involve the extension and generalization of mathematical propositions, informal and formal methods of justification, demonstration and proof, and the analysis of problems and concepts. Offered Spring.

GED 544 Cooperate to Educate (3)

This course is designed to provide classroom teachers and/or someone interested in becoming a classroom teacher the knowledge and practice in developing techniques needed to design and implement cooperative learning groups. Various teaching strategies in the following will be explored as integral to cooperative learning: group roles/responsibilities; creative and critical thinking/problem solving; creating a brain-compatible environment; thematic instructional units; resources (physical, human, etc.); other pertinent techniques depending on the knowledge and experience of the group. Offered Summer.

GED 545 Teaching the English Language Learner in the Mainstream Classroom (3)

This course provides K-12 educators learning and teaching strategies to enhance lesson development and effective instructional practices in order to foster English language development and ensure the English language learner success in the mainstream classrooms.

GED 548 Literacy and Literature for Young Children (3)

Selected examples of literature for young children are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs and also individualizing student development. Special attention is given to literature that represents cultural diversity and literature that allows for the integration of literacy development with other content areas described in New York State Learning Standards. Offered Summer, Fall and Spring.

GED 549 Adolescent Literature and the Teaching of Reading/Literacy (3)

This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources on teaching adolescent literature, constructing reading data bases, and examining instructional uses of power point and electronic communication. Offered Summer, Fall and Spring.

GED 550 Introduction to Teaching English Language Arts, Grades 7-12 (3)

A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for the English Language Arts of reading, writing, speaking, and listening will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. Corequisite: GRED 588. MST students only. Offered Fall.

GED 552 Teaching 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. Winterim only.

GED 555 Classroom Management/Leadership: Middle/Secondary School (3)

This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Secondary Education students only.

GED 556 Reading in the Middle and Secondary School (3)

Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Spring, Summer.

GED 557 Writing in the Middle and Secondary School (3)

Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English

speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Fall, Summer.

GED 558 Literacy I: Methods-Childhood (3)

This course is designed for the elementary pre-service teacher who will be responsible for teaching literacy in grades 1-6. It is assumed that persons enrolled in this course know little or nothing about the theories of reading and other literacy skills development. With this assumption in mind, this course will be geared to teaching pre-service teachers the "whys" and "hows" of teaching reading, writing, listening, and speaking to children. Offered Summer, Fall and Spring.

GED 559 Literacy II: Methods-Childhood (3)

This course is designed to help pre-service teachers understand and define the various components of a "balanced" literacy program for children in grades 1-6. Using quality children's literature, pre-service teachers will be expected to design and implement balanced literacy instruction in a classroom setting. Pre-service teachers will also be expected to use various forms of assessment to measure the success of their instruction as well as individual progress in literacy development. Offered Fall and Spring.

GED 565 Elementary Mathematics: Content and Methods (3)

Teaching mathematics effectively at the elementary level requires much more than the ability to "do" mathematics. The teacher must have a deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help elementary school teachers develop their own understanding of the mathematics, as well as explore strategies and models for teaching mathematics at the elementary level. A field experience is also required. Offered Fall and Spring.

GED 566 Elementary Science: Content and Methods (3)

Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Includes observation/participation in elementary classroom. Offered Fall and Spring.

GED 567 Elementary Social Studies: Content and Methods (3)

This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Appropriate field experiences are determined by the instructor. Offered Summer, Fall and Spring.

GED 568 Teaching Mathematics in the Middle School (3)

This course will introduce students to current research and issues related to teaching mathematics in the middle school. They will learn how to provide learning experiences, including interdisciplinary experiences, and create assessments that are developmentally appropriate for middle level students. Preservice teachers will learn how to engage middle school students in meaningful mathematics, work with middle school students who are not meeting minimum standards and prepare middle school students for the abstract world of high school mathematics. They will become knowledgeable about the current NYS Learning Standards for Mathematics Science and Technology and the NCTM Standards. This will include how to integrate mathematics with other disciplines. Students will concurrently take GRED 578. Offered Summer.

GED 569 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. Students in this course will become knowledgeable about the current NYS Learning Standards for Mathematics, Science and Technology and the NCTM Standards. Students will concurrently take GRED 579. Offered Fall.

GED 571 Science Education Instruction in Secondary School (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 developed in GRED 672. Prerequisite: GRED 672. Fall only. MST students only.

GED 574 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.

