

## SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

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### Departments

- Business Administration
- Community Health
- Curriculum and Instruction
- Information and Communication Technology\*
- Literacy Education\*
- Secondary Education
- Special Education\*

\*Graduate programs only

Art Education and Theatre Education are offered in the School of Arts and Sciences and may be viewed on pages 96 and 158 respectively.

### Offices

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## Department of Business Administration

Contact Person: Donna Mosier, Chair  
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Professor: Edwin Portugal

Associate Professors: Gregory Gardner, Donna Mosier, Joe Timmerman

Assistant Professors: Lee Cliff, David Kistler

Instructor: M. Shahadat Hossain

The Business Administration program is accredited by the International Assembly of Collegiate Business Education (IACBE). IACBE promotes and supports quality business management education worldwide through accreditation and outcomes assessment.

The Department of Business Administration offers one major (Business Administration) and two minors (Business Administration and Music Business). In addition, it has established 4+1 MBA/MS agreements with Alfred University, Clarkson University, Rochester Institute of Technology, SUNY Oswego, and The Graduate School of Union University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 73.

### Business Administration Major (B.S.)

51 credit hours required.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Required Courses</b>	<b>30</b>
ACCT 201	Principles of Accounting I
ACCT 202	Principles of Accounting II
FINA 301	Finance
MGMT 301	Principles of Management
MKTG 301	Principles of Marketing
EMRE 330	Human Resource Management
MGMT 330	Legal Environment of Business
MGMT 340	Information Systems for Business
MGMT 410	Operations Management
MGMT 490	Strategic and Global Management
<b>Elective Courses:</b> four courses from the following	<b>12</b>
ACCT 301	Intermediate Accounting I
ACCT 302	Intermediate Accounting II
ACCT 360	Federal Individual Taxation
ACCT 385	Managerial Accounting
ACCT 395	Special Topics in Accounting (1-12 credits)
ACCT 450	Fraud Examination
ACCT 485	Cost Management
ACCT 491	Accounting Internship
ACCT 495	Special Topics in Accounting (1-12 credits)
FINA 320	Management of Risk and Insurance
FINA 395	Special Topics in Finance (1-12 credits)
FINA 410	Investments and Portfolio Analysis
FINA 460	Financial Statement Analysis
FINA 491	Finance Internship
FINA 495	Special Topics in Finance (1-12 credits)
MGMT 310	Organizational Behavior and Ethics
MGMT312	Ethical Issues in Management
MGMT 320	International Business
MGMT 360	Corporate Law
MGMT 370	Entrepreneurship

MGMT 395	Special Topics in Management (1-12 credits)
MGMT 420	Leadership in Organizations
MGMT 440	Mergers and Acquisitions
MGMT 491	Management Internship
MGMT 495	Special Topics in Management (1-12 credits)
MKTG 320	Principles of Advertising and Promotion
MKTG 330	Marketing Research
MKTG 370	Business-to-Business Marketing
MKTG 395	Special Topics in Marketing (1-12 credits)
MKTG 491	Marketing Internship
MKTG 495	Special Topics in Marketing (1-12 credits)
MUAI 327	Business of Music I
MUAI 328	Business of Music II
MUAI 400	Legal Aspects of the Music Industry
ECON 300	Statistical Methods in Economics and Business
ECON 307	Forecasting and Data Modeling
ECON 441	Money and Banking
EMRE 300	Employment Relations
EMRE 301	Employment Law
EMRE 420	Compensation
EMRE 432	Organizational Development

**Cognate Requirements**

ECON 105	Principles of Microeconomics	9
ECON 110	Principles of Macroeconomics	
MATH 125, STAT 100, or CIS 125	Statistics Course	

**Special Notes**

- Business administration students must meet the same General Education requirements as students pursuing Bachelors of Arts degrees at SUNY Potsdam. However, Bachelor of Science students only need 65 credit hours outside the Department of Business Administration, instead of 70. Courses with subject codes ACCT, FINA, MGMT and MKTG are considered inside the department.
- Business administration majors must earn a minimum grade of 2.0 in every required, elective, and cognate course counted toward the major. Students may not elect the S/U option for any required, elective, and cognate course.
- Occasionally, special topic courses in business administration are offered in ACCT, FINA, MGMT and MKTG with codes 395 or 495. These courses may be counted as business administration electives. Students must consult with their advisers.
- Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and any other department. Cognate requirements are excluded from this rule.
- Students must take a minimum of 9 courses (27 credit hours) at SUNY Potsdam toward fulfilling the requirements for the business administration major.
- Students pursuing Bachelor of Science degrees must complete a minimum of 75 credit hours of liberal arts courses. Non-liberal arts courses are designated in course descriptions with the "@" symbol.
- All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of MGMT301.
- Up to 3 credit hours of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
- MGMT 301 and 310 are Speaking-Intensive (SI) unless taken online.
- MGMT 490 is Writing-Intensive (WI). It is also the capstone course that must be taken in senior year.
- Under advisement other courses may count as business electives. Students should consult their adviser.

**Business Administration Minor****18 credit hours required.***All courses are 3 credits unless noted. Credits are divided as follows:*

Elective Courses		Credits
Six of the following, selected in consultation with minor adviser		18
ACCT 201	Principles of Accounting I	
ACCT 202	Principles of Accounting II	
FINA 301	Finance	
MGMT 301	Principles of Management	
MKTG 301	Principles of Marketing	
EMRE 330	Human Resource Management	
MGMT 330	Legal Environment of Business	
MGMT 340	Information Systems for Business	
MGMT 410	Operations Management	
MGMT 490	Strategic and Global Management	

**Special Notes**

- Business administration minors must earn a minimum grade of 2.0 in every required course counted toward the minor. Students may not elect the S/U option for any required course.
- Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and the Department of Economics and Employment Relations. See major for text.
- Most 300 and all 400 level courses require at least a junior standing – see major for text. MGMT 490 requires senior standing.
- At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
- MGMT 301 is Speaking-Intensive (SI) unless taken online.
- MGMT 490 is Writing-Intensive (WI) and must be taken in senior year.

**Music Business Minor****21 credit hours required.**

Designed for the Bachelor of Science in Business Administration major with a minor in Music Business for this interdisciplinary degree program. Offered jointly by: The Crane School of Music and The School of Education and Professional Studies.

*All courses are 3 credits unless noted. Credits are divided as follows:*

Required Courses		Credits
MUAI 327	Business of Music I	15
MUAI 328	Business of Music II	
MULT 101	Music Theory (for non-music majors)	
MUAI 410	Music Merchandising and Retail	
MUAI 421	Internship/Practicum	
<b>Electives:</b> two of the following		6
MUAH 301	History of Rock Music	
MUAH 328	History of Jazz Style	
MUAI 401	Arts Administration and Grant Writing	
MUCE 520	Topics in Music Technology	
MUAH 350	Women in Music	
MUAI 431	Recording and Production Techniques	
MUAI 432	Advanced Audio Techniques	
MUAI 433	Record Company Administration	
MUCT 330	Jazz Theory and Arranging	
Or other electives with adviser approval		

## Notes

1. Some of the courses printed above may have prerequisites.
2. MUCE, MUCI and MUCT courses require the approval of the instructor.
3. Alternative courses may be counted with the prior approval of the Coordinator for Music Business.

## Business Administration Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 47 for a description. All 300 and 400 level courses require at least junior standing.

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

198, 298, 398, 498 – Tutorial (1-3)

### Accounting

**ACCT 201 – @Principles of Accounting I (3)** This course focuses on basic accounting principles and concepts for sole proprietorship. The emphasis is on accounting cycle statements and supporting schedules. Fall and Spring.

**ACCT 202 – @Principles of Accounting II (3)** This course is a continuation of basic accounting principles. It focuses on partnerships and corporations, and provides an introduction to managerial accounting. Prerequisite: ACCT 201 or permission of instructor. Fall and Spring.

**ACCT 301 – @Intermediate Accounting I (3)** This course focuses on financial accounting and reporting for corporations. The course objective is to give students an understanding of financial accounting practices, generally accepted accounting principles (GAAPs), and accounting theories underlying current principles and practices. Specific topics covered include the environment of financial accounting and the development of accounting standards, the conceptual framework underlying financial accounting, revenue recognition and income measurement, and asset measurement including cash, receivables, inventories, and long-term assets. This course is the first course in a two-course sequence. Prerequisite: ACCT 202. Fall, even years.

**ACCT 302 – @Intermediate Accounting II (3)** This course focuses on financial accounting and reporting for corporations. The course objective is to give students an understanding of financial accounting practices, generally accepted accounting principles (GAAPs), and accounting theories underlying current principles and practices. Specific topics covered include current and long-term liabilities, corporate equity and dividends, convertible securities, investments, revenue recognition, and income taxes. This course is the second course in a two-course sequence. Prerequisite: ACCT 301. Spring, odd years.

**ACCT 360 – @Federal Individual Taxation (3)** This course is an overview of the federal individual tax structure. Emphasis will be placed on 1) a practical understanding of how to complete the common forms used by a individual tax payer, 3) an introduction to the Internal Revenue Code and Court cases regarding tax issues and 3) a limited amount of theory underlying taxation. Prerequisite: ACCT 202. Spring, even years.

**ACCT 385 – @Managerial Accounting (3)** This is an introduction to the use of accounting information for management decisions in the context of planning and controlling private, government, and not-for-profit organizations. Topics include cost analysis, activity-based costing, budgeting, responsibility accounting, and performance measurement. Prerequisite: ACCT 202. Fall, odd years.

**ACCT 450 – @Fraud Examination (3)** This course will cover the principles and methodology of fraud detection and deterrence. Emphasis will be placed on 1) structuring of illegal or false schemes, 2) uncovering such items through investigation and interview, and 3) preventing fraud abuses. A case study analysis will be used to highlight the problems and possible solutions. Prerequisite: ACCT 202. Fall, odd years.

**ACCT 485 – @Cost Management (3)** This course considers the measurement and reporting of financial and non-financial information related to the cost of acquiring and consuming resources within an organization. Topics include cost estimation and accumulation for reporting, job order and process costing systems for manufacturing and service organizations, cost allocation issues and standard costing systems. Prerequisite: ACCT 202. Spring, even years.

**ACCT 491 – @Internship (1-12)** The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. Fall and Spring. For application deadlines and more information, see your adviser.

### Finance

**FINA 301 – Finance (3)** This course focuses on the sources and costs of funds used by businesses to obtain the assets needed for operations. It also analyzes working capital components and the sources and uses of cash. Additional topics include the basic analysis of risk and return, the time value of money, and an introduction to basic financial statement analysis. Prerequisite: ACCT 202 and one of CIS 125, MATH 125, STAT 100. Fall and Spring.

**FINA 320 – @Management of Risk and Insurance (3)** This course focuses on analyzing and managing the risks inherent in running any economic enterprise. Emphasis will be placed on identification of risk exposure and using specific types of insurance to address those exposures. This course may be of interest to Math majors interested in actuarial science. Prerequisite: CIS 125, MATH 125, or STAT 100. Fall.

**FINA 410 – Investments and Portfolio Analysis (3)** This course provides an introduction to various investment possibilities for both institutional and individual investors with a concentration on the use of portfolios and diversification for risk management. Topics include job-related investments such as 401Ks, stocks, bonds, mutual funds, and real estate with an emphasis on valuation theory and modeling. Prerequisite: FINA 301. Fall and Spring.

**FINA 460 – @Financial Statement Analysis (3)** This course focuses on the use of corporate financial statements in the analysis of past, present, and expected future financial performance. Topics include industry analysis, accounting analysis, ratio analysis, forecasting, valuation models, and mergers and acquisitions. Emphasis is placed on case analysis. Prerequisite: FINA 301. Spring.

**FINA 491 – @Internship (1-12)** The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. For application deadlines and more information, see your adviser. Fall and Spring.

### Management

**MGMT 301 – @Principles of Management (3)** This course focuses on basic management concepts, practical theories, and timely management issues faced by managers in organizations. Topics include managerial functions, roles, and skills needed in planning, organizing, leading, and controlling organizational resources. Fall and Spring. Gen Ed: SI credit.

**MGMT 310 – @Organizational Behavior and Ethics (3)** This course focuses on theories and practices about individual behaviors, interpersonal dynamics, and group processes in organizations. Topics include motivation, teamwork, leadership, communication, power, influence tactics, conflict resolution, ethics, and job satisfaction. Spring.

**MGMT 312 – Ethical Issues in Business (3)** This course examines the role of ethics in the business world and the ethical dilemmas encountered by managers. Special attention is given to the relationship among the varied stakeholders that have roles in business situations. Students are presented with practical tools to handle moral dilemmas in the workplace and the world. Fall.

**MGMT 320 – @International Business (3)** This course focuses on current international business practices. It covers the cultural, political, economic, and financial forces that influence international business decisions. Concepts in international marketing, management, and human resource management will also be discussed. Fall.

**MGMT 330 – Legal Environment of Business (3)** This course will examine the legal framework for business activities and how to manage that legal framework in a rapidly changing business environment. It will also show the role of law in society, including sources of law, the processes of law, and law as a means of achieving social and economic changes. Fall and Spring.

**MGMT 340 – @Information Systems for Business (3)** This course examines concepts and tools for the design and use of information systems in a business environment. Business information systems components, trends, and use in managing resources and decision making are covered. Topics include computer hardware and software, telecommunications and networks, database resource management, e-commerce, systems development, security and ethical challenges. Case study analyses and/or assignments are used to enable students to acquire skills and proficiency in word-processing, database, presentation graphics, and spreadsheet applications for problem solving, decision making, reporting and oral presentations. Prerequisite: MGMT 301. Fall and Spring.

**MGMT 360 – @Corporate Law (3)** This course begins with a brief overview of agency law. Emphasis will be placed on corporate structure and standards of conduct that the officers, managers, and directors have regarding duties of care and loyalty. Other various interrelated entities such as partnerships, closed corporations, and limited liability companies will also be examined. Fall, even years.

**MGMT 370 – @Entrepreneurship (3)** This course is a survey of the practice of entrepreneurship and small business management. Topics include entrepreneurial process, characteristics of entrepreneurs, starting new ventures, business plans, and the entrepreneurial life cycle. Students will apply entrepreneurial knowledge to the process of creating an individual business plan term project. Prerequisite: MGMT 301, MKTG 301, ACCT 201. Fall.

