

## SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

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### Departments:

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

\*Graduate programs

### Offices

#### Office of Graduate Studies

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#### Office of Teacher Education Student Services

Coordinator: Amy Guiney  
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### Facilities

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#### Thomas E. O'Shaughnessy Center for Assistive Technology

Director: Christian Remick  
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## Department of Business Administration

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.

### Chair:

Donna Mosier  
Dunn 219, (315) 267-2206, (*mosierdj@potdams.edu*)

### Associate Professors:

Donna Mosier, Edwin Portugal, Joe Timmerman

### Assistant Professors:

Lee Cliff, Gregory Gardner, David Kisler

### Adjunct Instructors:

Shahadat Hossain, Meilee Lin

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 Union University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 65.

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

42 credit hours required, plus 9 credit hours of cognates.

#### Required Courses:

	<b>Credits</b>
@ACCT 201 Principles of Accounting I	3
@ACCT 202 Principles of Accounting II	3
@FINA 301 Finance	3
@MGMT 301 Principles of Management	3
@MKTG 301 Principles of Marketing	3
EMRE 330 Human Resource Management	3
@MGMT 330 Legal Environment of Business	3
@MGMT 340 Information Systems for Business	3
@MGMT 410 Operations Management	3
@MGMT 490 Strategic and Global Management	3

#### Elective Courses:

	<b>Credits</b>
<b>4 additional courses from the following</b>	
@ACCT 301 Intermediate Accounting I	3
@ACCT 302 Intermediate Accounting II	3
@ACCT 360 Federal Individual Taxation	3
@ACCT 385 Managerial Accounting	3
@ACCT 395 Special Topics in Accounting	1-12
@ACCT 450 Fraud Examination	3
@ACCT 485 Cost Management	3
@ACCT 491 Accounting Internship	3
@ACCT 495 Special Topics in Accounting	1-12
@CMPT 210 Introduction to Information Technology	3
@CMPT 310 Using Spreadsheets	3
@CMPT 320 Networking and Computer Communications	3
@CMPT 491 Information Technology Internship	3
@FINA 320 Management of Risk and Insurance	3

@FINA 395	Special Topics in Finance	1-12
@FINA 410	Investments and Portfolio Analysis	3
@FINA 460	Financial Statement Analysis	3
@FINA 491	Finance Internship	3
@FINA 495	Special Topics in Finance	1-12
@MGMT 310	Organizational Behavior and Ethics	3
@MGMT 320	International Business	3
@MGMT 360	Corporate Law	3
@MGMT 370	Entrepreneurship	3
@MGMT 395	Special Topics in Management	1-12
@MGMT 420	Leadership in Organizations	3
@MGMT 491	Management Internship	3
@MGMT 495	Special Topics in Management	1-12
@MKTG 320	Principles of Advertising and Promotion	3
@MKTG 330	Marketing Research	3
@MKTG 370	Business-to-Business Marketing	3
@MKTG 395	Special Topics in Marketing	1-12
@MKTG 491	Marketing Internship	3
@MKTG 495	Special Topics in Marketing	1-12
@MUAI 327	Business of Music I	3
@MUAI 328	Business of Music II	3
@MUAI 400	Legal Aspects of the Music Industry	3
ECON 300	Statistical Methods in Economics and Business	3
ECON 307	Forecasting and Data Modeling	3
ECON 441	Money and Banking	3
EMRE 300	Employment Relations	3
EMRE 301	Employment Law	3
EMRE 420	Compensation	3
EMRE 432	Organizational Development	3

**Cognate Requirements: Credits**

**9 credit hours**

ECON 105	Principles of Microeconomics	3
ECON 110	Principles of Macroeconomics	3

**one Statistics course from the following**

MATH 125, STAT 100	3
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**Special Notes:**

1. 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.
2. 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.
3. 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.
4. 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. Cognate requirements are excluded from this rule.
5. Students must take a minimum of 9 courses (27 credit hours) at

- SUNY Potsdam toward fulfilling the requirements for the business administration major.
6. Students pursuing Bachelor of Science degrees must complete a minimum of 75 credit hours of liberal arts courses. Non-liberal arts courses are designated with the “@” symbol.
  7. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing.
  8. Up to 3 credit hours of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
  9. MGMT 301, 310, and MKTG 301 are Speaking-Intensive (SI).
  10. MGMT 490 is Writing-Intensive (WI). It is also the capstone course that should be taken in senior year.

**Business Administration Minor**

**18 credit hours required.**

**Elective Courses: Credits  
six of the following, selected in consultation with minor adviser**

@ACCT 201	Principles of Accounting I	3
@ACCT 202	Principles of Accounting II	3
@FINA 301	Finance	3
@MGMT 301	Principles of Management	3
@MKTG 301	Principles of Marketing	3
EMRE 330	Human Resource Management	3
@MGMT 330	Legal Environment of Business	3
@MGMT 340	Information Systems for Business	3
@MGMT 410	Operations Management	3
@MGMT 490	Strategic and Global Management	3

**Special Notes:**

1. 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.
2. 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. Cognate requirements are excluded from this rule.
3. All 300 and 400 level courses require at least a junior standing.
4. At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
5. MGMT 301 and MKTG 301 are Speaking-Intensive (SI).
6. MGMT 490 is Writing-Intensive (WI) and should be taken in senior year.