GED 576 Practicum I (3)

This practicum is designed for the prospective teacher in pre-service training who is interested in teaching English in a country where English is not the primary language in grades K through 12. This practicum is to help the prospective teacher experience “teaching situations” which are believed to have four crucial features such as 1) teacher, 2) learner, 3) subject matter, 4) a social and physical context. MSED Curriculum and Instruction international students only. Offered Fall.

GED 578 Practicum in Middle School Mathematics (2)

Students will observe, tutor and teach mathematics in a middle school (grades 5–6). Offered Summer.

GED 579 Practicum in Secondary School Mathematics (2)

Students will observe, tutor and teach mathematics in a secondary school (grades 9–12). Offered Fall.

GED 582 Teaching Writing, Language and Communication, Grades 7-12 (3)

This course extends study in GRED 550, Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts.) Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and

construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and non-print “texts” for teaching writing, language, and communication. MST students only. Prerequisites: GRED 550 and 588. Corequisite: GRED 584. Spring only.

GED 584 Teaching Literature & Literacy, Grades 7-12 (3)

This course extends study in GRED 550 Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching literature and reading. Based on state and national standards the course will examine: 1) how to integrate study of literary genre and “texts” [including, non-print texts such as film, media, arts, visual literacy, etc.]; 2) how to evaluate and select literature for secondary ELA curricula; 3) how to integrate the study of literature with the teaching of reading (including strategies for assessing reading skills, teaching reading comprehension and layered reading, constructing meaning, language and vocabulary development, study skills, etc.); 4) how to integrate the teaching of literature and reading with other literacy skills of writing, speaking, and listening; and, 5) how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Prerequisite: GRED 550. MST students only.

GED 586 Practicum II (3)

This practicum is designed to have students focus on making systematic observations that help to study and analyze the teaching-learning environment in a systematic and objective fashion. With systematic classroom observation, each student is required to produce an acceptable paper which describes and explains the standard skills for all teachers perceived in the classroom which are divided into five areas such as: Classroom Environment, Preparation for Instruction, Interaction with Students, Management of the Learning Environment, and Professionalism. MSED Curriculum and Instruction international students only. Offered Spring.

GED 587 Leadership in Communities of Learners (3)

By the end of this course, participants will be able to identify and describe elements of organizational culture in learning communities and related roles of leadership. Organizational culture includes policies and practices that oppress individuals and groups on the basis of socio-economics, race, ethnicity, language, learning styles, gender, sexual orientation, and/or disability. Participants will explore, develop, and apply strategies and skills related to transforming schools in ways that serve the interest of all individuals and groups within a community of learners. Prerequisite: GRED 600, or GRED 607, or GRED 634, or student teaching, or permission of the instructor(s).

GED 588 Practicum 1: Teaching English Language Arts in Secondary School (2)

Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7-12. Three consecutive days per week is allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Corequisite: GRED 550. MST students only. Offered Fall.

GED 589 Practicum 2: Teaching English Language Arts in Secondary School (2)

Students will observe, tutor, and teach in Secondary English Language Arts classrooms, grades 7-12. Three consecutive days per week is allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Corequisites: GRED 582 and GRED 584. Prerequisites: GRED 550 and GRED 588. MST students only. Offered Spring.

GED 590 Special Social Studies Education Content Topic (3)

Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional, and evaluation considerations of the content topic for middle and secondary school learning/teaching in social studies. May be offered as a travel course. Permission of instructor and/or adviser required for undergraduate BA students. Prerequisites for MST students only: GRED 681 and 688.

GED 594 English Language Arts Practicum Seminar (3)

This course will focus on reflective teaching practices through examination of students' experiences in teaching and learning in the field-based practicum. The course will also include study and discussion of classroom management and behavior; professional roles and responsibilities; interdisciplinary/interdepartmental connections; teaching in diverse and inclusive classrooms; working with other members of the school community, including parents, administration, and the community; and, school reform and re-structuring. Prerequisites: GRED 550, 582, 584. Corequisite: GRED 592. Offered Fall.

GED 595 Special Topics (1-6)

Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

GED 600 Philosophical Foundations of Education (3)

This course examines the contribution of leading educators from Ancient Greece to the present. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Offered Summer, Fall and Spring.

GED 603 Seminar: Teaching in the Secondary School (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. Offered Summer and Fall.

GED 606 Advanced Secondary Social Studies Education (3)

Examines curriculum and instruction in secondary school social studies. Attention is given to national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary social studies instruction are analyzed: inquiry, use of primary sources, structures of social science disciplines, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681 and 688. Prerequisites for BA/MST students: SECD 373 and GRED 688. Offered Summer.