**MGMT 410 – @Operations Management (3)** This course introduces the primary operations activities in manufacturing and service organizations. Topics include operations strategy for goods and services, TQM, goods and services design, process and capacity design, supply chain management, project management, inventory management for independent and dependent demand (MRP), and aggregate scheduling. Spreadsheets and/or commercial software will be used for quantitative analysis whenever possible. Prerequisites: MGMT 301 and one of CIS 125, MATH 125, STAT 100. Fall and Spring.

**MGMT 420 – @Leadership in Organizations (3)** This course is a survey of theory, research, and practice of leadership in formal organizations. Topics include leadership behaviors, participative leadership, sources of power, the influence process and managerial effectiveness, managerial traits and skills, charismatic leadership, strategic leadership by top executives, and leadership in decision-making groups. Prerequisite: MGMT 301. Spring.

**MGMT 445 – @Mergers & Acquisitions (3)** This course introduces the basic strategic, financial, and managerial aspects of corporate mergers and acquisitions. It covers key issues of acquisition valuation and negotiation, strategic synergy, and the integration aspects of human resources, organizational behavior, and operations. Students will learn to spot potential merger, acquisition, and divestiture opportunities, to assess the financing and stock market impacts, and apply various valuation techniques including discounted cash flows, book values, and ratio analysis. Spring

**MGMT 490 – @Strategic and Global Management (3)** This course focuses on the strategic functions and responsibilities of top management in guiding, shaping, and achieving the directions for the total organization. Theories and principles of strategy will be applied to local, national, and global organizations. Topics include organizational vision, mission, strategies, tactics, and implementation. Prerequisites: MGMT 301, MKTG 301, and Senior standing. Fall and Spring. Gen Ed: WI credit.

**MGMT 491 – @Internship (1-12)** The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. Fall and Spring. For application deadlines and more information, see your adviser.

## Marketing

**MKTG 301 – @Principles of Marketing (3)** This course focuses on theories and strategies that marketing managers use to create competitive advantage for the organization. The marketing process of planning and implementing the conception, pricing, promotion, and distribution of ideas, goods and services will be emphasized. The course includes the creation of a group-oriented marketing plan term project. Fall and Spring.

**MKTG 320 – @Principles of Advertising and Promotion (3)** This course focuses on advertising and promotion from the advertiser's point of view. It explores marketing institutions in consumer advertising, business advertising, sales promotion, direct response, personal selling and public relations. Topics also include media and strategy, advertising research and creating the copy. The course includes a hands-on team project that is a complete advertising campaign. Prerequisite: MKTG 301. Fall.

**MKTG 330 – @Marketing Research (3)** This course is a survey of theory, research, and practice of marketing research. Marketing research is the function that links the market to the marketing professional. It involves the systematic gathering, recording, processing, and analyzing of marketing data. Topics include data collection methods, sampling theory, measurement, scaling, questionnaire design, data analysis, presentation of the research findings, and ethical issues. As a part of the course, students will apply their knowledge to marketing research team projects. Prerequisite: MKTG 301. Spring.

**MKTG 370 – @Business-to-Business Marketing (3)** The course will deal with marketing in business-to-business markets with emphasis on strategic marketing management, buyer behavior and competitive analysis, sales management, new product management, and international issues. Topics will also include marketing planning, organizational buyer behavior, business marketing channels, and the marketing mix elements. It will combine theory and practice. Students will have a practical knowledge of business buyers and their purchase involving extensive decision-making and the consideration of multiple options and vendors. Prerequisite: MKTG 301. Fall.

**MKTG 491 – @Internship (1-12)** The internship is a combination of academic study and work experience in an organization. A qualified student will work part-time or full-time at a private or public institution. A faculty member in the Department of Business Administration will supervise the academic project, while a supervisor at the work site will monitor the work experience. Either an instructor or the student may initiate the type of work. No more than three credit hours may be counted toward the major. Prerequisite: Senior/Junior standing at the time of internship. Fall and Spring. For application deadlines and more information, see your adviser.

## Department of Community Health

**Contact Person:** Maureen McCarthy, Chair  
101 Dunn, 315-267-2919, mcartma@potsdam.edu

**Associate Professor:** Maureen McCarthy

**Assistant Professors:** Kelly Bonnar-Kidd, Sharon DeJoy, Kathleen O'Rourke

**Wilderness Education Coordinator:** Mark Simon

**Leadership and Challenge Center Coordinator:** Adam Wheeler

**Community Health Internship Coordinator:** Ada Santaferria

## Community Health Program

The Community Health major focuses on Community Health Education, a field of health practice that seeks to help people make positive changes in their lifestyles, families, workplaces, organizations and communities, develop effective health policy and address health disparities in order to prevent health problems from occurring and improve wellness and quality of life. Health education is an exciting field, with a variety of content areas and employment opportunities from which to choose. Graduates of the Community Health program pursue careers in local or state public health departments, hospital outreach and education programs, community-based programs and agencies, social

service programs and agencies, national health organizations, corporate wellness programs, etc. Substance abuse prevention, nutrition education, sex education, safety and injury prevention, disease prevention, therapeutic recreation, and environmental health advocacy are just a few of the occupational opportunities available to graduates from this program. The Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. Working toward social justice and helping others learn how to live healthier and more fulfilling lives is a rewarding and challenging endeavor. Through the Community Health Major, students acquire the skill base and knowledge to be effective health educators.

**Community Health Major (B.S.)**

**54 credit hours required.**

The community health major requires students to successfully complete 26 core course credits, 9 credits of HLTH electives, a 12-credit internship, and 7 credits of cognate courses. Students who declare the community health major are required to write an essay to evaluate whether they may need assistance with writing skills. If a student is determined to need additional assistance with writing, they will enroll in a course specifically focusing on writing skills development and must earn a 2.0 in this class. Students must also earn at least a 2.0 in courses counting towards the major and maintain an overall GPA in the major of a 2.5 to participate in the culminating internship. Students may not take any core courses s/u.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<b>Core Courses</b>	<b>Credits</b>
	<b>38</b>
HLTH 165	Health: A Lifestyle Approach
HLTH 310	Health Disparities
HLTH 361	Introduction to Community Health
HLTH 380	Theory in Community Health
HLTH 385	Epidemiology and Biostatistics
HLTH 430	Human Disease: Patterns, Prevention and Intervention
HLTH 470	Program Planning
HLTH 480	Program Implementation and Evaluation
HLTH 485	Pre-internship seminar (2 credits)
HLTH 490	Internship (12 credits)

**Electives** **9**

In addition to the core courses, 9 credits of HLTH electives are required for the Community Health B.S. degree. Students must choose nine credits from the courses listed below.

HLTH 250	Drug Studies
HLTH 300	Critical Issues in Human Ecology
HLTH 325	Alcohol Studies
HLTH 331	Death and Dying
HLTH 333	Human Nutrition
HLTH 341	Issues in Sexual Health
HLTH 342	Women's Health
HLTH 344	Lesbian, Gay and Bisexual Health
HLTH 371	Nutrition for Special Populations
HLTH 373	Contemporary Issues in Community Health Nutrition
HLTH 375	Navigating the American Diet
HLTH 425	Exercise and Sports Physiology
HLTH 445	Therapeutic Recreation

HLTH 295, 395 or 495	Special Topics
HLTH 298, 398 or 498	Tutorial

<b>Cognates</b>	<b>7</b>
BIO 107	Human Biology
BIO 210	Human Anatomy and Physiology Lab (1 credit)
STAT 100	Statistics

**Note:** Seventy-five liberal arts credits are required for the B.S. degree. General Education requirements are the same as for the B.A. program.

**Health Science Minor**

**20 credit hours required.**

A minimum of 20 hours of credit to be taken in the Department of Community Health is required of all students seeking a minor. Students must earn a 2.0 in each course to receive credit for the minor.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<b>Core Courses</b>	<b>Credits</b>
	<b>14</b>
HLTH 165	Health: A Lifestyle Approach
HLTH 250	Drug Studies
HLTH 333	Human Nutrition
HLTH 361	Introduction to Community Health
HTLH 475	Senior Seminar (2 credits)

**Electives:** two of the following **6**

HLTH 300	Critical Issues in Human Ecology
HLTH 325	Alcohol Studies
HLTH 331	Death and Dying: Implications for Growth
HLTH 341	Sexual Health
HLTH 342	Women's Health
HLTH 344	Gay, Lesbian and Bisexual Health
HLTH 371	Nutrition for Special Populations
HTLH 373	Current Topics in Community Health Nutrition
HLTH 375	Navigating the American Diet
HTLH 395	Selected Topics
HTLH 495	Selected Topics
HLTH 430	Human Disease: Patterns, Prevention and Intervention
HTLH 498	Tutorial

**Registration**

To declare the major or minor, contact the chair of the Department of Community Health.

**Wilderness Education Minor**

**Minimum of 22 credit hours required.**

**Contact Person:** Mark Simon  
100D Satterlee, 315-267-3130, simonm@potsgdam.edu

The wilderness education minor prepares students to become leaders in wilderness settings. If winter camping, rock and ice climbing interest you or are already your passion, this is the program for you. The lakes, forests, and climbing crags within the six-million acre Adirondack Park are your classroom. Prepare yourself to teach others about how to travel safely through wilderness environments. In the process, you also learn a great deal about leadership and group dynamics, which are transferable to work settings outside of the wilderness. The wilderness

education minor will prepare you for a primary or secondary career as a field instructor within the following broad areas:

- Education: secondary science, field-based science, environmental education, outdoor-based physical education
- Recreation: college campus-based outdoor recreation, wilderness guide, adventure recreation
- Personal development/therapy: challenge programs, youth-at-risk, people with disabilities
- Community health: adolescent health education, drug prevention programs

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Complete all of the following courses</b>	<b>11</b>
WILD 240 Backpacking (2 credits)	
WILD 220 Wilderness First Responder	
WILD 320 Outdoor Education	
WILD 350 Wilderness and Adventure Program Planning	
<b>Choose one of the following Emphases</b>	<b>8-10</b>
<i>Wilderness Leadership Emphasis Requirements</i>	
WILD 340 Wilderness Leadership I (4 credits)	
WILD 345 Wilderness Leadership II (6 credits)	
<i>Adventure Education Emphasis Requirements</i>	
WILD 160 Introduction to Rock Climbing (1 credit)	
WILD 170 Rock Climbing (2 credits)	
WILD 360 Leadership In Adventure Education (2 credits)	
WILD 445 Therapeutic Recreation	
<b>Students may choose to take the following electives</b>	<b>0-8</b>
WILD 175 Ice Climbing (2 credits)	
GEOL 101 Environmental Geology	
BIOL 111 Adirondack Ecology	

See page 169 for Wilderness Education course descriptions.

## Community Health Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 47 for a description. All 300 and 400 level courses require at least junior standing.

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

198, 298, 398, 498 – Tutorial (1-3)

**HLTH 165 – Health: A Lifestyle Approach (3)** A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of one's lifestyle. Topics such as physical fitness, nutrition, sexuality, environmental health, stress management, and substance use prevention will be discussed relative to their role in individual and community health concerns. Spring and Fall. Gen Ed: FS with 1-credit lab.

**HLTH 185 – @Biostatistics (3)** This course will provide students with an introduction to descriptive and inferential statistics typically used in community and public health. Not currently offered.

**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, arson 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. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

**HLTH 250 – Drug Studies (3)** Examination of the physiological, psychological, economic, social and cultural problems related to use, misuse and abuse of psychoactive substances. Misconceptions, beliefs, and various sources of information are critically evaluated in order to establish a sound basis for personal decision making. Teaching techniques, group dynamics, and non-chemical alternatives to drugs are explored as preventative tools. Fall and Spring. Also typically offered during Winterim and Summer sessions.

**HLTH 300 – Critical Issues in Human Ecology (3)** An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins and food safety, and how those issues have an impact on the health of individuals and communities. Fall.

**HLTH 310 – Health Disparities (3)** In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. Fall

**HLTH 325 – Alcohol Studies (3)** An examination of the physical, psychological, and sociological implications of alcohol use and abuse. A primary focus is on confronting our own as well as others attitudes and beliefs about alcohol use. Additional emphasis is placed on theories of causation, awareness of values, and conflicting value systems relating to prevention and the importance of developing an understanding of the role of alcohol use in western society. Spring. Gen Ed: SI and SA credit.

**HLTH 331 – Death and Dying (3)** An examination of the social and psychological implications of the study of death and dying with particular emphasis on their relevance to enhancing the quality of life. Death is viewed as an integral part of life and the final stage of growth, more than a mere biological event. A focus of the course is to provide an understanding of those issues which have an impact upon individuals when going through life-threatening processes. The importance of recognizing needs, nonverbal or symbolic behavior and effective communication is studied along with the impact of loss in the life cycle. Spring. Gen Ed: SA credit.

**HLTH 333 – Human Nutrition (3)** Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, the application of nutrition principles to the various stages of the human life cycle, the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

**HLTH 341 – Issues in Sexual Health (3)** This course is designed to be an exploration of topics in sexual health. Students will examine adolescent and sexual identity development; sexual health issues such as sexually transmitted disease, reproduction and sexual violence, and community health strategies used to address sexual health such as policy, sexuality education, disease prevention and sexual health promotion efforts, sexual/reproductive health care. Students will also explore the impact of attitudes about sex on sexual health and on community health strategies to address sexual health. Spring.

**HLTH 342 – Women's Health (3)** This course examines health concerns specific to women. Behavioral, psychological and socio-cultural aspects of women's experience in health systems will be explored, as well as general influences such as age, race, ethnicity and social class on women's roles as recipients and providers of health care. Course topics include historical perspectives on women's health, gender differences in morbidity and mortality, health care consumerism, the impact of employment, motherhood, divorce, aging, and other health concerns unique to women. Fall. Gen Ed: SI credit.

**HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3)** This seminar-style course explores issues related to the health and well being of lesbian women, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of

research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. Typically offered during summer session.

**HLTH 361 – Introduction to Community Health (3)** This course outlines the history, evolution and status of the practice of delivering health information to groups of people who define themselves as a community. There is a focus on health behaviors, health disparities, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention. Fall and Spring. Gen Ed: SA and SI credit.

**HLTH 371 – Nutrition for Special Populations (3)** This course will cover issues related to the nutrition among specific populations of people. Topics will include prenatal nutrition, nutrition for children and the elderly, and nutrition for athletes. Fall of even years.