**Information Technology Minor**

**18 credit hours required.**

**Effective September 1, 2008, students will not be admitted to this program.**

**Required Courses: Credits  
9 credit hours required.**

<b>one from the following</b>	3
@CMPT 210	Introduction to Information Technology
CIS 100	Knowledgeware
CIS 105	Introduction to Computing

**plus the following**

@CMPT 301	Introduction to Business Applications	6
@CMPT 320	Networking and Computer Communications	

**Elective Courses:****Credits****9 credit hours, three from the following**

@CMPT 310	Using Spreadsheets	3
@CMPT 330	Database Management	3
@CMPT 410	Visual Programming Basics	3
@CMPT 420	Web Page Design	3
@CMPT 491	Information Technology Internship	3
@MGMT 340	Information Systems for Business	3
CIS 203	Computer Science II	3
SOCI 314	Computer Applications in the Social Sciences	3

**one of the following**

CIS 103	Introduction to Problem Solving	3
CIS 201	Computer Science I	

**plus one of the following**

ECON 380	Introduction to Econometrics	3
STAT 300	Probability and Statistics II	

**Special Notes:**

1. Information technology minors must earn a minimum grade of 2.0 in every required and elective course counted toward the minor.
2. CMPT 210 Introduction to Information Technology, CIS 100 Knowledgeware, or CIS 105 Introduction to Computing is a prerequisite for all upper-division CMPT courses.
3. Students may not double-count more than two courses across the programs in the Department of Business Administration.
4. Additional elective courses may be offered each semester by different departments on campus, and will be noted in the schedule of classes. Electives should be chosen with adviser approval.
5. At least three courses (9 credit hours) counted toward the information technology minor must be taken at SUNY Potsdam.
6. All CMPT courses are non-liberal arts.

**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.

**Required Courses:****Credits**

MUAI 327	Business of Music I	3
MUAI 328	Business of Music II	3
MULT 101	Music Theory (for non-music majors)	3
MUAI 410	Music Merchandising and Retail	3
MUAI 421	Internship/Practicum	3

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

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 48 for a description. All 300 and 400 level courses require at least a 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 six 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.

## 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. Prerequisites: ACCT 202 and MATH 125 or 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: 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 six 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 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.

**@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 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 a business plan term project. Prerequisite: MGMT 301, MKTG 301, ACCT 201. As demand warrants.

**@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, layout design, supply chain management, project management, inventory management for independent and dependent demand (MRP), aggregate scheduling, and short-term scheduling. Spreadsheets and/or commercial software will be used for quantitative analysis whenever possible. Prerequisites: MGMT 301 and MATH 125 or 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 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.

**@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 six 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.

## 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. Gen Ed: SI credit.

**@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. As demand warrants.

**@MKTG 370 – Business-to-Business Marketing (3)** This course focuses on the business-to-business segment that makes up one third of the economy. The concepts of marketing strategy applied to business-to-business situations will be explored in the context of a dynamic global environment. Topics will include marketing planning, organizational buyer behavior, business marketing channels, and the marketing mix elements. Prerequisite: MKTG 301. As demand warrants.

**@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 six 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 advisor. Fall and Spring.

### Information Technology (not currently offered)

**@CMPT 101 – Introduction to Computing and Information Systems (4)** An introduction to computer and management information systems, with an emphasis on the software available for microcomputers that address organizational, management, and communication problems encountered in the workplace. Not currently offered.

**@CMPT 210 – Introduction to Information Technology (3)** This course will introduce students to the concepts and technologies that make up the modern information revolution. It introduces the fundamental concepts of hardware and software as a foundation for treating the computer as a general information-processing tool. The class will explore the basic parts of a personal computer and the major types of application software. Students will be introduced to the role of computers in education, medicine, business, government, humanities, sciences and art. Not currently offered.

**@CMPT 301 – Introduction to Business Applications (3)** This course covers the uses of productivity applications in a business environment at the basic and intermediate levels. It includes the use of word-processing, spreadsheets, databases, and presentation graphics. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. Not currently offered.

**@CMPT 310 – Using Spreadsheets (3)** This course covers the uses of spreadsheet software in a business environment. It covers intermediate and advanced topics including the creation of template workbooks, using scenarios, using functions, and managing data lists. Prerequisites: CMPT 210 or CIS 100 and CMPT 301. Not currently offered.

**@CMPT 320 – Networking and Computer Communications (3)** This course will explore how computer users experience a local area network. Elements of both a peer-to-peer and a client-server structure will be discussed. Topics will include network components and design, network access, network environments, network security, and the role of the network administrator. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. Not currently offered.

**@CMPT 330 – Database Management (3)** This course will introduce the technologies used to develop and implement database systems. It covers the implementation of logical design specifications in a database environment. It provides an understanding

of how database information technology contributes to organizational data management. Data modeling concepts and principles of good database design will be used to illustrate the construction of integrated databases. Students will be required to complete a project that incorporates good database design concepts. This course also includes lab instruction in Microsoft Access, Visual dBase, and Paradox. Prerequisite: CMPT 210 or CIS 100. Not currently offered.

**@CMPT 410 – Visual Programming Basics (3)** This class will explore structured programming in a visual environment. Primary focus will be given to Visual Basic and its use in productivity applications. Students will be introduced to the concept of object-oriented programming, structured procedures and the use of function libraries. Students will have the opportunity to develop a program that simplifies office-oriented tasks. Prerequisite: CMPT 210 or CIS 100. Not currently offered.

**@CMPT 420 – Web Page Design (3)** This course shows students how to create web pages using HTML, JavaScript, Active Server Pages and web server management. Prerequisite: CMPT 210 or CIS 100 or permission of instructor. Not currently offered.