GED 606E Advanced Economics Instruction (3)

Examines curriculum and instruction in secondary school Economics. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary economic instruction are analyzed; Inquiry, use of primary sources, structures of the discipline of Economics, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681 and 688E; Permission of instructor. Summer only.

GED 606G Advanced Secondary Geography Instruction (3)

Examines curriculum and instruction in secondary school Geography. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary geography instruction are analyzed: inquiry, use of primary sources, structures of the discipline of geography, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681 and 688G. Permission of instructor. Summer only.

GED 606H Advanced Secondary History Instruction (3)

Examines curriculum and instruction in secondary school History. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary history instruction are analyzed: inquiry, use of primary sources and documents, structures of the discipline of History, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681 and 688H. Permission of the instructor. Summer only.

GED 606P Advanced Secondary Political Science/Government Instruction (3)

Examines curriculum and instruction in secondary school Political Science/Government. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary Political Science/Government instruction are analyzed: inquiry, use of primary sources and documents, structures of discipline of Political Science/Government, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681 and 688P. Permission of the instructor. Summer only.

GED 607 Foundations of Education – Birth–Grade 6 (3)

This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education and a historical outline of the field. It prepares future teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as the goals of education, learning theories, and teaching and assessment strategies. Offered Summer, Fall and Spring.

GED 608 Advanced Secondary Mathematics Education (3)

Participants will become familiar with the most recent literature on teaching and mathematics; the organization and structure of professional organizations, the nature of research in mathematics education; goals, strategies, research and standards for the teaching of mathematics. Offered Fall (odd years).

GED 609 Advanced Secondary English Education (3)

The student reads in-depth and applies in practical ways materials related to the teaching of the nature of language, literature, and oral and written discourse. The student writes an extended and complete program of instruction (either a unit of instruction or a self-instructional program) suitable for a given level of secondary students. Offered Summer.

GED 610 Advanced Secondary Science Education (3)

This course explores alternatives in science teaching methods, including the historical, contemporary and experimental. Considers special techniques for demonstration, field and laboratory and special learning situations, including criteria for slow and accelerated learners. Provides an opportunity for the student to develop his or her own teaching style reflecting techniques he or she has determined to be effective. Prerequisite for MST students: GRED 672. Offered Summer.

GED 613 Teaching Internship, Grades 1-3 (6)

This course provides the student teacher with a time and place where the theory of coursework at the College can be put into the actual practice of teaching. The course is designed to focus the student teacher's attention on the complete range of teacher functions and responsibilities found within a real school setting, including immersion in curriculum and long range planning, such as units. The internship provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. MST Childhood students only. Corequisites: GRED 676 and 696.

GED 616 Curriculum and Evaluation (3)

Examination of basic elementary curriculum and evaluation concepts, principles and practices, including funded knowledge and conventional wisdom, aims and objectives; the cognitive, affective and psychomotor taxonomies; curriculum design, standardized and informal assessment.

Special attention will be given to N.Y.S. requirements with respect to curriculum design and evaluation. Each educational professional's area of content will be studied and applied for the development of appropriate curriculum and evaluation. Offered Summer and Fall.

GREd 618 Curriculum and Evaluation in Middle and Secondary Schools (3)

Curriculum and evaluation concepts, principles, and practices in middle school and secondary school, including funded knowledge and conventional wisdom, aims and objectives, the cognitive, affective, and psycho-motor taxonomies; interrelationships among curriculum development, instructional design, and evaluation; models and methods of assessment and evaluation.

GREd 623 Reflection and Inquiry in Teaching Secondary English Language Arts (3)

This course will encourage participants to think about and reflect on the design and implementation of instruction that is appropriate to the schools, students and communities in which they will work. It will help participants develop and reflect on essential questions that arise in the teaching of secondary English in order to create lessons, units and activities that will help answer those essential questions while incorporating district, state and national standards (NCTE, INTASC, NCATE) and the SUNY Potsdam Teacher Education Curriculum Framework. Prerequisite: GREd 660.

GREd 626 Zebra Stripes and Learning Types (3)

The purpose of this course is to: 1) examine the accepted theoretical concepts put forth by psychologists and pedagogical experts today; 2) discuss and define how various learning style concepts and/or models impact on the teacher, the student, the administrator, and the curriculum; 3) design instructional strategies that provide for the individual learning styles of students. Offered Summer.

GREd 634 Philosophical Foundations of Curriculum & Instruction (3)

This course is designed to provide students with an overview of the philosophical basis of education. It examines the contribution of leading educators from Ancient Greece to the present with an emphasis on modern educational philosophy. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Offered every semester.