**HLTH 373 – Current Topics in Community Health Nutrition (3)** This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements. Fall of odd years.

**HLTH 375 – Navigating the American Diet (3)** This course will provide an in-depth analysis of the science of weight management. Using current scientific nutrition research students will learn about the nature of hunger, appetite and satiety and will explore how the current American diet promotes weight gain. Students will learn about current fad diets; how obesity and weight gain are associated with chronic disease; the role of physical activity in weight management; the dangers associated with disordered eating; and medical treatment methods for treating obesity including appetite suppressants and gastric bypass surgery. Through interactive, student led activities, students will learn how to maximize nutrients and flavor in the food they eat without also maximizing calories. Typically offered during Winterim and Summer sessions.

**HLTH 380 – Theory in Community Health (3)** This course will provide students with an overview of theories used in health education and communication. Fall.

**HLTH 385 – Epidemiology and Biostatistics (3)** Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease. Spring.

**HLTH 391 – Writing for Public Health (3)** The purpose of this class is to introduce students to the range of writing tasks presented to individuals working in the field of community health. Through interactive, in-class writing, students will understand the importance of clear, concise written communication and hone their writing skills for a host of real-world applications. Spring.

**HLTH 425 – Exercise and Sports Physiology (3)** The physiological adaptations to exercise for sports and fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisites: BIOL 107. Spring.

**HLTH 430 – Human Disease: Patterns, Prevention and Intervention (3)** Contemporary concepts of causation, prevention and intervention of chronic and communicable disease. Individual and community risk factors will be analyzed with an emphasis on prevention. Prerequisites: BIOL 107, HLTH 385 and 361 or permission of instructor. Fall and Spring.

**HLTH 445 – @Therapeutic Recreation (3)** This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Fall. Cross-listed as WILD 445.

**HLTH 465 – Health Instruction Strategies (3)** An introduction into the philosophy, instructional strategies, and general health topics applied while instructing health courses. Discussion of relevant topics, assessment techniques, and student-teacher interaction will provide students with skills, knowledge, and experience needed to successfully teach a health course to both high school and college students. Emphasis is on appropriate instruction techniques and public speaking skills that most effectively will reach the target population. Restricted to those who are Community Health Majors, and have permission of the instructor. As demand warrants.

**HLTH 470 – @Program Planning (3)** An analysis of methods and strategies for community health needs assessment, determining community demographics and program needs. Discussion and application of community health program planning and implementation in a variety of settings. Prerequisites: HLTH 361 and 380. Spring. Gen Ed: WI credit.

**HLTH 475 – Seminar (2)** Exposes Health Science Minors to programs or agencies involved in the Community Health field. Students gain experience developing or working on a project within a health agency. Health Science minors only. Prerequisite: 12 semester hours of HLTH courses. Spring.

**HLTH 480 – Program Implementation and Evaluation (3)** Evaluation theory and fundamental principles of evaluation technique. Process, outcome and impact evaluations of the effectiveness and efficacy of disease and injury prevention and intervention programs will be developed using qualitative and quantitative methods. Prerequisites: HLTH 385 and 470 or permission of the instructor. Fall.

**HLTH 485 – @Pre-Internship Seminar (2)** This course is designed to prepare Community Health students to select their internships or the following semester. The course will include interviewing techniques, supervisor-employee relationships, responsibilities as an intern, with significant emphasis on student research in the content area of their interest (e.g., nutrition, environmental health, substance use prevention, etc.) Students must take this course the semester prior to their internship. Prerequisites: HLTH 165, 385, 361, and 470 or 480. Community Health Majors only. Fall and Spring.

**HLTH 490 – @Internship (12)** A full semester experiential placement in a community-based, health related agency (two separate, eight week experiences). May require residence in any part of state at student's expense. All courses required for the major must be completed with a GPA of 2.5 or higher; students must earn a 2.0 in each health class counting towards the major and receive adviser approval to be eligible. Students must have received a passing score on the entrance essay or a 2.0 in a writing course specified by a Community Health Faculty. Contact the Community Health Internship Coordinator Ada Santaferria at santafam@potdam.edu for more information.

## Wilderness Education Course Descriptions

**WILD 160 – @Introduction to Rock Climbing (1)** Technical skills include belay techniques, movement, on rock, rappelling, and safety systems. Students will utilize the indoor climbing wall in Maxcy Hall as part of this course. Fall and Spring. Gen Ed: PE credit. Counts for academic credit.

**WILD 170 – @Rock Climbing (2)** Designed for those who aspire to lead rock climbing trips. Topics include: rock climbing skills progression, site management, climbing anchor systems, fall factors and belay techniques/rappel techniques, and basic rescue techniques. Course includes two consecutive weekend rock climbing trips. Fall. Gen Ed: 1 PE activity credit. Counts for academic credit.

**WILD 175 – @Ice Climbing (2)** Climbing techniques used for both steep, frozen waterfalls and moderate, mountaineering routes with mixed snow and ice. The use of specialized anchors and protection for ice climbing will be examined in addition to objective hazards associated with ice climbing. Course includes two consecutive weekend ice climbing trips. Prerequisite: WILD 160 or 170. Spring. Gen Ed: 1 PE activity credit. Counts for academic credit.

**WILD 220 – @Wilderness First Responder (4)** An intensive professional certification course designed to develop the medical knowledge and skills needed when medical emergencies occur in isolated settings. Considered by many outdoor recreation professionals as the standard course in the application of techniques of first aid and safety for wilderness medical emergencies. Practical and theoretical applications are examined. Spring.

**WILD 240 – @Backpacking (2)** Introduction to Leave No Trace camping skills, clothing /equipment selection and use, food planning/expedition nutrition, map interpretation, are among topics covered. Culminates in a four-day backpacking trip. Fall and Spring. Gen Ed: 1 PE activity credit. Counts for academic credit.

**WILD 300 – @Instruction in Wilderness Education (2)** Instructional strategies will be explored and refined as students assist in the delivery of Wilderness Education field courses. Students will maintain a journal detailing the effectiveness of lessons and leadership styles during adventure activities. Wilderness education minors only.

**WILD 320 – Outdoor Education (3)** Introduction to the broad field of Outdoor Education, and the use of wildland areas for the purpose of recreation, education, development, and therapy. Experiential learning theory associated with leading groups in wildland settings and visitor education will be examined. Students will earn a Leave No Trace Trainer's certificate and participate in overnight camping as part of this course. Prerequisite: WILD 240. Spring. Gen Ed: SI credit.

**WILD 340 – @Wilderness Leadership I (4)** Introduction to: leadership, judgment and decision making, teaching minimum impact camping, group facilitation and wilderness travel skills. Students will participate in a 16-day wilderness expedition during the summer term. Eligibility for Outdoor Leadership Certification through the Wilderness Education Association is available upon the completion of Outdoor Leadership II. Prerequisite WILD 240. Spring.

**WILD 345 – @Wilderness Leadership II-Honors (6)** Course focuses on advanced: leadership, judgment and decision-making, teaching, group facilitation and refining wilderness travel skills. Students will assist in the planning and execute a 16-day wilderness expedition during the summer term. Successful completion of this course will lead to eligibility for a Leave No Trace Master Educator Certificate. Prerequisite WILD 340. Spring.

**WILD 350 – @Wilderness and Adventure Program Planning (3)** Program development, administration, risk management, and wildland management issues will be examined. Emphasis is on planning experiential learning and adventure activities for environmental education, recreation, personal development and therapy programs. Students will develop a comprehensive program proposal as part of this course. Prerequisite: WILD 325. Fall.

**WILD 360 – @Leadership in Adventure Education (2)** Students develop the technical, leadership, and facilitation skills necessary to implement safe and effective facility based adventure education programming. The course will focus on initiative, climbing wall, and ropes course programs while using the Adventures In Reality Climbing Center at SUNY Potsdam. Emphasis is given to understanding the theoretical underpinnings behind adventure education philosophy. Prerequisite: WILD 160. Fall and Spring.

**WILD 445 – @Therapeutic Recreation (3)** Examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Fall. Cross listed as HLTH 445.

## Teacher Preparation Programs

# NCATE

The Standard of Excellence  
in Teacher Preparation

The School of Education and Professional Studies is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone 202-466-7496. Accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

### Mission Statement (1995)

Education programs at SUNY Potsdam are committed to the preparation and enhancement of teachers who are grounded in disciplinary knowledge emanating from the arts and sciences and in curricular and instructional theory and practice. The departments strive to assist teachers to become reflective practitioners, lifelong learners, and persons able to integrate their knowledge of subject matter, pedagogy, students,

the school and the larger community to maximize the education and welfare of students.

SUNY Potsdam education programs are committed to preparing and sustaining teachers who hold knowledge and attitudes needed in dealing with the challenges facing schools today and in the future. Some of the new challenges include: increased diversity of the student population in terms of abilities, linguistics, ethnic and cultural backgrounds; rapid technological advancements; changes in assessment practices; and school restructuring and reform.

### Education Unit Conceptual Framework (2000)

The conceptual framework is organized around the vision statement, *A Tradition of Excellence: Preparing Creative and Reflective Educators*. The three major strands in the framework are *Well-Educated Citizen*, *Reflective Practitioner* and *Principled Educator*.

#### Well-Educated Citizen

- analyzes and solves problems
- organizes thought and communicates effectively
- understands history and social and political institutions
- understands and respects other cultures and our intercultural world
- understands the impact of science and technology on our lives
- uses technology appropriately
- has experience creating and appreciating the arts
- has a broad and deep understanding of the subject matter one teaches
- models the skills, attitudes, and values of inquiry appropriate to one's discipline

#### Reflective Practitioner

- models inquiry, practice, and reflection
- uses research-based models of curriculum, instruction and assessment
- meets the diverse learning needs of students
- applies knowledge of local, state, and national standards
- uses instructional and assistive technology effectively
- promotes inquiry, critical thinking, and problem solving
- creates positive learning environments for all students
- uses research, reflection and discourse throughout one's career
- prepares to become an instructional leader

#### Principled Educator

- behaves in a professional manner
- maintains a high level of competence and integrity in one's practice
- is flexible, takes risks, and shows comfort with uncertainty
- works well with others
- takes responsibility for one's own actions
- recognizes and respects one's own diversity and that of others
- fosters positive relationships with students, parents, administrators, colleagues, and agencies in the community to support student learning and well being

### Teacher Opportunity Corps (Sisson 119)

The Teacher Opportunity Corps (TOC) seeks to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at-risk of truancy, academic failure, or dropping out of school; and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. TOC is funded by the New York State Education Department Office of K-16 Initiatives and Access Programs Teacher Development Programs Unit.

TOC works closely with SUNY Potsdam's School of Education and Professional Studies and the Teacher/Leader Quality Partnerships Program (TLQP), which supports education majors with field-based learning experiences in the Salmon River Central School District on the St. Regis Mohawk Akwesasne Reservation.

TOC student members are provided enrichment activities that include financial support for review books for teacher licensing exam preparation and payment of the New York State Teacher Certification Examination fees; educational programs on successful methods and strategies to teach at-risk students; opportunities to attend educational conferences; portfolio development; academic and personal counseling; and TOC graduates are provided mentoring by master teachers during their first year of teaching.

TOC serves full-time undergraduate/graduate students, or part-time graduate students completing the requirements for initial/provisional/permanent certification.

Students eligible for TOC must be New York State residents and fall within one of the following priority groups:

1. Individuals who have been historically underrepresented and underserved in the teaching professions – African Americans, Hispanic Americans, Native Americans or Alaskan Natives; or
2. Individuals who are economically disadvantaged (in accordance with the criteria established in statute for the TOC program); or
3. Individuals not historically underrepresented or economically disadvantaged but who plan to teach in school districts where there are a large number of at-risk students.

Eligible individuals must achieve at minimum the following GPAs: sophomores, a 2.5; juniors and seniors, a 2.75; and graduate students, a 3.0.

For further information about TOC membership, please contact the TOC Director, 119 Sisson, 315-267-2745 or e-mail fisherdg@potsdam.edu.

## Academy for Leadership in Literacy Education

The Academy for Leadership in Literacy Education (ALLE) provides current and future educators with the opportunity to explore topics in literacy education. In association with the Sheard Literacy Center, College Writing Center, Teacher Opportunity Corps, and Learning Communities program, ALLE sponsors the Write Well, Teach Well and Effective Teaching Seminar series, the School and Community General Education course clusters, Teacher Study Groups, and the Practicum and Student Teaching Sponsors programs.

All education students and in-service teachers from partner districts attend ALLE programs without charge. Preference for registration and supplementary materials is limited to ALLE members who commit to forty hours of professional development within one year. To complete their commitment, participants attend ALLE events, research and inquiry related to literacy education, and present at a culminating colloquium. ALLE members are also eligible for funding to attend professional conferences, such as the New York State Reading Association, North County Council of the International Reading Association, and New York State Secondary English Council conferences.

ALLE is a Teacher/Leader Quality Partnerships (TLQP) Program funded by the New York State Education Department that provides professional development to preservice and in-service teachers for the

purpose of improving student achievement in core academic subjects by improving the quality and recruitment of teachers and administrators in high needs school districts.

For more information contact Julie Reagan, Project Director, reaganjl@potsdam.edu.

## Policies for Education Programs

### Admission and Advising for Education Programs

A SUNY Potsdam student with Acceptable Standing (2.5 or higher grade point average) will be granted admission into any undergraduate teacher education certification program upon completion of the following steps.

Students in the Early Childhood and Childhood Education programs complete an arts and sciences concentration and a specialization in one of the following: English, mathematics, biology, chemistry, geology, physics or social sciences/history.

Students in the Secondary Education programs complete an arts and sciences major appropriate to the area of certification and learn to address the special developmental and educational needs of middle level and high school students. The emphasis on academic preparation in a content area strengthens student qualifications both for careers in teaching and graduate study in their liberal arts major.

**Note:** Admission requirements for the BA/MST program are different.

**Step 1:** Declare an education major by completing the following process: go to [www.potsdam.edu/teacher\\_advising](http://www.potsdam.edu/teacher_advising) and view the undergraduate teacher education admission tutorial; successfully complete the accompanying on-line quiz; submit a completed declaration form.