**@CMPT 491 – Internship (1-12)** Students who wish to obtain workplace experience can complete an internship where they provide assistance to users of personal computers. The internship is a structured academic program. During the internship, a student will develop skills for solving user problems, techniques for providing users with assistance and training methods for computer applications. In addition, students will work on term projects such as analyzing the uses of computers in specific fields, the impact of computers on the workplace, or the psychological or social impact of information technology. Prerequisites: CMPT 210 or CIS 100 and CMPT 310. Not currently offered.

## Department of Community Health

### Chair:

Maureen McCarthy  
Dunn 100C, (315) 267-2919 ([mccartma@potsdam.edu](mailto:mccartma@potsdam.edu))

### Associate Professors:

Maureen McCarthy, Laurel Sharmer

### Assistant Professors:

Kathleen O'Rourke, Kelly Bonnar-Kidd

### Wilderness Education Coordinator:

Mark Simon

### 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 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. Community Health majors can choose from a variety of concentrations in these and other topic areas. In addition, the Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. 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.)

**47 credit hours required, plus 10 credit hours of cognates.**

The community health major requires students to successfully complete 26 core course credits, 9 credits in a concentration area, a 12-credit internship, and 10 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.

Core Courses:		Credits
HLTH 165	Health: A Lifestyle Approach	3
HLTH 250	Drug Studies	3
HLTH 333	Human Nutrition	3
HLTH 361	Introduction to Community Health (SI)	3
HLTH 385	Epidemiology and Biostatistics	3
HLTH 430	Human Disease: Patterns, Prevention and Intervention	3
@HLTH 470	Program Planning (WI)	3
HLTH 480	Program Implementation and Evaluation	3
@HLTH 485	Pre-internship seminar	2
@HLTH 490	Internship	12

### Note: Bachelor of Science Degree

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

Cognates:		Credits
<b>10 credit hours</b>		
BIO 107	Human Biology	3
BIO 210	Human Anatomy and Physiology	4
STAT 100	Statistics	3

### Concentrations within the Community Health Major:

A concentration of 9 credits in addition to the core courses is required for the community health B.S. degree. Students must choose from one of the concentrations listed below. At least three credits must be a HLTH class taught by community health faculty.

#### Adolescent Health

HLTH 325	Alcohol Studies	3
HLTH 331	Death and Dying: Implications for Growth	3
HLTH 341	Sexual Health	3
PSYC 321	Psychology of Adolescence	3
SOCI 305	Sociology of the Family	3
SOCI 385	Sociology of Troubled Youth	3

#### Gerontology

HLTH 331	Death and Dying: Implications for Growth	3
PSYC 323	Adulthood, Middle Age, and Aging	3
SOCI 330	Social Thanatology	3
SOCI 335	Sociology of Aging	3

#### Therapeutic Recreation

WILD 320	Outdoor Education	3
@WILD 350	Wilderness and Adventure Programming	3
WILD 445	Therapeutic Recreation	3
HLTH 300	Critical Issues in Human Ecology	3

#### Workplace Wellness

HLTH 300	Critical Issues in Human Ecology	3
HLTH 425	Exercise Physiology	3
HLTH 445	Therapeutic Recreation	3
PE 326	Health and Sports Medicine	4

Additional concentrations such as nutrition, substance abuse prevention, environmental health, occupational health and safety, maternal and child health, women's health and sexual health may be available through consultation with the faculty,

#### Suggested Electives:

Suggested Electives:		Credits
ANTC 311	Anthropology of AIDS	3
ANTC 320	Cross-Cultural Aspects of Mental Health	3
ANTC 321	Cross-Cultural Aspects of Women's Health	3
POLS 122	Bioethics and the Law	3
SOCI 365	Sociology of Sex Roles	3
SOCI 390	Sociology of Mental Illness	3
SOCI 465	Sociology of Health and Illness	3

### Health Science Minor

**20 credit hours required.**

#### Requirements:

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.

Core Courses:		Credits
HLTH 165	Health: A Lifestyle Approach	3
HLTH 250	Drug Studies	3
HLTH 333	Human Nutrition	3
HLTH 361	Introduction to Community Health	3
HTLH 475	Senior Seminar	2

#### Electives:

**two of the following**

Electives:		Credits
HLTH 300	Critical Issues in Human Ecology	3
HLTH 325	Alcohol Studies	3
HLTH 331	Death and Dying: Implications for Growth	3
HLTH 341	Sexual Health	3
HLTH 342	Women's Health	3
HLTH 344	Gay, Lesbian and Bisexual Health	3
HLTH 371	Nutrition for Special Populations	3
HTLH 373	Current Topics in Community Health Nutrition	3
HLTH 375	Navigating the American Diet	3
HTLH 395	Selected Topics	3
HTLH 495	Selected Topics	3
HLTH 430	Human Disease: Patterns, Prevention and Intervention	3
HTLH 498	Independent tutorial	3

#### Registration

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

**Wilderness Education Minor****23 credit hours required.****Contact Person:**

Mark Simon

Satterlee 100D, (315) 267-3130 (*simonm@potdam.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

**Required Courses:  
one of the following**

		<b>Credits</b>
GEOL 101	Environmental Geology (SP LB)	3
BIOL 111	Adirondack Ecology (SP LB)	

**complete all of the following courses**

@WILD 240	Backpacking (PE)	2
@WILD 220	Wilderness First Responder	4
@WILD 320	Outdoor Education (SI)	3
@WILD 350	Wilderness and Adventure Program Planning	3

**choose either a Wilderness Leadership Emphasis or an Adventure Education Emphasis****Wilderness Leadership Emphasis Requirements**

@WILD 340	Wilderness Leadership I	4
@WILD 345	Wilderness Leadership II	4

**Adventure Education Emphasis Requirements**

@WILD 160	Introduction to Rock Climbing (PE)	1
@WILD 170	Rock Climbing (PE)	2
WILD 360	Leadership In Adventure Education	2
WILD 445	Therapeutic Recreation	3

**students may choose to take the following elective**

@WILD 175	Ice Climbing (PE)	2
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See page 167 for Wilderness Education course descriptions.