GREd 635 Educational Research in Curriculum & Instruction (3)

This course is designed to meet the needs of Educational Professionals. The fundamentals of research design, data analysis, and evaluation are studied. Teachers become informed consumers of educational research and learn to conduct research in a number of environments including their own classrooms. Offered every semester.

GREd 646 Assessment, Evaluation and Reporting Progress of Young Children with Disabilities (3)

Teachers of young children need a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective. This understanding will enable early childhood educators of children with disabilities to develop, implement, and evaluate effective instructional programs to enhance the development of competence in infants and young children with disabilities. The course will provide the teacher with the knowledge to plan assessments for the purposes of identification and diagnosis, program planning, and program evaluation for infants and young children with disabilities. A prerequisite to this course is successful completion of GREd 521 and 648. Offered Fall.

GREd 660 Educational Research (3)

This is a basic course designed to provide the graduate student of education with the knowledge and analytical skills needed to: 1) understand and critically evaluate reports of research; 2) ask and attempt to answer questions in ways that are likely to increase the accuracy and validity of one's answers. Offered Summer, Fall and Spring.

GREd 661 Readings in Social Studies Education (3)

Readings, analyses, and discussions of selected articles and books in history, historiography, the social sciences and contemporary social commentary which will be of interest and use for teachers of social studies, K-12. The selections will be primarily publications of the post-World War II period. Some will vary each semester. Emphasized will be the selections' usefulness as background readings for teachers of social studies. Participants' comprehension of underlying considerations of contemporary social, economic, political, global, and environmental issues or topics will be enhanced. Appropriate discussion techniques and critical thinking skills for the social studies lesson or classroom will be discussed and modeled.

GREd 664 Practicum in Childhood Education (3)

The future childhood teacher will be provided supervised classroom experience. This practicum (at least 100 hours in the field) will involve working with all aspects of childhood curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment and implementation. Offered Fall and Spring.

GREd 665 Language and Culture (3)

This course is designed for the prospective teacher in pre-service training who is interested in teaching English to students in a country where the primary language is not English in grades K through 12. The course is geared to teaching language in cultural context with a focus on "Proficiency-Oriented Instruction". MSED Curriculum and Instruction Korean international students only. Offered Fall.

GREd 667 Topics and Research in Mathematics Education (3)

Designed as a capstone course, for the secondary mathematics education masters degree programs, this course will allow students to review the research on a current issue related to secondary mathematics. They will develop and present a research proposal. Students will also finalize their teaching portfolio as part of this course. Offered Summer.

GREd 668 Professional Portfolio Development (1)

Before graduating, each student is required to complete a professional development performance portfolio (PDPP). This portfolio will demonstrate students' progress and development over the tenure of their pedagogical preparation. The PDPP is a collection of select artifacts and reflections that represent pre-service teachers' experiences, knowledge, and growth during the pre-student teaching and teaching experience. This requirement fulfills the culminating experience requirement.

GREd 669 Professional Development Performance Portfolio (3)

The Developmental Performance Portfolio (DPP) is an intentional grouping of artifacts that are reflective of the INTASC Standards that demonstrates the pre-service teacher's progress and growth over the tenure of his/her pedagogical preparation. There should be evidence of achievement and reflection on the achievement. The DPP is a collection of select artifacts and reflections that represent the pre-service teacher's experiences. The artifacts will include samples of work completed during the program that represent the pre-service teacher's experiences, knowledge and growth and samples of work from pre-student teaching and student teaching experiences. The DPP should prompt reflective thinking in the knowledge and skills determined by INTASC Standards by providing documented evidence of accomplishments. Fulfills the Culminating Experience requirement. Offered Fall and Spring.

GREd 670 Culminating Experience (Project) (Maximum of 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.)

GED 671 Developing a Professional Teaching Portfolio (3)

The Professional Development Performance Portfolio (PDPP) is an intentional grouping of work that shows the pre-service teacher's progress in professional growth over time. There should be evidence of achievement and reflection on that achievement. The PDPP should be a collection of select artifacts and reflections that represent the pre-service teacher's experiences, knowledge and growth during the pre-student teaching and student teaching experience. The PDPP is considered a work in progress and should prompt reflective thinking in the knowledge and skills determined by the faculty by providing documented evidence of accomplishments. Fulfills culminating experience requirement for MST Secondary English Degree. Offered Spring.

GED 672 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. Offered Summer.

GED 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 (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 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.

GED 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.