**Note:** Undergraduate Education Majors Declaration Periods: May 1 - September 15 and December 1 - February 1

**Step 2:** Read the Guide to Student Teaching and Collegecatalog section on teacher education programs within 30 days of acceptance into the program. The Guide to Student Teaching is available on-line at [www.potsdam.edu/studteach](http://www.potsdam.edu/studteach). This guidebook is a valuable resource. However, candidates should be aware that the Guide is subject to on-going revision, and that they should consult the Web site frequently for updated information.

#### Additional Criteria:

- Student must meet with their education adviser at least once each semester. Students cannot register for education courses without obtaining written permission from their education adviser. Advisers work with students to help them successfully progress through their Education program. It is the student's responsibility to seek accurate information from College advisers and identify a timeframe for completion of all program requirements.
- Students must fulfill the program's Dispositional Framework and the Gates/Benchmark criteria, which are distributed at the time of admission to the program.

### Pre-Student Teaching Field Experiences

Students planning to become teachers in the State of New York are required to have 100 hours of early and continuous pre-student teaching field experiences in public schools and other educational settings. To meet this requirement, the education programs have developed a variety of opportunities for candidates to complete field experience requirements. Every attempt is made to locate appropriate pre-student teaching field experience placements in the local area. Students must

be aware that pre-student teaching field experience placements must be made by the Office of Field Experiences and Teacher Certification and not by the candidates themselves.

While the New York State Education Department regulations for teacher education programs require successful completion of all field experiences, admittance to a teacher education program does not guarantee access to any public school. School districts reserve the right to screen and select all pre-service candidates before allowing them into classrooms for field experiences.

Conduct unbecoming to a prospective teacher, or reasonable belief that the student is unfit to be a teacher, may be grounds for dismissal from a field experience or an education program.

### Guidelines and Regulations

Candidates apply online for student teaching two semesters before the intended student teaching semester, following the guidelines published in the Reporter and on the student teaching Web site [www.potsdam.edu/EDUC/studteach](http://www.potsdam.edu/EDUC/studteach). Candidates must read and be familiar with the contents of the Guide to *Student Teaching*, available online at [www.potsdam.edu/EDUC/studteach](http://www.potsdam.edu/EDUC/studteach).

### Grade Point Requirements for Student Teaching

Students must complete all program-designated required courses before the student teaching semester. Candidates should also note that additional College courses may not be taken during student teaching. In order to enroll in student teaching or be recommended for a teaching certificate, the following criteria must be met:

- A minimum grade of 2.0 in any required course (liberal arts or education major);
- A cumulative GPA of 2.75 in the education major;
- A cumulative GPA of 2.5 in the academic major or specialization; (Note: Minimum GPA for the B.A./M.S.T. program is 2.75.)
- A cumulative GPA of 2.5 overall.

**Please Note:** These criteria are subject to change; candidates are responsible for being aware of the current requirements for program completion.

### Student Teaching Placements

Candidates must complete a semester-long, College-supervised student teaching experience in order to be recommended for certification. The placement of candidates in all School of Education and Professional Studies-supervised field experiences is at the discretion of the Office of Field Experiences and Teacher Certification. Placements are made according to students' subject areas, availability of College supervisors, the willingness of public schools to accept student teachers, and the College's commitment to serve public schools equally. The superintendent of each school will assign classroom placements in cooperation with the Coordinator of the Office of Field Experiences and Teacher Certification.

The screening process for student teaching may require employment history, personal and employment references, an interview, and testing. Every applicant for student teaching will be asked if he or she has a criminal record. A photograph will also be required from any individual who works with children. Authorization by the applicant must be given to the College to release information that is critical to teaching performance to the public school prior to or during the placement process. The School of Education and Professional Studies reserves the right to dismiss any candidate determined to be unfit for the teaching profession at any time.

Prospective SUNY Potsdam students are advised that the student teaching experience is limited to certain counties within the state. Due to limited placement possibilities, it is impossible to place each student in the community he or she desires. The College cannot guarantee a field experience placement at any location or in any semester. No assurances are given in regard to students' preferences for teaching placements. No self-placements are considered and no out-of-state placements are possible. Student teaching may be arranged in New York City and abroad through the programs described below, although the National Student Exchange (NSE) program is not applicable for any internship in teacher education programs.

### SUNY Urban Teacher Education Center (SUTEC)

The Office of Field Experiences and Teacher Certification at SUNY Potsdam works closely with the SUNY Urban Teacher Education Center ([www.suny.edu/sutec](http://www.suny.edu/sutec)), under the direction of the New York City Department of Education. SUTEC's primary mission is to assist the 17 SUNY campuses that offer teacher preparation programs in the placement of teacher candidates in New York City public schools. These experiences prepare prospective teachers to become competent and confident professionals in urban, multicultural education environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for scholarship and research on urban education.

Prospective and current student teachers are welcome to contact or visit the SUTEC office in New York City to talk with the Director about the opportunities for student teaching in New York City and other issues relating to their student teaching, the housing application process, or future employment in the city schools. The SUNY Potsdam Office of Field Experiences and Teacher Certification advertise campus-wide when the SUTEC Director visits the campus.

### Student Teaching Abroad Program

Student Teaching Abroad (STA) in Australia is coordinated through SUNY Potsdam's Office of International Education, the Office of Field Experiences and Teacher Certification, and Colin Balfour, Project Manager of International Relations at the University of the Sunshine Coast in Queensland, Australia. Applications and further information for the Student Teaching Abroad (STA) are available from the Office of International Education and the Office of Field Experiences and Teacher Certification.

### Certification Procedures

Beginning February 2, 2004, candidates approved by the State Education Department first receive a five-year Initial Certification. The certificate qualifies the holder to apply for teaching positions and to be employed as a substitute teacher. SUNY Potsdam recommends a candidate for Initial certification once all requirements in his/her program of studies have been completed.

Candidates should consult with the Office of Field Experiences and Teacher Certification for current information on the procedures for applying for certification. In addition to completing program requirements, applicants must pass the LAST, ATS-W, and CST portions of the New York State Teacher Certification Examinations. Test information and registration procedures can be found at [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

Candidates must also complete HLTH 230 School Health (CA, SAVE) or the equivalent. All persons applying for New York State teacher certification must also submit their fingerprints for screening. Fingerprinting packets are available in Satterlee 111.

After completing three years of teaching experience (including one year of mentored teaching) and a master's degree (which must be completed within five years of receiving Initial Certification) in a subject area "functionally relevant" to the area of teaching, candidates may apply for Professional Certification. Candidates completing their master's degrees at SUNY Potsdam may apply through the Office of Field Experiences and Teacher Certification for their Professional certificate, which may then be renewed every five years upon submission of evidence of completion of ongoing, lifelong learning according to NYSED requirements.

Individuals who are interested in additional certifications or alternative certification should contact their regional BOCES certification office. New York State Education certification regulations are on reserve in Crumb Library. Requests for verification of degree completion for out-of-state certification require a minimum of five business days to complete.

The process for certification is complex and has many facets. Contact the certification officer at 315-267-2539 for clarification on the process.

## Department of Curriculum and Instruction

### Birth - 6th Grade

**Chair:** Kathleen M. Valentine  
112A Satterlee, 315-267-3314, valentkm@potsdam.edu

**Professors:** Sergei Abramovich, Sandy Chadwick, Andrew Ha  
**Associate Professors:** Deborah Conrad, Kathleen Valentine  
**Assistant Professors:** Debbie Anderson, Shelley Jones, Donna Sharkey, Glenn Simonelli  
**Clinical Faculty:** Becky Duprey, Vicki Hayes, Michele Pinard, Julie Reagan, Carol Rossi-Fries

**Note:** All programs offered by the Department of Curriculum and Instruction have established criteria for knowledge, skills and dispositions that candidates must demonstrate to progress through their programs. It is the responsibility of the candidate to be familiar with the criteria and monitoring procedures that have been established for their programs.

### Childhood/Early Childhood Education (B.A.)

#### Birth – Grade 6

127-131 total credit hours required.

**Contact Person:** Deborah Conrad, Program Coordinator  
208 Satterlee, 315-267-2505 conraddj@potsdam.edu

#### Education Major

48 credit hours

All courses are 3 credits unless noted. Credits are divided as follows:

Required Courses	Credits
EDLS 201 Principles of Education (prerequisite to the following education courses)	7
EDLS 207 Literacy I (4 credits) (prerequisite to Block I)	

<b>Professional Block I:</b> (prerequisite to Block II)	13
EDLS 306 Early Childhood Literacy	
EDUC 308 Practicum I (1 credit)	
EDUC 310 Childhood/Early Childhood Mathematics Methods PK-6	
EDUC 312 Childhood/Early Childhood Social Studies Methods PK-6	
EDUC 314 Teaching Students with Special Needs, Grades B-6	

<b>Professional Block II:</b> (prerequisite to student teaching)	14
EDUC 303 Creative & Sensory Experiences for Young Children B-2nd grade	
EDUC 407 Childhood Literacy	
EDUC 408 Practicum II (2 credits)	
EDUC 409 Childhood/Early Childhood Science Methods PK-6	
EDUC 411 Foundations of Classroom Behavior for Childhood/Early Childhood PK-6	

<b>Student Teaching Semester</b>	14
EDLS 414 Student Teaching Seminar with Portfolio Assessment (2 credits)	
EDUC 425 Student Teaching Internship I: Pre-K-Grade 2 (6 credits)	
EDUC 426 Student Teaching Internship II: Grades 3-6 (6 credits)	

#### Certification Requirements

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (multi-subject)
2. Fingerprinting Clearance

#### Arts and Sciences Concentration

64-66 credit hours, plus 4 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

**Please note:** General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

<b>English</b>	10
COMP 101 Writing and Critical Thinking (4 credits)	
LITR 100 Introduction to Literature	
COMM 106 Basic Principles of Speech	

<b>Mathematics</b>	9
Students interested in the math specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:	
MATH 101 Mathematics for Elementary Education I	
MATH 102 Mathematics for Elementary Education II	
MATH 125 Probability and Statistics I	

<b>Science</b>	9
BIOL125 Biological Concepts	
GEOL125 Dynamic Earth	
Plus one of the following	
PHYS 100 Physical Science	
CHEM 125 Matter and Energy	

**Note:** For students planning to pursue a science specialization in physics, PHYS 101 College Physics is a recommended alternative to PHYS 100 or CHEM 125.

<b>Social Science/History</b>	13	<b>English Specialization:</b> one of the following	16-17
GEOG 350	World/U.S. Geography (4 credits)	LITR 200	Literary Traditions
HIST 100	World History	LITR 201	Patterns of Literature
HIST 201	U.S. History to 1877	Plus one of the following	
HIST 202	U.S. History since 1877	COMP 201	Intermediate Writing (4 credits)
<b>Fine Arts I:</b> one of the following	3-4	COMP 202	Creative Writing (4 credits)
ARTH 100	Idea and Image	Plus all of the following	
ARTH 101	Survey of Art: Ancient to Renaissance	LITR 322	Children's Literature
ARTH 102	Survey of Art: Renaissance to Modern	LITR	One 300-level LITR course
DANC 100	Mind of the Artist (4 credits)	One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)	
DRAM 101	Introduction to Performance Studies	<b>Mathematics Specialization</b>	
DRAM 208	Orientation to Theater	MATH 151	Calculus I (4 credits)
DRAM 210	Play Analysis & Interpretation	MATH 152	Calculus II (4 credits)
DRAM 312	History of Theatre I	MATH 340	Set Theory and Logic
DRAM 313	History of Theatre II	MATH 375	Linear Algebra I
MULH 101	Crane Live	MATH	Upper Division Elective (chosen under advisement)
<b>Fine Arts II:</b> one of the following	3-4	<b>Biology Specialization</b>	
ARTS 107	Introduction to Watercolor	BIOL 152	General Biology II (4 credits)
ARTS 109	Introductory Studio Art (4 credits)	BIOL 300	Ecology
ARTS 110	Drawing I (4 credits)	BIOL 311	Genetics
ARTS 120	Color and Design (4 credits)	BIOL	Upper Division Electives (6-8 credits)
ARTS 144	Art of Handmade Paper	<b>Chemistry Specialization</b>	
DANC 302	Dance Education & Performance (4 credits)	CHEM 105	General Chemistry I (4 credits)
DRAM 235	Introduction to Acting	CHEM 106	General Chemistry II (4 credits)
DRAM 363	Theatre for Young Audiences	Plus at least nine credits from the following	
DRAM 364	Applied Theatre	CHEM 301	Fundamentals of Environmental Science
<b>Psychology</b>	6	CHEM 304	Chemistry Lab Techniques (1-2 credits)
PSYC 220	Child Development	CHEM 311	Quantitative Analysis (4 credits)
PSYC 350	Educational Psychology	CHEM 315	Forensic Science
<b>Health</b>	2	CHEM 341	Organic Chemistry I (4 credits)
HLTH 230	School Health (CA, SAVE, 2 credits)	CHEM 342	Organic Chemistry II (4 credits)
<b>Modern Language (ML) Requirement or Liberal Arts Elective</b>	9	<b>Geology Specialization</b>	
Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.		GEOL 204	Historical Geology
<b>Physical Education Requirements</b>		Select 12 credits from the following	
PE 148	Cooperative Activities (1 credit)	GEOL 301	Sedimentary Geology (4 credits)
3 additional PE courses		GEOL 302	Principles of Paleontology (4 credits)
Note: These are not considered academic credits and are therefore, not listed in the credit totals above.		GEOL 311	Mineralogy (4 credits)
<b>Specialization Areas</b>		GEOL 340	Geographic Information Systems
<b>15-18 credit hours required.</b>		GEOL 370	Science in Society
All Childhood/Early Childhood Education majors must select one of the following Specialization Areas. <b>Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses.</b> Each course in the specialization area must be completed with a 2.0 or higher.		GEOL 407	Geophysics
The GPA for the specialization area (including courses in the Arts and Sciences Concentration related to the specialization discipline) must be 2.5 or higher to be allowed to complete the Childhood/Early Childhood Education Program and enroll in student teaching.		GEOL 409	Seismology and Plate Tectonics
		GEOL 421	Environmental Geology Problems
		GEOL 430	Hydrology & Hydrogeology
		GEOL 440	Geologic Resources
		GEOL 475	Geology Laboratory Techniques (1 credit)
		PHYS 330	Meteorology
		PHYS 335	Astronomy

<b>Physics Specialization:</b> one of the following	16
PHYS 111 Laser and Light	
PHYS 130 Music Acoustics	
Plus all of the following	
PHYS 202 College Physics II (4 credits)	
PHYS 330 Meteorology	
PHYS 335 Astronomy	
Plus one of the following	
PHYS 325 Energy and the Environment	
GEOG 407 Geophysics	
CHEM 301 Fundamentals of Environmental Science	
CHEM 315 Forensic Science	

<b>Social Science/History Specialization</b>	16-17
HIST 379 History of New York State	
POLS 110 Introduction to U.S. Politics (4 credits)	
Upper Division Elective in European or North American History	
Upper Division Elective in Asian, African or Latin American History	
Upper Division Social Science Elective: HIST, POLS, ECON or ANTH (3-4 credits)	

## Early Childhood Education Program (B.A.)

### Birth – Grade 2

127-132 total credit hours required.