**Community Health Course Descriptions**

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

**HLTH 165 – Health: A Lifestyle Approach (3)** A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of ones 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.

**HLTH 230 – School Health (CA, SAVE) (2)** The class provides an overview of the National Health Education Standards in order to assist Teacher Education students in achieving Health Literacy. Included in the course is information related to child abuse identification, reporting, and prevention. Additionally, course material will address issues regarding education to prevent school violence. The course will focus on health risk behaviors of children as identified by the Federal Centers for Disease Control and Prevention, and on ways that teachers may help their students become critical thinkers, responsible and productive learners, and effective communicators, as these characteristics relate to the health of Americans in the 21st century.

**HLTH 250 – Drug Studies (3)** Examination of the physiological, psychological, economic, social and cultural problems related to use 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.

**HLTH 300 – Critical Issues in Human Ecology (3)** An analysis of the implications individual and societal interactions have on the natural environment. Focus on current environmental issues and their impact on the health of individuals, cultures and ecosystems as a whole. 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.

**HLTH 326 – Health and Sports Medicine (4)** Anatomical, physiological and psychological factors in prevention, treatment and rehabilitation of pathological processes which occur in athletic participation. Fall.

**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.

**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.

**HLTH 341 – 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 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.

**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, patient and health care provider relationships, health care consumerism, the impact of employment, motherhood, divorce and aging, and other health concerns unique to women. Fall.

**HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3)** Explores issues related to health and well being of lesbian women, gay men, and bisexual women and men. Topics include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; 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. Offered Occasionally.

**HLTH 361 – Introduction to Community Health (3)** This course outlines the history, evolution and status of the practice of health education among groups of people who define themselves as a community. There is a focus on health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention.

**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, odd 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, even 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 such as the South Beach Diet and the Atkins Diet; 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. Offered occasionally.

**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 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 and 210. 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 210, HLTH 385 and 361 or permission of instructor.

**@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, as well as criteria and procedures for program evaluation. Prerequisites: HLTH 385 and 361. Spring.

**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 credit hours in Health Science. 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. Prerequisite: HLTH 470 with a grade of at least a 2.0. Fall.

**@HLTH 485 – Pre-Internship Seminar (2)** This course is designed to prepare Community Health students to select their internships for 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: HTLH 361, 385, and HTLH 470 or 480.

**@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 students expense. All courses required for the major and concentration must be completed with a 2.5 GPA 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 the Community Health Faculty. Contact the Community Health Internship Coordinator Ada Santaferri at santafam@potdamsdam.edu.

### Wilderness Education Course Descriptions

**@WILD 160 – Introduction to Rock Climbing (PE) (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. Successful completion of this course will result in one academic credit and one physical education equivalent.

**@WILD 170 – Rock Climbing (PE) (2)** Designed for those who aspire to lead outdoor 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. Students will simultaneously earn 1 physical education equivalent and 2 academic credits through successful completion of this course.

**@WILD 175 – Ice Climbing (PE) (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. Students will simultaneously earn 1 physical education equivalent and 2 academic credits through successful completion of this course. Spring only. Prerequisite: WILD 160 or 170.

**@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. Offered Spring only.

**@WILD 240 – Backpacking (PE) (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. Students will simultaneously earn 1 physical education equivalent and 2 academic credits through successful completion of this course.

**@WILD 320 – Outdoor Education (SI) (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. Offered Spring only. Prerequisite: WILD 240.

**@WILD 340 – Wilderness Leadership I (4)** Introduction to: leadership, judgment and decision making, teaching Leave No Trace camping skills, group leadership, 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. Spring only. Prerequisite: WILD 240.

**@WILD 345 – Wilderness Leadership II (4)** Course will focus 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 Outdoor Leadership Certification through the Wilderness Education Association and a Leave No Trace Master Educator Certificate. Spring only. Prerequisite: WILD 340.

**@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. Offered Fall only. Prerequisite: WILD 325.

**WILD 360 – Leadership in Adventure Education (2)** Students will 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.

**WILD 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 only.

## 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 under-represented 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 under-served 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, Sisson Hall 119, 315-267-2745 or e-mail [fisherdg@potsdam.edu](mailto: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](mailto:reaganjl@potsdam.edu)).

## Policies for Education Programs

### Admission and Advising for Education Programs

A SUNY Potsdam student with Acceptable Standing (2.0 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 College catalog section on teacher education programs within 30 days of acceptance into the program. The *Guide to Student Teaching* is available online 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.

### **Student Teaching 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 advertises 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:

Sandy Chadwick  
Satterlee 201, (315)-267-2525, ([chadwic@potsdam.edu](mailto:chadwic@potsdam.edu))

#### Professors:

Sergei Abramovich, Sandy Chadwick

#### Associate Professors:

Deborah Conrad, Andrew Ha, Kathleen Valentine

#### Assistant Professors:

Debbie Anderson, Eun Cho, Glenn Simonelli

#### Clinical Faculty:

Becky Duprey, Vicki Hayes, Michele Pinard, Julie Reagan

#### 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.

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

### Birth-Grade 2

#### Contact Person:

Eun Cho, Program Coordinator  
114C Satterlee, (315) 267-2105 ([choek@potsdam.edu](mailto:choek@potsdam.edu))

## Education Major

### 41 credit hours required.

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.)