GED 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. Corequisites: MST Childhood students: GRED 613 and 696; MST Secondary students: GRED 692 or 694 and 697.

GED 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 students only. Offered Summer and Fall.

GED 681 Social Studies Curriculum in Middle/Secondary School (3)

Introduction to the social studies curriculums of middle and secondary schools. Defines and analyzes the processes and products of funded knowledge and conventional wisdom, curriculum development, curriculum, instructional planning, instructional plan, instruction, and evaluation, as they are used in social studies. Also examines the interrelationships of these eight. Emphasizes concepts, their definitions, their uses, and their roles in social studies. Examines the substantive and syntactical contributions to social studies of the disciplines of anthropology, economics, geography, history, sociology, and political science. Studies definitions of citizenship; the roles of controversial issues in social studies; and the changing definitions of social studies. Offered Summer.

GED 682 Research in Social Studies Education (3)

Review of selected research in middle and secondary school social studies education. Prerequisite: GRED 681. Offered Fall.

GED 684 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. Fall only, usually taken with GRED 688 and GRED 689 as corequisites unless having to redo the course from previous Fall semester.

GED 687 Teacher Assessment (3)

With approval from the instructor, an action research topic will be selected by the student that is directly related to his/her content area and classroom setting. This is a field-based course so students will be conducting action research in their own schools and classrooms. A written paper and oral defense will be required for all students. A copy of the action research paper will be maintained in the School of Education and Professional Studies. Offered Fall, Spring, and Summer.

GED 688 Social Studies Instruction in Middle/Secondary School (3)

Introduction to methods and materials of instruction and evaluation in social studies in the middle and secondary schools. Analyses and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: full admission into the MST or BA/MST Program (including all required undergraduate courses). For MST students only: GRED 681. For BA/MST students only: SECD 373. Corequisite: GRED 689. Offered Fall.

GED 688E Economics Instruction in Middle/Secondary Schools (3)

Introduction to methods and materials of instruction and evaluation in Economics in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lesson plans designed to teach standards based Economics; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered Fall.

GED 688G Geography Instruction in Middle/Secondary Schools (3)

Introduction to methods and materials of instruction and evaluation in Geography in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lesson plans designed to teach standards based geographic literacy; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered Fall.

GED 688H History Instruction in Middle/Secondary Schools (3)

Introduction to methods and materials of instruction and evaluation in History in the middle and secondary schools. Analyses and practice in the development of integrated, inquiry and issues based lesson plans designed to teach standards based historical literacy; the designing of goals and objectives; the specific levels of the cognitive and affective domains, and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered Fall.

GED 688P Political Science/Government Instruction in Middle/Secondary Schools (3)

Introduction to methods and materials of instruction and evaluation in Political Science and Government in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lessons designed to teach standards based Political Science and Government; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered Fall.

GED 689 Practicum in Middle/Secondary School Social Studies Instruction (3)

Students will observe and instruct social studies in the middle and secondary school. Prerequisite: Permission of the instructor. Corequisite: GRED 688. Offered Fall.

GED 692 Student Teaching: Jr. High 7–9 (6)

This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7–9 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. MST only. Corequisites: GRED 676 and GRED 697.

GED 693 Supervised Clinical Experience/Student Teaching, Grades 10–12 (6)

Students will be assigned to a Grades 10–12 experience in a public school setting 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. Corequisites: GRED 692 and 676.

GED 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 and BA/MST secondary students only. Corequisites: GRED 676 and 697.

GED 695 Special Topics (1–6)

Workshops, seminars, and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be

applied, under advisement, in Master of Science in Education degree programs. For further information relative to special offerings, consult with the department chair or graduate adviser.

GED 696 Student Teaching: Childhood Education 1–6 (6)

This course provides the student with the initial opportunity to student teach in the public school setting. Students are assigned to an elementary classroom in which the induction process leads to full teaching responsibilities under the direction and supervision of a sponsor teacher and college supervisor. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. For MST students only. Corequisites: GRED 613 and GRED 676.

GED 697 Student Teaching Sr. High 10–12 (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. Corequisites: GRED 692 or 694 and 676.

GED 699 Thesis Research (3)

The thesis topic is selected by the student according to his or her interest, with the approval of his or her graduate adviser and thesis committee. An oral defense of the thesis is required. The original typescript of the final document, presented in standard thesis format, becomes part of the holdings of the School of Education and Professional Studies. Offered Summer, Fall and Spring.

Community Health Courses (HLTH)**HLTH 230 School Health (CA, SAVE) (2)**

This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, Injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior In students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students' social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, drug abuse prevention and child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools.