**Contact Person:** Kathleen M. Valentine, Program Coordinator  
112A Satterlee, 315-267-3314, valentkm@potsdam.edu

*Because of the new combined program, this program is no longer accepting new students.*

Each course in the Early Childhood Education major must be completed with a 2.0 or higher. The Early Childhood Education major must be completed with an overall GPA of 2.75 or higher to be allowed to student teach. (Note: General Education designators are indicated in parentheses.)

### Education Major

41 credit hours

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Required Courses</b>	6
EDLS 201 Principles of Education (prerequisite to the following education courses)	
EDUC 305 Early Childhood Development and Learning	
<b>Professional Block I</b>	10
EDLS 306 Early Childhood Literacy I	
EDUC 302 Early Childhood Practicum I (1 credit)	
EDUC 303 Learning Through Sensory and Creative Experiences	
EDUC 304 Care and Education of Young Children with Special Needs	
<b>Professional Block II</b>	11
EDUC 402 Early Childhood Practicum II (2 credits)	
EDUC 404 Building School/Home Partnerships	
EDUC 405 Early Childhood Curriculum: Integrated Math, Science, Social Studies	
EDUC 406 Early Childhood Literacy II	

<b>Student Teaching Semester</b>	14
EDUC 417 Student Teaching Internship I: Pre-K or K (6 credits)	
EDUC 418 Student Teaching Internship II: Grades 1 or 2 (6 credits)	
EDLS 420 Student Teaching Issues Seminar: Issues and Ideas in Early Childhood Education (2 credits)	

### Certification Requirements

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (multi-subject)
2. Fingerprinting Clearance

### Arts and Sciences Concentration

71-74 credit hours, plus 4 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

**Please note:** General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.

<b>English</b>	10
COMP 101 Writing and Critical Thinking (4 credits)	
LITR 100 Introduction to Literature	
COMM 106 Basic Principles of Speech	

<b>Mathematics</b>	9
Students interested in the math specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:	

MATH 101 Mathematics for Elementary Education I	
MATH 102 Mathematics for Elementary Education II	
MATH 125 Probability and Statistics I (FM)	

<b>Science</b>	9
BIOL 125 Biological Concepts	
GEOG 125 Cycles of Nature	
Plus one of the following	
PHYS 100 Physical Science	
CHEM 125 Matter and Energy	

For students planning to pursue a science specialization in physics, PHYS101 College Physics is a recommended alternative to PHYS100 or CHEM 125.

<b>Social Science/History</b>	13
GEOG 350 World/U.S. Geography (4 credits)	
HIST 100 World History	
HIST 201 U.S. History to 1877	
HIST 202 U.S. History Since 1877	

<b>Fine Arts I:</b> one of the following	3-4
ARTH 100 Idea and Image	
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
DANC 100 Mind of the Artist (4 credits)	
DRAM 100 Mind of the Artist (4 credits)	
DRAM 101 Introduction to Performance Studies	
DRAM 208 Orientation to Theater	
DRAM 210 Play Analysis & Interpretation	
DRAM 312 History of Theatre I	
DRAM 313 History of Theatre II	
MULH 101 Crane Live	

<b>Fine Arts II:</b> one of the following	3-4	<b>Biology Specialization</b>	16
ARTS 109     Introductory Studio Art (4 credits)		BIOL 152     General Biology II (4 credits)	
ARTS 110     Drawing I (4 credits)		BIOL 300     Ecology	
ARTS 120     Color and Design (4 credits)		BIOL 311     Genetics (4 credits)	
DANC 302     Dance Education & Performance (4 credits)		BIOL         Upper Division Electives (5 credits)	
DRAM 235     Acting I		<b>Chemistry Specialization</b>	17
DRAM 463     Theatre for Young Audiences		CHEM 105     General Chemistry I (4 credits)	
DRAM 464     Applied Theatre		CHEM 106     General Chemistry II (4 credits)	
<b>Psychology</b>	6	Plus at least 9 credits from the following	
PSYC 220     Child Development		CHEM 301     Fundamentals of Environmental Science	
PSYC 350     Educational Psychology		CHEM 304     Chemistry Lab Techniques (1-3 credits)	
<b>Health</b>	2	CHEM 311     Quantitative Analysis (4 credits)	
HLTH 230     School Health (CA, SAVE, 2 credits)		CHEM 315     Forensic Science	
<b>Liberal Arts Electives</b>	7-8	CHEM 341     Organic Chemistry I (4 credits)	
At least 3 elective credits must be an upper-division course for those in the following specializations: English, math, biology, chemistry or physics.		CHEM 342     Organic Chemistry II (4 credits)	
<b>Modern Language (ML) Requirement or Liberal Arts Elective</b>	9	<b>Geology Specialization:</b> one of the following	15
Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.		GEOL 102     Ancient Life	
<b>Physical Education Requirements</b>		GEOL 104     Historical Geology	
PE 148 Cooperative Activities (1 credit)		Plus 12 credits from the following	
3 additional PE courses		GEOL 301     Sedimentology-Paleontology-Stratigraphy I (4 credits)	
Note: These are not considered academic credits and are therefore, not listed in the credit totals above.		GEOL 302     Sedimentology-Paleontology-Stratigraphy II (4 credits)	
<b>Specialization Areas</b>		GEOL 311     Mineralogy (4 credits)	
15-17 credit hours		GEOL 405     Structural and Field Geology (4 credits)	
Select one of the following Specialization Areas. Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses. Each course in the specialization area must be completed with a 2.0 or higher.		GEOL 406     Hydrology	
The GPA for the specialization area (including courses in the Arts and Sciences Concentration that are in the specialization discipline) must be 2.5 or higher to be allowed to complete the Early Childhood Education Program and enroll in student teaching.		GEOL 407     Geophysics	
<b>English Specialization:</b> one of the following	16-17	GEOL 409     Seismology and Plate Tectonics	
LITR 200     Literary Traditions		GEOL 420     Geochemistry	
LITR 201     Patterns of Literature		GEOL 421     Environmental Geology Problems	
One of the following		GEOL 480     Geology Research	
COMP 201     Intermediate Writing (4 credits)		<b>Physics Specialization:</b> one of the following	16
COMP 202     Creative Writing (4 credits)		PHYS 111     Laser and Light	
Plus all of the following		PHYS 130     Music Acoustics	
LITR 322     Children's Literature		Plus all of the following	
LITR         One 300-level LITR course		PHYS 202     College Physics II (4 credits)	
One Upper Division non-Literature Elective: LNCS, COMP or COMM (3-4 credits)		PHYS 330     Meteorology	
<b>Mathematics Specialization</b>	17	PHYS 335     Astronomy	
MATH 151     Calculus I (4 credits)		Plus one of the following	
MATH 152     Calculus II (4 credits)		PHYS 325     Energy and the Environment	
MATH 340     Set Theory and Logic		GEOL 407     Geophysics	
MATH 375     Linear Algebra I		CHEM 301     Fundamentals of Environmental Science	
MATH         Upper Division Elective (chosen under advisement)		CHEM 315     Forensic Science	
		<b>Social Science/History Specialization</b>	15-16
		HIST 379     History of New York State	
		Upper Division Elective in U.S. Political Institutions (3-4 credits)	
		Upper Division Elective in European or U.S. History	
		Upper Division Elective in Third World History	
		Upper Division Liberal Arts Elective (History/Social Science)	

**Childhood Education Program (B.A.)****Grades 1-6**

127-133 total credit hours required.

**Contact Person:** Deborah Conrad, Program Coordinator  
208 Satterlee, 315-267-2505, conradj@potdam.edu

*Because of the new combined program, this program is no longer accepting new students.*

Each course in the Childhood Education major must be completed with a 2.0 or higher.

The Childhood Education major must be completed with an overall GPA of 2.75 or higher to be allowed to student teach. (Note: General Education designators are indicated in parentheses.)

**Education Major**

41 credit hours required

*All courses are 3 credits unless noted. Credits are divided as follows:*

Required Courses	Credits
EDLS 201 Principles of Education (prerequisite to the following education courses)	6
EDLS 207 Literacy I	
<b>Professional Block I:</b> (prerequisite to Block II)	10
EDUC 308 Practicum I (1 credit)	
EDUC 310 Elementary Mathematics Methods	
EDUC 312 Elementary Social Studies Methods	
EDUC 314 Assessment and Strategies for Teaching Students with Special Needs	
<b>Professional Block II:</b> (prerequisite to student teaching)	11
EDUC 407 Literacy II	
EDUC 408 Practicum II (2 credits)	
EDUC 409 Elementary Science Methods	
EDUC 411 Foundations of Classroom Behavior	
<b>Student Teaching Semester</b>	
EDLS 414 Student Teaching Seminar with Portfolio Assessment (2 credits)	
EDUC 415 Student Teaching Internship I: Grades 1-3 (6 credits)	
EDUC 416 Student Teaching Internship II: Grades 4-6 (6 credits)	
<b>Certification Requirements</b>	
1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (multi-subject).	
2. Fingerprinting Clearance.	
<b>Arts and Sciences Concentration</b>	
71-74 credit hours, plus 4 PE activities. All courses in the Arts and Sciences Concentration must be completed with a 2.0 or higher.	
<b>Please note:</b> General Education requirements can be met by your choices in this section. Choices could yield need for additional required credits. Seek guidance from your adviser.	
<b>English</b>	10
COMP 101 Writing and Critical Thinking (4 credits)	
LITR 100 Introduction to Literature	
COMM 106 Basic Principles of Speech	

**Mathematics** 9  
Students interested in the Math Specialization, major or minor, should  
contact the Department of Mathematics prior to registering for the  
following courses:

MATH 101	Mathematics for Elementary Education I
MATH 102	Mathematics for Elementary Education II
MATH 125	Probability and Statistics I

**Science** 9

BIOL 125	Biological Concepts
GEOL 125	Cycles of Nature

Plus one of the following\*

PHYS 100	Physical Science (SP, LB)
CHEM 125	Matter and Energy (SP, LB)

\*For students planning to pursue a science specialization in physics,  
PHYS 101 College Physics (SP, LB) is a recommended alternative to  
PHYS 100 or CHEM 125.

**Social Science/History** 13

GEOG 350	World and U.S. Geography (4 credits)
HIST 100	World History
HIST 201	U.S. History to 1877
HIST 202	U.S. History Since 1877

**Fine Arts I :** one of the following 3-4

ARTH 100	Idea and Image
ARTH 101	Survey of Art: Ancient to Renaissance
ARTH 102	Survey of Art: Renaissance to Modern
DANC 100	Mind of the Artist (4 credits)
DRAM 100	Mind of the Artist (4 credits)
DRAM 101	Introduction to Performance Studies
DRAM 208	Orientation to Theater
DRAM 210	Play Analysis & Interpretation
DRAM 312	History of Theatre I
DRAM 313	History of Theatre II
MULH 101	Crane Live

**Fine Arts II :** one of the following 3-4

ARTS 109	Introductory Studio Art (4 credits)
ARTS 110	Drawing I (4 credits)
ARTS 120	Color and Design (4 credits)
DANC 302	Dance Education & Performance (4 credits)
DRAM 235	Acting I
DRAM 463	Theatre for Young Audiences
DRAM 464	Applied Theatre

**Psychology** 6

PSYC 220	Child Development
PSYC 350	Educational Psychology

**Health** 2

HLTH 230	School Health (CA, SAVE, 2 credits)
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**Liberal Arts Electives** 7-8

At least 3 elective credits must be an upper-division course for those  
in the following specializations: English, Math, Biology, Chemistry or  
Physics.

**Modern Language (ML) Requirement or Liberal Arts Elective** 9

Note: If ML has been satisfied, 9 credit hours of additional liberal arts  
elective credits must be selected.

**Physical Education Requirements**

PE 148 Cooperative Activities (1 credit)

3 additional PE courses

Note: These are not considered academic credits and are therefore, not listed in the credit totals above.

**Specialization Area**

15-18 credit hours

Select one of the following specialization areas. Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses.

Each course in the specialization area must be completed with a 2.0 or higher. The GPA for the specialization area must be 2.5 or higher to be allowed to complete the Childhood Education Program and enroll in student teaching.