#### Required Courses:

		Credits
EDLS 201	Principles of Education (PI) (prerequisite to the following education courses)	3
@EDUC 305	Early Childhood Development and Learning	3

#### Professional Block I:

EDLS 306	Early Childhood Literacy I (WI)	3
@EDUC 302	Early Childhood Practicum I	1
@EDUC 303	Learning Through Sensory and Creative Experiences	3
@EDUC 304	Care and Education of Young Children with Special Needs	3

#### Professional Block II:

@EDUC 402	Early Childhood Practicum II	2
@EDUC 404	Building School/Home Partnerships	3
@EDUC 405	Early Childhood Curriculum: Integrated Math, Science, Social Studies	3
@EDUC 406	Early Childhood Literacy II	3

#### Student Teaching Semester:

@EDUC 417	Student Teaching Internship I: Pre-K or K (SI)	6
@EDUC 418	Student Teaching Internship II: Grades 1 or 2 (SI)	6
EDLS 420	Student Teaching Issues Seminar: Issues and Ideas in Early Childhood Education	2

#### 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

71-73 credit hours, plus 4 PE activities. All courses in the arts and sciences concentration must be completed with a 2.0 or higher.

#### English: (10 credit hours)

		Credits
COMP 101	Writing and Critical Thinking (FW)	4
LITR 100	Introduction to Literature (AC, FC)	3
COMM 106	Basic Principles of Speech (FS)	3

#### Mathematics: (9 credit hours)

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 (FM) (prerequisite to MATH 102)	3
MATH 102	Mathematics for Elementary Education II (FM)	3
MATH 125	Probability and Statistics I (FM)	3

**Science: (9 credit hours)**

BIOL 125	Biological Concepts (SB, LB)	3
GEOL 125	Cycles of Nature (SP, LB)	3

**plus one of the following** 3

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

For students planning to pursue a science specialization in physics, PHYS101 College Physics is a recommended alternative to PHYS100 or CHEM125.

**Social Science/History: (13 credit hours)**

GEOG 350	World/U.S. Geography (XC)	4
HIST 100	World History (XC)	3
HIST 201	U.S. History to 1877 (AH)	3
HIST 202	U.S. History Since 1877 (AH)	3

**Fine Arts: (6-8 credit hours)****Fine Arts I:**

**one of the following** 3-4

ARTH 100	Idea and Image (AC)	3
ARTH 101	Survey of Art: Ancient to Renaissance (WC)	3
ARTH 102	Survey of Art: Renaissance to Modern (WC)	3
DANC 100	Mind of the Artist (AC)	4
DRAM 100	Mind of the Artist (AC)	4
DRAM 101	Introduction to Performance Studies (FC)	3
DRAM 208	Orientation to Theater (AC)	3
DRAM 210	Play Analysis & Interpretation (AC)	3
DRAM 312	History of Theatre I (WC)	3
DRAM 313	History of Theatre II (WC)	3
MULH 101	Crane Live (AC)	3

**Fine Arts II:**

**one of the following** 3-4

ARTS 109	Introductory Studio Art (AE)	4
ARTS 110	Drawing I (AE)	4
ARTS 120	Color and Design (AE)	4
DANC 302	Dance Education & Performance (SI, PE, AE)	4
DRAM 235	Acting I (AE)	3
DRAM 463	Theatre for Young Audiences (AE, SI)	3
DRAM 464	Applied Theatre (AE, WI)	3

**Psychology: (6 credit hours)**

PSYC 220	Child Development (SA)	3
PSYC 350	Educational Psychology	3

**Health: (2 credit hours)**

HLTH 230	School Health (CA, SAVE)	2
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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 Elec. 9**

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

**Physical Education Requirements:**

@PE 148	Cooperative Activities (PE)	1
@Physical Education (PE)		1
@Physical Education (PE)		1
@Physical Education (PE)		1

**Specialization Areas:**

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 (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.

**English Specialization: (16-17 credit hours)**

**one of the following** 3

LITR 200	Literary Traditions	
LITR 201	Patterns of Literature	

**one of the following** 4

COMP 201	Intermediate Writing	
COMP 202	Creative Writing	

**plus the following**

LITR 322	Children's Literature	3
LITR	One 300-level LITR course	3
	One Upper division non-Literature elective (LNCS, COMP or COMM)	3-4

**Mathematics Specialization: (17 credit hours)**

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 340	Set Theory and Logic	3
MATH 375	Linear Algebra I	3
MATH	Upper Division Elective (chosen under advisement)	3

**Biology Specialization: (16 credit hours)**

BIOL 152	General Biology II	4
BIOL 300	Ecology	3
BIOL 311	Genetics	4
BIOL	Upper Division Electives	5

**Chemistry Specialization: (17 credit hours)**

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

**plus at least nine credits from the following**

CHEM 301	Fundamentals of Environmental Science	3
CHEM 304	Chemistry Lab Techniques	1-3
CHEM 311	Quantitative Analysis	4
CHEM 315	Forensic Science	3
CHEM 341	Organic Chemistry I	4
CHEM 342	Organic Chemistry II (prerequisite: CHEM 341)	4

**Geology Specialization: (15 credit hours)**

**one of the following** 3

GEOL 102	Ancient Life	
GEOL 104	Historical Geology	

**plus 12 credits from the following**

GEOL 301	Sedimentology-Paleontology-Stratigraphy I	4
GEOL 302	Sedimentology-Paleontology-Stratigraphy II	4
GEOL 311	Mineralogy	4
GEOL 405	Structural and Field Geology	4
GEOL 406	Hydrology	3
GEOL 407	Geophysics	3
GEOL 409	Seismology and Plate Tectonics (SP, LB)	3
GEOL 420	Geochemistry	3
GEOL 421	Environmental Geology Problems	3
GEOL 480	Geology Research	3