Information and Communication Technology Courses (IT)**IT 502 Organizational Development (3)**

The purpose of this course is to look at the principles and the nature of the organizational development field, and dominant methods, models and perspectives taken to conduct this work. Offered Fall.

IT 505 Organizational Communications (3)

This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination. Offered Fall.

IT 506 Small Group Communication (3)

The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Offered Fall (odd years).

IT 515 Managing Innovation (3)

This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

IT 518 Computers in Education (3)

This course presents an introduction to varied computer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, and spreadsheet software. Emphasis is placed on understanding the role of computer technology in elementary and secondary classrooms. No previous computer experience is required. This is an introductory course for both elementary education and secondary education students. Offered Summer, Fall and Spring.

IT 544 Desktop Publishing (3)

The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory course.

IT 545 Preparing and Delivering Professional Presentations (3)

The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered.

IT 546 Preparing Performance Support Materials (3)

This course provides a comprehensive overview of the computer-based preparation of instructional materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and web pages. Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project.

IT 549 Web Page Development (3)

The course is intended to provide students with experience in web page design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create web sites. Students will work with a variety of media, such as audio, video, text, and graphics to exploit the personal computer's ability to present information through the Internet. Introductory course.

IT 566 Simulations and Games for Teaching and Learning (3)

This course will explore the use of simulations and games for instructional environments. Both computer-based and non-computer based options will be covered. This course is intended for both K-12 educators, as well as those interested in corporate training. Introductory course.

IT 601 Staff Development (3)

This course examines ideas and models and programs related to the training, motivation, career paths, and professional growth of skilled staff.

IT 605 Network Architecture (3)

This course will examine telecommunications fundamentals including data, voice, image, and video and the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) will be examined. Regulatory and technical environments also will be reviewed. Offered Spring.

IT 607 Principles of Leadership (3)

This course reviews issues and themes in the exercise of influence, power and authority by individuals within small and large groups and among groups in the context of an organization. Offered Spring.

IT 610 Change Processes (3)

This course looks at models of change process, diffusion and implementation strategies and the skills needed to create and implement new ideas and technologies. Offered Spring.

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, and will create a project in each of these areas which reflect a theory of learning. Intermediate level – not an introductory level course.

IT 615 Critical Issues in Performance and Leadership Technology (3)

This course is intended to examine sociological and philosophical problems with the implementation of technological innovations in performance improvement settings. Topical areas will include implications of the use of selected learning theories, systematic processes, evaluation techniques and theories. Prerequisites: IT 635 plus three other IT courses. Advanced level. Offered Fall.

IT 621 Authoring and Scripting for Multimedia (3)

The goal of this course is to help students acquire a working knowledge of multimedia and basic scripting. Emphasis will be placed on understanding the problem solving skills associated with production relating to business and/or educational products reflecting a client's needs. Intermediate level - not an introductory level course. Prerequisite: Permission of ICT Department. Offered Fall.

IT 623 Programming and Authoring for the Internet (3)

The course will cover advanced web page development through the use of html and a variety of programming and authoring tools including JavaScript, and XML. Emphasis will be placed on the effective use of these tools to create interactive web pages. Offered Summer.

IT 625 History and Philosophy of Technology Utilization (3)

This course is designed to help graduate students understand the rationale and development of the instructional technology movement in the United States during the last century. The implications for teaching and learning from various educational philosophies and theories will be analyzed and investigated as they relate to current practices in performance technology. Prerequisites: IT 635 plus three other IT courses. Offered Spring.

IT 635 Research & Theory on Communication and Performance Technology (3)

This course explores current research and theory in the field of performance technology. Students will conduct a complete research study over the course of the semester. Offered Fall and Spring.

IT 639 Network Management (3)

The course is intended to provide graduate students in technology programs with a conceptual background and initial experience in computer network installation and management. The course will emphasize the nature and structure of both local area networks and wide area networks involving a variety of computer platforms and operating systems. Students will develop an understanding of how to work with networking hardware and software, and to plan, select, install, manage, and maintain computer-based telecommunications networks including configuring and customizing the operating systems of computers and computer networks in various settings. Intermediate level - not an introductory level course. Offered Fall.

IT 648 Principles of Performance Technology (3)

The purpose of the course is to develop an understanding of new ways of doing business by encouraging professionals to approach their work with broader, multi-disciplinary perspectives. Students will be exposed to work in performance analysis, information support, knowledge management, appraisal and other important themes and interventions. Offered Fall.