**English Specialization:** one of the following 16-17

LITR 200 Literary Traditions

LITR 201 Patterns of Literature

Plus one of the following

COMP 201 Intermediate Writing (4 credits)

COMP 202 Creative Writing (4 credits)

Plus all of the following

LITR 322 Children's Literature

LITR One upper-division LITR course

One Upper Division non-Literature Elective: LNGS, COMP or COMM (3-4 credits)

**Mathematics Specialization** 17

MATH 151 Calculus I (4 credits)

MATH 152 Calculus II (4 credits)

MATH 340 Set Theory and Logic

MATH 375 Linear Algebra I

MATH Upper Division Elective (chosen under advisement)

**Biology Specialization** 16

BIOL 152 General Biology II (4 credits)

BIOL 300 Ecology

BIOL 311 Genetics (4 credits)

BIOL Upper Division Electives (5 credits)

**Chemistry Specialization** 17

CHEM 105 General Chemistry I (4 credits)

CHEM 106 General Chemistry II (4 credits)

Plus at least 9 credits from the following

CHEM 301 Fundamentals of Environmental Science

CHEM 304 Chemistry Lab Techniques (1-2 credits)

CHEM 311 Quantitative Analysis (4 credits)

CHEM 315 Forensic Science

CHEM 341 Organic Chemistry I (4 credits)

CHEM 342 Organic Chemistry II (4 credits)

**Geology Specialization:** one of the following 15

GEOL 102 Ancient Life

GEOL 104 Historical Geology

Plus 12 credits from the following

GEOL 301 Sedimentology-Paleontology-Stratigraphy I (4 credits)

GEOL 302 Sedimentology-Paleontology-Stratigraphy II (4 credits)

GEOL 311 Mineralogy (4 credits)

GEOL 405 Structural and Field Geology (4 credits)

GEOL 406 Hydrology

GEOL 407 Geophysics

GEOL 409 Seismology and Plate Tectonics

GEOL 420 Geochemistry

GEOL 421 Environmental Geology Problems

GEOL 475 Geology Lab Techniques (1 credit)

GEOL 480 Geology Research

**Physics Specialization:** one of the following 16

PHYS 111 Laser and Light

PHYS 130 Music Acoustics

Plus all of the following

PHYS 202 College Physics II (4 credits)

PHYS 330 Meteorology

PHYS 335 Astronomy

Plus one of the following

PHYS 325 Energy and the Environment

GEOL 407 Geophysics

CHEM 301 Fundamentals of Environmental Science

CHEM 315 Forensic Science

**Social Science/History Specialization** 15-18

HIST 379 History of New York State

Upper Division Elective in U.S. Political Institutions (3-4 credits)

Upper Division Elective in European or U.S. History

Upper Division Elective in Third World History (3-4 credits)

Upper Division Liberal Arts Elective (History/Social Science, 3-4 credits)

**Department of Secondary Education****Chair:** Peter Brouwer

214 Satterlee, 315-267-3161, brouweps@potdams.edu

**Professors:** Ronald Bretsch, Peter Brouwer**Associate Professors:** William Doody, Elvira Sanatullova-Allison,

Robert Vadas

**Clinical Faculty:** Michael Sovay, Donald Straight, Joanne Stiles

All programs offered by the Department of Secondary Education have established criteria for knowledge, skills and dispositions that candidates must demonstrate to progress through their programs. It is the responsibility of the candidate to be familiar with the criteria and monitoring procedures that have been established for their programs.

**Middle and Secondary English Language Arts Education (B.A.)****Grades 7-12 with 5-6 extension****66-75 total credits required.****Contact Person:** Joanne Stiles, Program Coordinator

114C Satterlee, 315-267-2961, stilesjm@potdams.edu

All English education courses must be completed with a 2.0 or higher; with a 2.75 GPA in the education major.

Students pursuing the Middle and Secondary English Language Arts Education Program must also complete the English (Literature/Writ-

ing) major with a 2.7 overall GPA. Contact the chair of the English and Communication Department to declare the major, be assigned an English adviser and select appropriate courses.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Education Major</b>	<b>4</b>
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
<b>Learning Community I (LAI)</b>	<b>14</b>
Introduction to Teaching the English Language Arts: Grades 5-12 (prerequisites: successful completion of EDLS 349 and SECD 210)	
SECD 340 Classroom Management in Secondary Education (1 credit)	
SECD 361 English Language Arts: Grades 5-12	
SECD 381 Practicum I: English Language Arts: Grades 5-12 (1 credit)	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
Courses which must be taken concurrently	
LITR 323 Young Adult Literature**	
ANTL 203 Language and Culture (XC, SA)**	
<b>Learning Community II (LA2)</b>	<b>12</b>
Teaching Writing, Language and Communication: Grades 5-12 (prerequisites: successful completion of Learning Community I and recommendation to continue to Learning Community II)	
SECD 371 Teaching Writing, Language and Communication: Grades 5-12	
SECD 391 Practicum II: English Language Arts: Grades 5-12 (1 credit)	
SECD 358 Grammar Study for Teachers (1 credit)	
Courses which must be taken concurrently	
COMP 202 Introduction to Creative Writing* (4 credits)	
LNGS 301 Language and Structure*	
<b>Learning Community III (LA3)</b>	<b>14</b>
Teaching Reading and Literature: Grades 5-12 (prerequisites: successful completion of Learning Communities I and II and recommendation to continue to Learning Community III)	
SECD 471 Teaching Reading and Literature: Grades 5-12	
SECD 491 Practicum III: English Language Arts: Grades 5-12 (2 credits)	
Courses which must be taken concurrently	
COMM 408 Visual Communication*	
COMP 401 Theory of Composition*	
LITR Upper Division Literature Course*	
<b>Learning Community IV (LA4)</b>	<b>14</b>
Student Teaching in the English Language Arts Classrooms: Grades 5-12 (prerequisites: Completion of Middle and Secondary School English Education program requirements and English Literature/Writing major and recommendation to continue to Learning Community IV)	
SECD 455 Student Teaching in the Middle/Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	
EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)	

\*These courses are requirements within the English major.

\*\*Cognate course

**Cognate Requirements** 8

All cognate courses must be completed with a 2.0 or higher.

- PSYC 321 Psychology of Adolescence
- PSYC 350 Educational Psychology
- HLTH 230 School Health (CA, SAVE, 2 credits)

**Modern Language (ML) Requirement** 0-9

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (English)
2. Fingerprinting Clearance

**Middle and Secondary French Education (B.A.)  
Grades 7-12 with 5-6 extension  
59-60 total credits required.**

**Contact Person:** Elvira Sanatullova-Allison, Program Coordinator  
206 Satterlee, 315-267-2025, sanatue@potdham.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

Students pursuing the Secondary French Education Program must also complete a French major. Contact the chair of the Department of Modern Languages to declare the major, be assigned a French major adviser and select appropriate courses. The French major must be completed with a 2.5 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Education Major</b>	<b>22</b>
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 340 Classroom Management in Secondary Education (1 credit)	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 333 Education, Language and Culture	
EDLS 349 Introduction to Middle and Secondary School Education	
Courses which must be taken concurrently	
SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12	
SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)	
Courses which must be taken concurrently	
SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12	
SECD 494 Practicum in the Foreign Language Classroom, Grades 5-12 (1 credit)	
<b>Student Teaching Semester</b>	<b>14</b>
Courses which must be taken concurrently	
SECD 455 Student Teaching in the Middle/Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	
EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)	

**Cognate Requirements** 23-24

All cognate courses must be completed with a 2.0 or higher.  
 One Arts and Sciences elective (selected with approval ed. adviser)  
 FREN 303 Contemporary France  
 FREN 304 Contemporary Québec  
 HLTH 230 School Health (CA, SAVE, 2 credits)  
 PSYC 321 Psychology of Adolescence  
 PSYC 350 Educational Psychology

One of the following

COMM 106 Basic Principles of Speech  
 COMM 311 Small Group Communication  
 COMM 324 Persuasive Speaking

Plus one of the following (3-4 credits)

ARTH (any course)  
 MUAM Music course regarding a Francophonic region of the world (with advisement)

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (French)
2. Fingerprinting Clearance

**Middle and Secondary Mathematics Education (B.A.)  
 Grades 7-12 with 5-6 extension  
 63-72 total credits required.**

**Contact Person:** Donald Straight, Program Coordinator  
 216A Satterlee, 315-267-2553, straightc@potsdam.edu

All Mathematics Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All students enrolled in the Secondary Mathematics Education Program must also complete a major in mathematics. The mathematics major must be completed with a 2.5 GPA or higher. Contact the Department of Mathematics to declare the major, be assigned a mathematics adviser, and select appropriate courses.

*All courses are 3 credits unless noted. Credits are divided as follows:*

Education Major	Credits
	25
EDLS 349 Introduction to Middle and Secondary School Education	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
SECD 316 Technology and Media in Middle and Secondary School Mathematics	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
Courses which must be taken concurrently	
SECD 370 Teaching Mathematics in the Middle School	
SECD 390 Practicum in the Middle School Mathematics (2 credits)	
Courses which must be taken concurrently	
SECD 470 Teaching Mathematics in the Secondary School	
SECD 490 Practicum in the Secondary School Mathematics (2 credits)	

**Student Teaching Semester** 14

Courses which must be taken concurrently:  
 EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)  
 SECD 455 Student Teaching in the Middle/Junior High School (6 credits)  
 SECD 456 Student Teaching in the Senior High School (6 credits)

**Cognate Requirements** 24

All cognate courses must be completed with a 2.0 or higher.  
 COMP 101 Writing and Critical Thinking (4 credits)  
 One elective chosen from COMP, LNGS, or LITR course prefix  
 HLTH 230 School Health (CA, SAVE, 2 credits)  
 PSYC 321 Psychology of Adolescence  
 PSYC 350 Educational Psychology  
 MATH 425 Applied Combinatorics

One of the following

MATH 404 Elements of Geometry  
 MATH 553 Concepts of Geometry

Plus one of the following

MATH 125 Probability and Statistics I  
 MATH 461 Probability and Mathematical Statistics

**Modern Language (ML) Requirement** 0-9

**Recommended Elective**

MATH 130 Mathematical Origins

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (Mathematics)
2. Fingerprinting Clearance

**Middle and Secondary Social Studies Education (B.A.)  
 Grades 7-12 with 5-6 extension  
 91-92 total credits required.**

**Contact Person:** Robert Vadas, Program Coordinator  
 211 Satterlee, 315-267-2534, vadasre@potsdam.edu

All Education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

All Secondary Social Studies Education programs require completion of an appropriate arts and sciences major, chosen from one of the following majors: anthropology, economics, history, politics or sociology. Contact the chair of one of these departments to declare the major, be assigned an adviser, and select appropriate courses.

The GPA in the selected major must be a 2.5 or higher.

*All courses are 3 credits unless noted. Credits are divided as follows:*

Education Major	Credits
	19
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	

Courses which must be taken concurrently

- SECD 373 Middle and Secondary School Social Studies Curriculum
- SECD 393 Classroom Observation in Middle and Secondary, Social Studies (1 credit)

Courses which must be taken concurrently

- SECD 473 Middle and Secondary School Social Studies Instruction
- SECD 493 Practicum in Middle and Secondary School Social Studies Instruction (1 credit)
- SECD 484 Secondary Social Studies Content Portfolio (1 credit)

**Student Teaching Semester** 14

Courses which must be taken concurrently

- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)
- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)

**Cognate Requirements** 58-59

All cognate courses must be completed with a 2.0 or higher.

- ANTH 202 Cultural Anthropology
- GEOG 360 Social Geography (4 credits)
- HIST 201 United States to 1877
- HIST 202 United States Since 1877
- HIST 379 History of New York State
- HIST Upper Level-any 300 level or higher course from the social studies content areas that studies the US in the global arena. (examples would include HIST 373 WW II; HIST 314 Vietnam War; ANTH 332 Native American Religions; SOCI 340 Environment & Society; 3-4 credits)
- HLTH 230 School Health (CA, SAVE, 2 credits)
- PSYC 100 Introduction to Psychology
- PSYC 321 Psychology of Adolescence
- SOCI 101 Introduction to Sociology

One of the following

- HIST 101 Europe to 1815
- HIST 102 Europe Since 1815
- ECON 311 European Economic History

One of the following

- HIST 464 Technology in History
- ECON 306 American Economic History

Choose two courses on the Non-Western world (6 credits) (Africa, Asia, or Latin America/Caribbean). The two courses must come from different disciplines: Anthropology, History, Sociology, Geography, and/or Politics

One of the following

- COMM 106 Basic Principles of Speech
- COMM 311 Small Group Communication
- COMM 324 Persuasive Speaking

One of the following

- ECON 105 Principles of Microeconomics
- ECON 110 Principles of Macroeconomics

One of the following

- POLS 337 International Political Economy (4 credits)
- POLS 432 Politics of Global Inequality (4 credits)
- ECON 302 Changing the World Economy
- ECON 326 Current Economic Policy
- ECON 110 OR 105 (3 cr) if not chosen above

One of the following

- PHIL 314 Contemporary Moral Issues
- PHIL 330 Environmental Ethics

One of the following

- POLS 110 Introduction to U.S. Politics (4 credits)
- POLS 200 Political Ideas (4 credits)

**Modern Language (ML) Requirement** 0-9

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial certification: LAST, ATS-W and CST (Social Studies)
2. Fingerprinting Clearance

**Middle and Secondary Spanish Education (B.A.)  
Grades 7-12 with 5-6 extension  
58 total credits required.**

**Contact Person:** Elvira Sanatullova-Allison, Program Coordinator  
206 Satterlee, 315-267-2025, sanatue@potdam.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the education major.

The Secondary Spanish Education program requires completion of a Spanish major. The Spanish major must be completed with a 2.5 GPA. Contact the chair of the Department of Modern Languages to declare the major, be assigned a Spanish adviser and select appropriate courses.

*All courses are 3 credits unless noted. Credits are divided as follows:*

**Education Major** 24

- EDLS 315 Teaching Students with Special Needs: Grades 5-12
- SECD 210 Computer Applications in Middle/Junior and Secondary Education (1 credit)
- SECD 356 Reading in the Middle and Secondary Schools
- EDLS 333 Education, Language and Culture
- EDLS 349 Introduction to Middle and Secondary School Education
- SECD 340 Classroom Management in Secondary Education

Courses which must be taken concurrently

- SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12
- SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)

Courses which must be taken concurrently

- SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12
- SECD 494 Practicum in the Foreign Language Classroom, Grades, 5-12 (1 credit)

**Student Teaching Semester** 14

Courses which must be taken concurrently

- EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)
- SECD 455 Student Teaching in the Middle/Junior High School (6 credits)
- SECD 456 Student Teaching in the Senior High School (6 credits)

**Cognate Requirements** 20  
 All cognate courses must be completed with a 2.0 or higher.  
 Arts and sciences elective selected with approval of edu. adviser  
 HLTH 230 School Health (CA, SAVE, 2 credits)  
 PSYC 321 Psychology of Adolescence  
 PSYC 350 Educational Psychology  
 SPAN 303 Historia Cultural de Espana  
 SPAN 304 Panorama Cultural de Latinoamerica  
 One of the following  
 COMM 106 Basic Principles of Speech  
 COMM 311 Small Group Communication  
 COMM 324 Persuasive Speaking  
 Plus one of the following  
 ARTH Elective  
 MUAM Music course regarding a Spanish-speaking region of the world (with adviser approval)

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (Spanish)
2. Fingerprinting Clearance

## Secondary School Science Education Grades 7-12

**49-62 total credits required.**

**Contact Person:** William Doody, Program Coordinator  
 215 Satterlee, 315-267-2530, doodywj@potssdam.edu

All education courses must be completed with a 2.0 or higher with a 2.75 GPA in the Education major.