**Physics Specialization: (16-17 credit hours)**

**one of the following** 3-4

PHYS 111	Laser and Light	
PHYS 130	Music Acoustics	

**plus the following**

PHYS 202	College Physics II	4
PHYS 330	Meteorology	3
PHYS 335	Astronomy	3

**plus one of the following** 3

PHYS 325	Energy and the Environment	
GEOL 407	Geophysics	
CHEM 301	Fundamentals of Environmental Science	
CHEM 315	Forensic Science	

**Social Science/History Specialization: (15-16 credit hours)**

HIST 379	History of New York State	3
Upper Division Elective in U.S. Political Institutions		3-4
Upper Division Elective in European or U.S. History		3
Upper Division Elective in Third World History		3
Upper Division Liberal Arts Elective (History/Social Science)		3

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

Deborah Conrad, Program Coordinator  
208 Satterlee, (315) 267-2505 ([conraddj@potdam.edu](mailto:conraddj@potdam.edu))

**Childhood Education Major**

**41 credit hours required.**

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.)

**Required Courses: Credits**

EDLS 201	Principles of Education (PI)	3
	(prerequisite to the following education courses)	
EDLS 207	Literacy I (WI)	3

**Professional Block I: (prerequisite to Block II)**

@EDUC 308	Practicum I	1
@EDUC 310	Elementary Mathematics Methods	3
@EDUC 312	Elementary Social Studies Methods	3
@EDUC 314	Assessment and Strategies for Teaching Students with Special Needs	3

**Professional Block II: (prerequisite to student teaching)**

@EDUC 407	Literacy II	3
@EDUC 408	Practicum II	2
@EDUC 409	Elementary Science Methods	3
@EDUC 411	Foundations of Classroom Behavior	3

**Student Teaching Semester:**

EDLS 414	Student Teaching Seminar with Portfolio Assessment	2
@EDUC 415	Student Teaching Internship I: Grades 1-3 (SI)	6
@EDUC 416	Student Teaching Internship II: Grades 4-6 (SI)	6

**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**

71-73 credit hours, plus 4 PE activities; All courses in the Arts and Sciences Concentration must be completed with a 2.0 or higher.

**English: (10 credit hours) Credits**

COMP 101	Writing and Critical Thinking (FW)	4
LITR 100	Introduction to Literature (AC, FC)	3
COMM 106	Basic Principles of Speech (FS)	3

**Mathematics: (9 credit hours)**

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 (FM)	3
	(prerequisite to MATH 102)	
MATH 102	Mathematics for Elementary Education II (FM)	3
MATH 125	Probability and Statistics I (FM)	3

**Science: (9 credit hours)**

BIOL 125	Biological Concepts (SB, LB)	3
GEOL 125	Cycles of Nature (SP, LB)	3

**plus one of the following** 3

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 credit hours)**

GEOG 350	World and U.S. Geography (XC)	4
HIST 100	World History (XC)	3
HIST 201	U.S. History to 1877 (AH)	3
HIST 202	U.S. History Since 1877 (AH)	3

**Fine Arts: (6-8 credit hours)****Fine Arts I:****one of the following**

ARTH 100	Idea and Image (AC)	3
ARTH 101	Survey of Art: Ancient to Renaissance (WC)	3
ARTH 102	Survey of Art: Renaissance to Modern (WC)	3
DANC 100	Mind of the Artist (AC)	4
DRAM 100	Mind of the Artist (AC)	4
DRAM 101	Introduction to Performance Studies (FC)	3
DRAM 208	Orientation to Theater (AC)	3
DRAM 210	Play Analysis & Interpretation (AC)	3
DRAM 312	History of Theatre I (WC)	3
DRAM 313	History of Theatre II (WC)	3
MULH 101	Crane Live (AC)	3

**Fine Arts II:****one of the following**

ARTS 109	Introductory Studio Art (AE)	4
ARTS 110	Drawing I (AE)	4
ARTS 120	Color and Design (AE)	4
DANC 302	Dance Education & Performance (SI, PE, AE)	4
DRAM 235	Acting I (AE)	3
DRAM 463	Theatre for Young Audiences	3
DRAM 464	Applied Theatre	3

**Psychology: (6 credit hours)**

PSYC 220	Child Development (SA)	3
PSYC 350	Educational Psychology	3

**Health: (2 credit hours)**

HLTH 230	School Health (CA, SAVE)	2
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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 Elec. 9**

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

**Physical Education Requirements:**

@PE 148	Cooperative Activities (PE)	1
@Physical Education (PE)		1
@Physical Education (PE)		1
@Physical Education (PE)		1

**Specialization Area:**

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 (16-17 credit hours)****one of the following**

LITR 200	Literary Traditions	3
LITR 201	Patterns of Literature	

**plus one of the following**

COMP 201	Intermediate Writing	4
COMP 202	Creative Writing	

**plus the following**

LITR 322	Children's Literature	3
LITR	One upper-division LITR course	3-4
	One Upper division non-Literature elective (LNGS, COMP or COMM)	3-4

**Mathematics Specialization: (17 credit hours)**

MATH 151	Calculus I	4
MATH 152	Calculus II	4
MATH 340	Set Theory and Logic	3
MATH 375	Linear Algebra I	3
MATH	Upper Division Elective (chosen under advisement)	3