IT 649 Advanced Web Page Development (3)

This course is intended to provide students with practical experience in web page design and development. The course will emphasize the understanding of the extensible hypertext markup language, CSS and WYSIWYG editors to create web sites. Students will manipulate graphics to achieve professional-level results to exploit the personal computer's ability to present information through the internet. Advanced level.

IT 650 Seminar in Performance and Communication Technology (3)

Seminar addressing topics and issues meeting the special needs of school systems, groups of teachers, or others interested in the study and application of technology for performance improvement.

IT 651 Systematic Design For Performance Improvement (3)

This is a course for educators interested in designing performance improvement systems, from classroom/lecture to individualized instruction. Students will explore the various components of the instructional design process including content analysis, sequencing, goal analysis and instructional strategies as they develop instructional analyses. Prerequisite: IT 635 recommended. Offered Spring.

IT 652 Computer Graphics (3)

Students will produce computer graphics and integrate them into various computer applications. Topics include producing graphics, storyboarding, animation, resolution, commercial graphics, and integration of graphics into print and the world wide web. Intermediate level – not an introductory course. Prerequisite: Permission of ICT Department.

IT 653 Instructional Planning & Development Process (3)

This course involves students in practical training in instructional planning and development. Emphasis will be placed on understanding the relationship between planning and development theory and practice. The course will provide an opportunity for students to examine the planning process in the context of instructional environments.

IT 654 Program Evaluation (3)

This course involves students in practical training in program evaluation. Topics will include audience identification, evaluation design, question formulation, data gathering, analysis, reporting and meta-evaluation. Prerequisite: IT 635 recommended.

IT 655 Video Design & Production (3)

This course involves students in practical training in the use of video equipment for instructional applications. Students will study the theoretical rationale behind video design and utilization, as well as receive hands-on instruction in the use of video equipment. Offered Summer.

IT 656 Multimedia Production (3)

This course involves students in practical training in multimedia production. An emphasis is placed on the integration of a variety of delivery systems in the production of instructional products. Students will examine the use of a variety of media, including audio, video, text, and graphics to produce instructional multimedia products. Prerequisites: one technology course with approval of adviser; also recommended: IT 621 or IT 652. Advanced level.

IT 657 Practicum in Technology (3)

This course provides students in the ICT program an opportunity to synthesize technology knowledge and skills. Each student works in a selected field setting to improve the use of technology. Working from an approved plan of action, the student works with field staff, maintains a log of activities and accomplishments, and submits a final report. Prerequisites: Permission of instructor and at least 5 IT courses.

IT 658 Needs Assessment (3)

This course will provide students with a look at the ideas and practices that should take place when decisions are first being made about instructional or program development. Students will focus on how they can use these concepts and skills in different work applications. In addition to presenting ideas and skills this course will provide an opportunity to analyze and practice them. Prerequisite: IT 654. Offered Spring.

IT 659 Technology Product Development (3)

The purpose of this course is to provide students with the opportunity to apply the skills and knowledge that they have acquired from other courses in the instructional technology program into one complete project. Working from an approved plan, students will produce an electronic web portfolio. Class meetings will provide students the opportunity to share work in progress and elicit and provide feedback from their colleagues and the instructor. Taken in final semester of coursework.

IT 661 Advanced Systematic Design (3)

This course will assist educators in applying Instructional Design Principles to curriculum, units and lessons. The focus throughout the course will be on practical applications of Instructional Design in K-12 settings.

IT 666 Simulations and Games (3)

This course is a seminar in simulations and games. The purpose of this course is for the students to acquire an understanding of the historical development of simulations and games and how they can (and have been) used. Students will apply their knowledge in creating a simulation or game, as well as developing and carrying out a research study on an appropriate topic. Along with the course projects, students will be expected to discuss assigned readings.

IT 667 Internship (3)

This course emphasizes strategies for managing technology infrastructure, supporting training development and managing knowledge dissemination within organizations. In addition to regular class meetings, field work will be required. Prerequisites: At least 5 IT courses.

IT 668 Distance Education (3)

This course will introduce students to the history, research, practice and potential of distance education. Current controversies and problems such as increasing drop-out rates, questions of course ownership, and lack of interaction will be discussed and solutions proposed in a hands-on manner making use of online computer conferencing. Offered Spring (even years).

IT 669 Project Development (3)

The purpose of this course is to provide students with the opportunity to apply the skills and knowledge that they have acquired from other courses in the instructional technology program into one complete project. Working from an approved plan, students will produce a project specific to their needs. Class meetings will provide students the opportunity to share work in progress and elicit and provide feedback from their colleagues and the instructor. Taken in final semester of coursework.