Students pursuing the Secondary School Science Education program must complete an appropriate science major, selected from the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses. The science major must be completed with a 2.5 GPA.

*All courses are 3 credits unless noted. Credits are divided as follows:*

<b>Education Major</b>	<b>Credits</b>
EDLS 315 Teaching Students with Special Needs: Grades 5-12	21
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
SECD 472 Science Curricula, Programs, and Standards	
GRES 502 Issues in Science-Technology-Society	
Courses which must be taken concurrently	
SECD 372 Science Instruction and Assessment: Gr. 5-12	
SECD 410 Middle or Secondary Science Field Experience	

**Student Teaching Semester**

Courses which must be taken concurrently	
EDLS 421 Seminar in Middle/Junior and Secondary Education (2 credits)	14
SECD 455 Student Teaching in the Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	

**Cognate Requirements** 8  
 All cognate courses must be completed with a 2.0 or higher.  
 HLTH 230 School Health (CA, SAVE, 2 credits)  
 PSYC 321 Psychology of Adolescence  
 One of the following  
 PSYC 100 Introduction to Psychology  
 PSYC 220 Child Development

**Additional Science Cognates** 6-10

For Biology Majors

- Physics course
- Geology course

For Chemistry Majors

- Biology course
- Geology course

For Geology Majors

- Astronomy course
- Meteorology course
- Genetics course

For Physics Majors

- Biology course
- Geology course

**Modern Language (ML) Requirement** 0-9**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (biology, chemistry, physics, and/or earth science)
2. Fingerprinting Clearance

## BA-MST Secondary School Science Education Option "A" – Certification in One High School Science Content Area with Middle School Extension 100-123 total credits required.

**Contact Person:** William Doody, Program Coordinator  
 215 Satterlee, 315-267-2530, doodywj@potssdam.edu

Application into this program requires completion of 16 credit hours in the science content major with a minimum of 2.3 in each course. All Education courses must be completed with a 2.3 or higher with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. Secondary School Science Education Option "A" (for certification in one High School science with an extension to middle school) must complete an appropriate science major and a distribution in other science courses as listed.

Select one of the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses.

The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Education Major</b>	<b>15</b>
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 472 Science Curricula: Programs and Standards	
SECD 411 Middle School Science Field Experience	

**Cognate Requirements** 8

All cognate courses must be completed with a 2.3 or higher, and prior to beginning the graduate portion of the program.

HLTH 230 School Health (CA, SAVE, 2 credits)

One of the following

PSYC 100 Introduction to Psychology

PSYC 220 Child Development

Plus one of the following

PSYC 321 Psychology of Adolescence

GREC 677 Development and Learning in Adolescence

**Additional Science Cognates** 36-50

For Biology Majors (48 credits)

Major in Biology – 36 credit hours and in addition to the science cognates for the science major, the following science courses are required under advisement:

Physics course

Geology course

Astronomy course

Meteorology course

For Chemistry Majors (45 credits)

Major in Chemistry – 33 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course

Geology course

Astronomy course

Meteorology course

For Geology Majors (50 credits)

Major in Geology – 38 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course

Physics course

Astronomy course

Meteorology course

For Physics Majors (36 credits)

Major in Physics – 30 credits (astronomy and meteorology to be included in the major) and in addition to the science cognates for the science major, the following science courses are required under advisement:

Biology course

Geology course

**Modern Language (ML) Requirement** 0-9

**Graduate-level Requirements** 41

Summer (9 credits)

GREC 555 Classroom Management/Leadership: Middle/Secondary School

GREC 557 Writing in Middle and Secondary School  
IT IT Elective (514, 614, or 621)

Fall (15 credits)

GREC 502 Issues in Science-Technology-Society  
GREC 571 Science Education Instruction in the Secondary School

GREC 603 Seminar: Teaching Science in the Secondary School

GREC 673 Secondary Science Field Work (Science major)

GREC 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)

GREC 670 Culminating Experience (with advisement)

GREC 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)

GREC 694 Student Teaching in the Middle/Junior High School: Grades 7-9 (6 credits)

GREC 697 Student Teaching in the Senior High School: Grades 10-12 (6 credits)

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (biology, chemistry, earth science and/or physics)
2. Fingerprinting Clearance

**BA-MST Secondary School Science Education Option "B" – Grades 7-12: Certification in Two High School Science Content Areas**  
**116-134 total credits required.**

(e.g., biology and chemistry, biology and physics, biology and earth science, chemistry and physics, chemistry and earth science, or physics and earth science; for other combinations, see adviser)

**Contact Person:** William Doody, Program Coordinator  
215 Satterlee, (315) 267-2530, doodywj@potdam.edu

Application into this program requires completion of 16 credit hours in the science content major with a minimum grade of 2.3 in each course. All education courses must be completed with a 2.3 or higher with a 2.75 GPA overall (education and liberal studies).

Students pursuing the B.A.-M.S.T. Secondary School Science Education Option "B" (for dual certification in two sciences) must complete an appropriate science major and minor.

Select one of the following majors and minor: biology, chemistry, geology or physics major; and a minor in a second science. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses. The science major must be completed with a 2.75 GPA.

All courses are 3 credits unless noted. Credits are divided as follows:

	Credits
<b>Education Major</b>	<b>15</b>
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 472 Science Curricula: Programs and Standards	
SECD 410 Middle or Secondary Science Field Experience	

**Cognate Requirements** 8

All cognate courses must be completed with a 2.3 or higher.

HLTH 230 School Health (CA, SAVE, 2 credits)

One of the following

PSYC 100 Introduction to Psychology

PSYC 220 Child Development

Plus one of the following

PSYC 321 Psychology of Adolescence

GREED 677 Development and Learning in Adolescence

**Modern Language (ML) Requirement** 0-9

**Graduate-level Requirements** 41

Summer (9 credits)

GREED 555 Classroom Management/Leadership: Middle/Secondary School

GREED 557 Writing in Middle and Secondary School

IT IT Elective (514, 614, or 621)

Fall (15 credits)

GREED 502 Issues in Science-Technology-Society

GREED 571 Science Education Instruction in the Secondary School

GREED 603 Seminar: Teaching Science in the Secondary School

GREED 673 Secondary Science Field Work (Science major)

GREED 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)

GREED 670 Culminating Experience (with advisement)

GREED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)

GREED 694 Student Teaching in the Middle/Junior High School: Grades 7-9 (6 credits)

GREED 697 Student Teaching in the Senior High School: Grades 10-12 (6 credits)

**Additional Content Area Requirements** 52-61

For Biology Majors (55-61 credits)

Major in Biology (36 credits)

And one of the following minors

Minor in Chemistry (22 credits)

Minor in Physics (19 credits)

Minor in Earth Science (25 credits)

For Chemistry Majors (52-58 credits)

Major in Chemistry (33 credits)

And one of the following minors

Minor in Biology (23 credits)

Minor in Physics (19 credits)

Minor in Earth Science (25 credits)

For Geology Majors (52-61 credits)

Major in Geology (38 credits)

And one of the following minors

Minor in Chemistry (22 credits)

Minor in Physics (19 credits)

Minor in Biology (23 credits)

For Physics Majors (52-55 credits)

Major in Physics (30 credits)

And one of the following minors

Minor in Chemistry (22 credits)

Minor in Biology (23 credits)

Minor in Earth Science (25 credits)

**Note:** There may be additional requirements from each science department.

**Certification Requirements**

1. New York State Teacher Certification Exams required for Initial Certification: LAST, ATS-W and CST (biology, chemistry, earth science and/or physics)

2. Fingerprinting Clearance

**Education Course Descriptions**

@ = indicates a non-liberal arts course. Please refer to page 47 for a description of non-liberal arts credits.

**Education Course Subject Codes**

EDLS Liberal Arts Education

EDUC Non-Liberal Arts Childhood Education

GREED Graduate Education

IT Information Technology

SECD Non-Liberal Arts Secondary Education

SPED Special Education

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

198, 298, 398, 498 – Tutorial (1-3)

**Liberal Arts Education Courses**

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

**EDLS 207 – Literacy I (0-4)** Designed for pre-service teachers responsible for teaching literacy skills to children from birth to grade 6. This is a beginning literacy methods course that teaches the “whys” and “hows” of literacy development. Prerequisite: EDLS 201. Fall and Spring. Gen Ed: WI.

**EDLS 306 – Early Childhood Literacy (3)** This course is designed for pre-service teachers who will be responsible for the literacy development of children from birth to grade 2. The emphasis of this course is placed on developing knowledge of literature for younger children (0-7 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 308, 310, 312 and 314. Fall and Spring. Gen Ed: WI AC.

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

**EDLS 316 – Navajo Cultural Exchange Program (3)** The Navajo Cultural Exchange Program is designed as a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of

three, 3-hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam pre-service 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. Summer.

**EDLS 317 – Teaching Vietnam Cultural/Historical Travel (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.

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

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

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

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

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

### Non-Liberal Arts Childhood Education Courses

**EDUC 303 – @Creative and Sensory Experiences for Young Children B-2nd Grade (3)** The purpose of this course is to provide students with knowledge of the development of creative and affective expression in young children ages 3 to 6. In conjunction with accompanying field experience, students plan and implement child-centered integrated learning experiences in play, music, drama and art based on developmental needs of children. Early Childhood/Childhood Majors only. Fall and Spring. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 407, 408, 409 and 411.

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

one large group lesson. Early Childhood/Childhood Majors only. Fall and Spring. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 310, 312, 314 and EDLS 306.

**EDUC 310 – @Childhood/Early Childhood Mathematics Methods: PK-6 (3)** Mathematics: Elementary Methods is a course designed to prepare students to teach mathematical concepts and skills in grades preK-6. Based on research the NCTM and NAEYC Standards, pre-service teachers will learn how to help children in elementary and middle school develop their basic mathematics skills through understanding and practicing. They will also learn how to develop mathematical reasoning and problem solving skills. Simultaneously, the preK-6 mathematics curriculum will be reviewed to increase the knowledge base and the confidence level of the future teacher. Students will be introduced to current issues in mathematics education such as the use of technology and manipulative materials, interdisciplinary education, performance assessment and constructivism. They will learn to develop lessons that meet the New York State Learning Standards for Mathematics Science and Technology. A practicum in local elementary schools will provide students an opportunity to apply the concepts learned. Offered Fall and Spring. Early Childhood/Childhood Majors only. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 308, 312, 314 and EDLS 306.

**EDUC 312 – @Childhood/Early Childhood Social Studies: PK-6 (3)** This course is designed to be theoretical, practical, and personal in nature. Students will experience a constructivist classroom as they build an understanding of teaching social studies in today’s diversely populated schools. Framed within the context of the No Child Left Behind Act and by National standards for Childhood and Early Childhood as well as NYS Learning Standards, students will explore traditional and technological means of delivering a program that assists children from birth through elementary age to understand themselves and their place in diverse communities and an increasingly interdependent world. Students will cooperate in professional teams while creating and critiquing practical lessons and mini-units that may be utilized when teaching Social Studies. Students will be expected to continuously reflect on their own and their peers’ contributions to major course components. Early Childhood/Childhood Majors only. Fall and Spring. Prerequisites: EDLS 201 and 207. Corequisites: EDUC 308, 310, 314 and EDLS 306.

**EDUC 314 – @Teaching Students with Special Needs: Grades Birth-6 (3)** Provides an overview of the educational, psychological and social needs of learners with disabilities including autistic students; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with diverse learning needs. Prerequisites: EDLS 201 and 207. Corequisites: EDLS 306, EDUC 308, 310 and 312.

**EDUC 407 – @ Childhood Literacy (3)** Knowledge and application of literacy instructional strategies are refined and pre-service teachers have the opportunity to apply what they have learned in the classroom. The emphasis of this course is placed on developing knowledge of literature for younger children (8-12 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Prerequisite: Block I. Corequisites: EDUC 303, 408, 409 and 411. Fall and Spring

**EDUC 408 – @Practicum II (2)** This pre-student teaching field experience will focus on curriculum, strategies, and instructional planning. Components will include planning, classroom management, teaching, and assessment. Early Childhood/Childhood Majors only. Prerequisite: Block I. Corequisites: EDUC 303, 407, 409 and 411. Fall and Spring.

**EDUC 409 – @Childhood/Early Childhood Science Methods: PreK-6 (3)** This course is designed to guide teacher education students to develop a broad competency in teaching science to childhood/early childhood school children. Emphasis will be on the importance of science education as a foundation for childhood/early childhood as students examine science content and teaching methods. This course requires observation/participation in the childhood/early childhood classroom. Early Childhood/Childhood Majors only. Prerequisite: Block I. Corequisites: EDUC 303, 407, 408 and 411. Fall and Spring.

**EDUC 411 – @Foundations of Classroom Behavior for Childhood/Early Childhood: Pre-K-6 (3)** Foundations of Classroom Behavior will examine classroom organization and management techniques necessary for success as a childhood and early childhood teacher. This course explores effective teaching strategies and curriculum implementation that foster positive learning environments within the childhood/

early childhood classroom and serves the needs of all students. Early Childhood/ Childhood Majors only. Prerequisite: Block I. Corequisites: EDUC 303, 407, 408 and 409. Fall and Spring.

**EDUC 415 – @Student Teaching Internship I: Grades PreK-2 (6)** Half semester of student teaching at Grade PreK-2 level. Childhood Education Majors only. Fall and Spring. Gen Ed: SI.

**EDUC 416 – @Student Teaching Internship II: Grades 3-6 (6)** Half semester of student teaching at Grade 3-6 level. Childhood Education Majors only. Fall and Spring. Gen Ed: SI.

**EDUC 425 – @Student Teaching Internship I: Pre-K-Grade 2 (6)** Half semester of student teaching at Pre-K-Grade 2. Childhood/Early Childhood Education majors only. Fall and Spring. Gen Ed: SI.

**EDUC 426 – @Student Teaching Internship II: Grades 3-6 (6)** Half semester of student teaching at Grades 3-6 level. Childhood/Early Childhood Education majors only. Fall and Spring. Gen Ed: SI.

### Graduate Education Courses

**GED 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.

**GED 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, discipline, liability and teacher rights, and responsibilities. Summer.