**Biology Specialization: (16 credit hours)**

BIOL 152	General Biology II	4
BIOL 300	Ecology	3
BIOL 311	Genetics	4
BIOL	Upper Division Electives	5

**Chemistry Specialization: (17 credit hours)**

CHEM 105	General Chemistry I	4
CHEM 106	General Chemistry II	4

**plus at least nine credits from the following**

CHEM 301	Fundamentals of Environmental Science	3
CHEM 304	Chemistry Lab Techniques	1-2
CHEM 311	Quantitative Analysis	4
CHEM 315	Forensic Science	3
CHEM 341	Organic Chemistry I	4
CHEM 342	Organic Chemistry II (prereq: CHEM 341)	4

**Geology Specialization: (15 credit hours)****one of the following**

GEOL 102	Ancient Life	3
GEOL 104	Historical Geology	

**plus 12 credits from the following**

GEOL 301	Sedimentology-Paleontology-Stratigraphy I	4
GEOL 302	Sedimentology-Paleontology-Stratigraphy II	4
GEOL 311	Mineralogy	4
GEOL 405	Structural and Field Geology	4
GEOL 406	Hydrology	3

GEOL 407	Geophysics	3
GEOL 409	Seismology and Plate Tectonics (SP, LB)	3
GEOL 420	Geochemistry	3
GEOL 421	Environmental Geology Problems	3
GEOL 475	Geology Lab Techniques	1
GEOL 480	Geology Research	3

**Physics Specialization: (16-17 credit hours)**

<b>one of the following</b>		3-4
PHYS 111	Laser and Light	
PHYS 130	Music Acoustics	

<b>plus the following</b>		
PHYS 202	College Physics II	4
PHYS 330	Meteorology	3
PHYS 335	Astronomy	3

<b>plus one of the following</b>		3
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 credit hours)**

HIST 379	History of New York State	3
Upper Division Elective in U.S. Political Institutions		3-4
Upper Division Elective in European or U.S. History		3
Upper Division Elective in Third World History		3-4
Upper Division Liberal Arts Elective (History/Social Science)		3-4

**Department of Secondary Education**

**Chair:**

Peter Brouwer  
Satterlee 214, (315) 267-3161 (*brouweps@potdam.edu*)

**Professors:**

Ronald Bretsch, Peter Brouwer, Linda Seramur

**Associate Professors:**

William Doody, Elvira Sanatullova-Allison, Robert Vadas

**Clinical Faculty:**

Donna Kennedy, Michael Sovay, Donald Straight

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.

General Education designators are indicated in parentheses ( ).

**Middle and Secondary English Language Arts Education**

**Grades 7-12 with 5-6 extension**

**Contact Person:**

Linda Seramur, Program Coordinator  
202A Satterlee, (315) 267-2528 (*seramull@potdam.edu*)

**Education Program:**

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/Writing) 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.

**Education Major:**

		<b>Credits</b>
EDLS 349	Introduction to Middle and Secondary Education	3
@SECD 210	Computer Applications in Middle and Secondary School	1

**Learning Community I (LAI):**

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
@SECD 361	English Language Arts: Grades 5-12	3
@SECD 381	Practicum I: Teaching English Language Arts: Grades 5-12	1
EDLS 315	Teaching Students with Special Needs: Grades 5-12	3

**Courses which must be taken concurrently:**

LITR 323	Young Adult Literature**	3
ANTL 203	Language and Culture (XC, SA)**	3

**Learning Community II (LA2):**

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	3
@SECD 391	Practicum II: English Language Arts: Grades 5-12	1
SECD 358	Grammar Study for Teachers	1

**Courses which must be taken concurrently:**

COMP 202	Introduction to Creative Writing*	4
LNGS 301	Language and Structure*	3

**Learning Community III (LA3):**

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	3
@SECD 491	Practicum III: Teaching the English Language Arts: Grades 5-12	2

**Courses which must be taken concurrently:**

COMM 408	Visual Communication*	3
COMP 401	Theory of Composition*	3
LITR	Upper Division Literature Course*	3

**Learning Community IV (LA4):**

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

\*These courses are requirements within the English major.

\*\*Cognate course

**Cognate Requirements:**

All cognate courses must be completed with a 2.0 or higher.		
PSYC 321	Psychology of Adolescence (SA)	3
PSYC 350	Educational Psychology	3
HLTH 230	School Health (CA, SAVE)	2

**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****Grades 7-12 with 5-6 extension****Contact Person:**

Elvira Sanatullova-Allison, Program Coordinator  
206 Satterlee, (315) 267-2025 ([sanatue@potdam.edu](mailto:sanatue@potdam.edu))

**Education Program:**

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.

General Education designators are indicated in parentheses ( ).

**Education Major:**

@SECD 210	Computer Applications in Middle and Secondary Education	1
@SECD 356	Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 340	Classroom Management	1
EDLS 315	Teaching Students with Special Needs: Grades 5-12	3
EDLS 333	Education, Language and Culture	3
EDLS 349	Introduction to Middle and Secondary Education	3

**The following two courses must be taken concurrently:**

@SECD 374	Introduction to First and Second Language Acquisition	3
@SECD 394	Observation in the Foreign Language Classroom: Grades 5-12	1

**The following two courses must be taken concurrently:**

@SECD 474	Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12 (prerequisites: SECD 374 and 394)	3
@SECD 494	Practicum in the Foreign Language Classroom, Grades 5-12	1

**Student Teaching Semester:****The following courses must be taken concurrently:**

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

**Cognate Requirements:**

All cognate courses must be completed with a 2.0 or higher.		
Arts and Sciences elective (selected with approval ed. adviser)		
FREN 303	Contemporary France	3
FREN 304	Contemporary Québec	3
HLTH 230	School Health (CA, SAVE)	2
PSYC 321	Psychology of Adolescence (SA)	3
PSYC 350	Educational Psychology	3
<b>one of the following</b>		
COMM 106	Basic Principles of Speech (FS)	3
COMM 311	Small Group Communication (WI, SI, SA)	3
COMM 324	Persuasive Speaking (SI)	3

**plus one of the following 3-4**

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**

Grades 7-12 with 5-6 extension

**Contact Person:**

Peter Brouwer, Program Coordinator  
214 Satterlee, (315) 267-3161 ([brouwepe@potsdam.edu](mailto:brouwepe@potsdam.edu))

**Education Program:**

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.