Special Education Courses (SPED)

SPED 501: Foundations in Autism (3)

This course will address the identification and needs of students with Autism and related spectrum disorders and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress. It will emphasize exploration of the four main domains of ASD in order to build a successful foundational understanding of the student with autism. Fall only.

SPED 505 Introduction to Special Education (3)

Provides an overview of the educational, psychological and social needs of learners with disabilities including autism and gifted/talented students; 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; this course may be applied to the prerequisite course requirement in the MSED Special Education program. Offered Summer, Fall and Spring.

SPED 595S Special Topics (1-6)

Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

SPED 601 Characteristics of Learners with Mild/Moderate Disabilities (3)

Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners. Offered Fall.

SPED 607 Educational Research: Critical Issues in Special Education (3)

This course will examine foundational research principles and classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues. Prerequisite: An introductory course in special education or permission of instructor. Offered Spring.

SPED 609 Field Experience I (1)

This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies will be conducted. A philosophy of service to students with disabilities will be developed. Offered Fall.

SPED 612 Technology in Special Education (3)

This is a survey of the varied applications of recent technology, focusing on computer-based technology, in the field of special education. Students will work with hardware and software that allow the integration of children with special learning needs into the regular educational program. In addition, they will gain a broad understanding of the variety of technologies designed to meet the special needs of individuals with disabilities. Prerequisite: SPED 505 or equivalent course. Offered Fall and Spring.

SPED 637 Diagnosis and Assessment of Educational Disabilities (3)

Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment

data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or corequisite: SPED 601. Offered Fall and Spring.

SPED 638 Teaching Reading for Students with Special Needs (3)

The purpose of this course is to prepare preservice and inservice special education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). The course includes frameworks and philosophies of assessment and intervention strategies in early childhood through adolescent literacy. Students will explore assessment and intervention methods and activities that can be used to assist and enhance literacy abilities of students with varying abilities.

SPED 640 Behavior Management for the Special Educator (3)

Considers and provides practice in a range of techniques to achieve behavioral, social, and academic changes among students with disabilities; includes discussion of a range of techniques, including applied behavioral analysis, cognitive behavior modification and social skills training; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications of various approaches in management of behavior. Prerequisite or corequisite: SPED 601. Offered Fall.

SPED 642 Communication and Early Literacy in Young Children with Disabilities (3)

This course considers communication and emergent literacy skills in children (birth to Grade 2) from a developmental perspective; addresses the role of parents as the child's first language teachers; develops skills for diagnosing and remediating delays in language acquisition in young children with a variety of disabilities. Offered Spring.

SPED 646 Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3)

Discusses selection, development and implementation of appropriate teaching strategies for use with elementary students with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, 637. Offered Spring.

SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3)

Discusses selection, development and implementation of appropriate teaching strategies for use with secondary students with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Program; discusses life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601 and SPED 637. Offered Spring.

SPED 648 Strategies for Early Childhood Special Education (3)

Identifies the learning and behavioral needs of pre-school children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multidisciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601, SPED 637. Offered Spring.

SPED 649 Field Experience II (1)

This course will provide pre-service special education teachers the opportunity to acquire experience in planning and conducting instruction with various groups of students with diverse learning needs to meet their academic and/or social needs. This experience will also include design and use of assessment techniques for evaluating student progress. Prerequisites: SPED 601 and 637. Offered Spring.

SPED 650 Collaborative Consultation with Professionals and Parents (3)

Explore and develop competencies needed to work in cooperation with other special educators, general educators and parents, as well as support personnel, with the goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisites: SPED 601 and 637. Offered Summer and Fall.

SPED 669 Practicum in Special Education (6)

Provides experience in the application of techniques for evaluation and instructional programming for learners with mild/moderate learning and behavioral disabilities; work with students shall include educational assessment, implementation of Individualized Education Programs, and planning for instructional activities designed to meet identified student needs. Prerequisites: Completion of all course requirements for the MSED Special Education. Offered Summer (6 credits), Fall and Spring (3 credits).

SPED 670 Culminating Experience (1)

This culminating activity includes the compilation of a portfolio including samples of work completed during the program. This process is designed to allow students and instructors to reflect on the experiences in the program and their growth as a result of their experiences. Students receive specific instructions on the assembly of the portfolio during their first semester. Offered Summer, Fall and Spring.

SPED 695S Special Topics (1-6)

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