**GED 504 – @Using Spreadsheets in Teaching School Mathematics (3)** The course is designed as an introduction to computational methods for concept development in school mathematics by using an electronic spreadsheet program. It demystifies the stereotype of using this commonly available software as a mathematical/pedagogical tool. The teachers will explore various pedagogical strategies and alternative computational ideas aimed at the design of spreadsheet-enabled lessons relevant to K-12 mathematics curriculum. Developed in accord with NYS Learning Standards, the course activities will be oriented towards fostering teachers' ability to take intellectual risk in making pedagogical and/or curricula decisions.

**GED 505 – @Topics in Mathematics for Elementary Teachers (3)** This course is designed to improve mathematical preparation of elementary pre-service 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 the teachers and develop their confidence in doing and teaching mathematics. Fall, Spring and Summer.

**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. As demand warrants.

**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. 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. As demand warrants.

**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. Fall, odd years.

**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 & Advocacy in Education (3)** The course is designed to help increase 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). Fall, Spring and Summer.

**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. Fall and 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. Fall, Spring and Summer.

**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. Spring, as needed.

**GED 533 – @Outdoor Activities for Teaching Science (3)** This course 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 volume/rates, and land forms will be examined. The course will be taught in a Wilderness area of the Adirondack Park. The class will be limited to 12 students. Permission of the instructor is required for acceptance into this course. 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. 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. Spring, as needed.

**GED 538 – @Mathematical Modeling in School Mathematics (3)** An overview of mathematical modeling concepts oriented toward the goal of integrating modeling activities in the school mathematics curriculum. Provides pre-service or in-service teachers an introduction to the mathematical modeling process, including creative and empirical model construction, model analysis and model research. Discrete and continuous modeling methods will be discussed and employed within both empirical and theory-based approaches. As needed.

**GED 539 – @Explorations in Discrete Mathematics for Teachers (3)** Discrete mathematics is an area of mathematics that has grown rapidly and taken on greater significance in the past few decades. Problems in discrete mathematics often involve real-world applications and can be posed to students at a variety of grade levels. National and state curricular standards are calling for a greater integration of discrete math topics into the K-12 curriculum. This course will present pre-service and in-service middle and secondary math teachers with an overview of discrete mathematics and explore (at an advanced level) a variety of problems suitable for use in the classroom. As needed.

**GED 540 – @Project Wild (1)** Project WILD is an interdisciplinary, supplementary environmental education program emphasizing wildlife for educators N-12. The goal of Project WILD is to assist students of any age in developing the awareness, skills and knowledge needed to make informed decisions and behave responsibly toward wildlife and the environment. Since it is interdisciplinary, Project WILD can be used to teach language arts, math, art, music and physical education as well as social studies and science. Project WILD is principally sponsored by the Western Association of Fish and Wildlife Agencies and the Western Regional Environmental Education Council.

**GED 541 – @Project Learning Tree (1)** This course is an interdisciplinary environmental education program. The purpose is to encourage teachers to approach learning and teaching with an environmental perspective. The content centers around the interrelationships in natural and cultural communities between humans, land and renewable resources. Learnings develop from direct involvement with a number of PLT activities. While focusing mainly on trees and forest, participants can develop awareness, knowledge, attitudes and skills applicable to situations dealing with other natural resources as well.

**GED 542 – @Project Wild Aquatic (1)** Project WILD Aquatic is an interdisciplinary environmental education program that emphasizes awareness, appreciation and understanding of wildlife in aquatic communities. Students gain an understanding of the dynamic relationships between aquatic creatures, their habitat needs and society's demands on these natural resources. At the same time students will develop problem-solving and decision-making skills in exploring responsible human actions toward wildlife and its aquatic environments.

**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. Summer.

**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. Summer, Fall and Spring.

**GED 549 – @Adolescent Literature-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.

**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. MST students only. Corequisite: GED 588. Fall.

**GED 552 – Teaching Vietnam: Cultural/Historical Travel (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.

**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 students only.

**GED 556 – @Reading in 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. Fall, Spring and 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 and 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. 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. 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. 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. Fall, Spring and Summer.

**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. Fall, Spring and Summer.

**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. Pre-service 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. Corequisite: GRED 578. 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. Corequisite: GRED 579. Fall.

**GED 571 – @Science Education Instruction in Secondary Schools (3)** This course begins with an introduction to the national science education teaching and assessment standards for junior high and high school. Topics include cooperative learning in the science classroom, student-centered learning environments, project-based teaching, and assessment of science knowledge and skills. Students will apply their knowledge to strategies of instruction as they teach the science unit that they develop in GRED 672. MST only. Prerequisite: GRED 672. Fall.

**GED 574 – Navajo Cultural Exchange Program (3)** The Navajo Cultural Exchange Program is 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 pre-service 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. Summer.

**GED 578 – @Practicum in Middle School Mathematics (2)** Students will observe, tutor and teach mathematics in a middle school (grades 5-6). Corequisite: GRED 568. Summer.

**GED 579 – @Practicum in Secondary School Mathematics (2)** Students will observe, tutor and teach mathematics in a secondary school (grades 9-12). Corequisite: GRED 569. 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.

**GED 584 – @Teaching Literature and 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, construction 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. MST students only. Prerequisites: GRED 550 and 588. Corequisite: GRED 582. Spring.

**GED 587 – @Leadership of 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, 607, or 634 or student teaching, or permission of the instructor(s).

**GED 588 – @Practicum 1: Teaching English Language Arts 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. MST students only. Corequisite: GRED 550. Fall.

**GED 589 – @Practicum 2: Teaching English Language Arts 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. MST students only. Prerequisites: GRED 550 and 588. Corequisites: GRED 582 and 584. 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. Permission of instructor and/or advisor required for undergraduate BA students. May be offered as a travel course.

**GED 603 – Seminar: Teaching Science in Secondary Schools (3)** Integration of the history and philosophy of science into science curricula. Fall.

**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. Summer.

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

**GRED 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. Summer

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

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

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

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

**GRED 680 – Secondary Science Cumulative Experience Portfolio (3)** Students will create a portfolio of work and experiences demonstrating their competency for teaching Secondary Science in accord with the National Science Teachers Association Standards. They will critically evaluate their portfolio as it is constructed and reflect upon ways to further enhance preparedness for teaching. Corequisites: GRED 571 and 672.

**GRED 685 – Secondary Science Teaching Research II (3)** Continuation of research begun in GRED 675 Secondary Science Teaching Research. 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. Prerequisite: GRED 675.

**GRED 692 – Student Teaching: Jr. High School 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 education objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. MST only. Corequisites: GRED 676 and 697.

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

**GRED 694: Student Teaching in the Middle/Junior High 5-9 (6)** This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 5-9 experience over the course of half a semester. Students are expected to demonstrate skills in defining education objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. MST and BA/MST Secondary students only. Corequisites: GRED 676 and 697.

**GRED 697 – Student Teaching in the Senior 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 GRED 676.

## Information Technology Courses

**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, modes and perspectives taken to conduct the work.

**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.

**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. Fall, odd years.

**IT 514 – Computer Applications for Content Area Teaching (3)** This course presents an introduction to computer applications used to support instruction in an instructional setting. Students gain experience with software suites, using the internet and electronic communications, and various other software applications. The emphasis in this course is on conveying teaching strategies for use when applying computers to instruction, as well as using technology to support current learning standards. Introductory course for secondary education students. Fall and Spring.

**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 microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, database, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary classrooms. No previous computer experience is required. This is an introductory course for elementary and secondary education students. Summer, Fall and Spring.

**IT 529 – Computer Applications/Performance Improvement (3)** Students will explore the use of computers as a tool for instructional applications in education. Word processing, database management, spreadsheet creation, and presentation software will all be covered. Internet based communications tools will also be emphasized.

Emphasis will be placed on developing practical applications for education settings in a cross-platform environment. Prerequisite: basic word processing, mouse skills, some internet experience, to be augmented by jumpstart classes if these skills are lacking. Intermediate-level course.

**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. Summer.

**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. Summer.

**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. Summer.

**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 552 – @Computer Graphics (3)** This course is a survey of various computer graphic types and applications, including still graphics, log creation, desktop publishing, motion graphics, animation, and video production. This is an introductory course that serves as an introduction to computer graphics for ICT majors, as well as a technology elective for non-majors. Fall.

**IT 566 – @Simulations & Games for Teaching & 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. No prerequisites. Introductory Course.

### **Non-Liberal Arts Secondary Education Courses**

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

**SECD 316 – @Technology and Media in Middle/Secondary School Mathematics (3)** This course will provide students the opportunity to learn how technology and media can enhance the understanding of mathematics when used appropriately. Students will explore appropriate uses of the calculator, graphing calculator, spreadsheets, and software such as Geometers' Sketchpad. They will review the state regulations related to the use of calculating devices on the NYS Regents examinations and learn how to use technology for adapting instruction to special needs students. Students will study the use of the World Wide Web to support secondary mathematics education. In addition, they will review the use of other multimedia devices and products. Prerequisite or concurrent EDLS 349.

**SECD 340 – @Classroom Management in Secondary Education (1)** This course is designed to develop the skill necessary to address student behavior in the classroom. The focus will be on effective practices and techniques for behavior management and classroom teacher leadership. Participants will be provided opportunities to

practice and observe different approaches through various activities and in the practicum for the English Language Arts Learning Communities. Current issues and problems will also be discussed. Prerequisite: EDLS 349.

**SECD 356 – @Reading in Middle/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. Fall, Spring and Summer.

**SECD 357 – @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 and Summer.

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

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

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

**SECD 371 – @Teaching Writing Language/Communication: Grades 5-12 (3)** Second course in the sequence in teaching literacy in English Language Arts classroom, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English language arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of writing, language, and communication. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also examine media and technology applications, resources, software, computer-based multimedia programs, and non-print "texts" for teaching writing, language and communication. Corequisites: Learning Community II course SECD 391. Prerequisite: Learning Community I. Fall, Spring.

**SECD 372 – @Science Instruction and Assessment: Grades 5-12 (3)** This course is designed to enable future teachers to examine their own beliefs about science, learning, and teaching, as well as to develop understanding of the tenets upon which the National Science Education Standards and National Science Teacher Association Teacher Preparation Standards are based. The course will focus on standards

for teaching and assessment in grades 5-8 and 9-12. Students will use technology in support of active learning throughout this course. Fall only. Prerequisites: SECD 356 and 472 and EDLS 315.

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

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

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

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

**SECD 391 – @Practicum 2: English Language Arts: Grades 5-12 (1)** Field based experience in which students observe, tutor, and teach in middle school, junior high, and high school classrooms. Prerequisite: Learning Community I. Corequisite: SECD 371.

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

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

**SECD 410 – @Middle or Secondary Science Field Experience (3)** This course provides pre student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor, you will observe, design and deliver lessons in an assigned public school classroom. You will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by your mentor teacher, you will lead small group learning activities in the classroom. After one month and as approved by your mentor teacher, you will teach a minimum of two hours in the classroom each week. Partnership schools have been selected with three criteria in mind: 1) They have been selected because they provide you with mentor teachers who are actively involved in the current school reform movement; 2) They have been selected because they include diverse student populations representing multiple ethnic groups and/or include groups that traditionally have been underserved by schools; 3) They have been selected because for each, the school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the college to provide you with a special opportunity to apply what you learn in a meaningful context. Given these criteria, by enrolling in this course you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre college classroom.

**SECD 411 – @Middle School Science Field Experience (3)** This course provides pre-student teaching field experience in middle school science education. Under the supervision of mentor teachers and a SUNY Potsdam course instructor, students will observe, design and deliver lessons in an assigned public school classroom. Students will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by the mentor teacher, student will lead small group learning activities in the classroom. After one month and as approved by

the mentor teacher, students will teach a minimum of two hours in the classroom each week. Partnership schools are selected with three criteria in mind. 1) Mentor teachers are actively involved in the current school reform movement. 2) Partnership schools include diverse student populations representing multiple ethnic groups and/or include groups that traditionally have been underserved by schools. 3) The school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the college to provide students with a special opportunity to apply pedagogical learning in a meaningful context. Given these criteria, by enrolling in this course you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre-college classroom. Corequisite: SECD 372 or 472.

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

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

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

**SECD 471 – @Teaching Reading and Literature: Grades 5-12 (3)** Third course in the sequence in teaching literacy in English Language Arts classrooms, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English Language Arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of literature and reading, grades 5-12. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also work in the computer lab using and locating resources on teaching reading and literature, constructing reading data bases and examine instructional uses of power point and electronic communication. Prerequisite: Learning Community I and II. Corequisite: Students must be concurrently enrolled in the following Learning Community III course: SECD 491. Fall and Spring.

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

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

**SECD 474 – @Foreign Language Instruction, Curriculum & Assessment: Grades 5-12 (3)** Introduction to history of foreign language education and teaching; understanding of the role of foreign language in junior high/middle and senior high school programs; understanding and application of the national and state foreign language learning standards; introduction to and application of approaches, methods, strategies, and techniques of foreign language instruction; utilization of assessment tools to obtain information about foreign language learners' learning as well as assist them in reflecting on their own progress; selection, evaluation, development,

and modification of foreign language curricula; practice in instructional planning through interdisciplinary lesson and unit development which is developmentally and proficiency level appropriate and incorporates four language skills, culture, and technology; and creation of a community of learners, including students with special needs, in the foreign language classroom. Prerequisites: SECD 374 and 394. Corequisite: SECD 494.

**SECD 484 – Secondary Social Studies Content Portfolio (1)** In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisites: SECD 373 and 393. Corequisites: SECD 473 and 493. For BA Soc Studies 7-12 5-6 Ext MST Majors.

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

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

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

**SECD 494 – @Practicum in the Foreign Language Classroom: Grades 5-12 (1)** Pre-student teaching field experience involving forty hours of classroom instruction and assessment of and curriculum development for foreign language learners in grades 5-12. Prerequisites: SECD 374 and 394. Corequisite: SECD 474.

### **Special Education Courses**

**SPED 505 – @Introduction to Special Education (3)** Provides an overview of the educational, psychological and social needs of learners with disabilities including autistic students in elementary, middle and secondary school; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with diverse learning needs. Equivalent course to EDLS 314 or EDUC 314.

**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/Masters of Science in Teaching degree programs.