General Education designators are indicated in parentheses ( ).

<b>Education Major:</b>	<b>Credits</b>
EDLS 349 Introduction to Middle and Secondary Education	3
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
@SECD 316 Technology and Media in Middle and Secondary Mathematics	3
@SECD 356 Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 357 Reading/Literacy in the Middle and Secondary Schools II (prerequisite: SECD 356)	3

**The following two courses must be taken concurrently:**

@SECD 370 Teaching Mathematics in the Middle School	3
@SECD 390 Practicum in the Middle School Mathematics	2

**The following two courses must be taken concurrently:**

@SECD 470 Teaching Mathematics in the Secondary School	3
@SECD 490 Practicum in the Secondary School Mathematics	2

**Student Teaching Semester:**

The following courses must be taken concurrently.

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

**Cognate Requirements:** Credits

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

COMP 101 Writing and Critical Thinking (FW)	4
HLTH 230 School Health (CA, SAVE)	2
PSYC 321 Psychology of Adolescence (SA)	3
PSYC 350 Educational Psychology	3
MATH 425 Applied Combinatorics	3

**one of the following** 3

MATH 404 Elements of Geometry	
MATH 553 Concepts of Geometry	

**plus one of the following** 3

MATH 125 Probability and Statistics I (FQ, FM)	
MATH 461 Probability and Mathematical Statistics	

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

**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**

Grades 7-12 with 5-6 extension

**Contact Person:**

Robert Vadas, Program Coordinator  
211 Satterlee, (315) 267-2534 ([vadasre@potsdam.edu](mailto:vadasre@potsdam.edu))

**This program is currently being revised. For more information on current requirements, please consult with the program coordinator.**

**Education Program:**

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.

General Education designators are indicated in parentheses ( ).

<b>Education Major:</b>	<b>Credits</b>
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
@SECD 210 Computer Applications in Middle and Secondary Education	1
@SECD 356 Reading/Literacy in the Middle/Junior and Secondary Schools I	3
@SECD 357 Reading/Literacy in the Middle/Junior and Secondary Schools II (prerequisite: SECD 356)	3

**The following two courses must be taken concurrently:**

@SECD 373 Middle and Secondary School Social Studies Curriculum	3
@SECD 393 Classroom Observation in Middle and Secondary School, Social Studies Curriculum	1

**The following two courses must be taken concurrently:**

@SECD 473 Middle and Secondary School Social Studies Instruction (prerequisites: SECD 373 and 393)	3
@SECD 493 Practicum in Middle and Secondary School Social Studies Instruction	1

**Student Teaching Semester:**

The following courses must be taken concurrently.

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

**Cognate Requirements:**

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

ANTC 202	Cultural Anthropology (CC, XC)	3
ARTH	Elective	3
GEOG 360	Social Geography	4
HIST 101	Europe to 1815 (WC, HI)	3
HIST 102	Europe Since 1815 (WC, HI)	3
HIST 201	United States to 1877 (HI, AH)	3
HIST 202	United States Since 1877 (HI, AH)	3
HIST 379	History of New York State (HI)	3
HIST	Elective U.S. History at 300 or 400 level	3
HLTH 230	School Health (CA, SAVE)	2
PSYC 321	Psychology of Adolescence (SA)	3
SOCI 101	Introduction to Sociology (SA)	3

**one of the following**

PSYC 100	Introduction to Psychology	3
PSYC 220	Child Development	3

**two courses** on Africa, Asia or Latin America/ Caribbean, chosen from two of the following disciplines: anthropology, geography, history, sociology

**one of the following**

MUAM 401	Music of Native Americans	3
MUAM	One music course with a focus on national or regional cultures (with advisement)	3

**one of the following**

COMM 106	Basic Principles of Speech (FS)	3
COMM 311	Small Group Communication (WI, SI, SA)	3
COMM 324	Persuasive Speaking (SI)	3

**one of the following**

ECON 105	Principles of Microeconomics (FP, SA)	4
ECON 110	Principles of Macroeconomics (FP, SA)	4

**one of the following**

PHIL 314	Contemporary Moral Issues (WI)	3
PHIL 330	Environmental Ethics (WI, PI)	3

**one of the following**

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

**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****Grades 7-12 with 5-6 extension****Contact Person:**

Elvira Sanatullova-Allison, Program Coordinator  
206 Satterlee, (315) 267-2025 ([sanatu@potdam.edu](mailto:sanatu@potdam.edu))

**Education Program:**

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.

General education designators are indicated in parentheses ( ).

**Education Major:****Credits**

EDLS 315	Teaching Students with Special Needs: Grades 5-12	3
@SECD 210	Computer Applications in Middle/Junior and Secondary Education	1
@SECD 356	Reading/Literacy in the Middle/Junior and Secondary Schools I	3
EDLS 333	Education, Language and Culture	3
EDLS 349	Introduction to Middle and Secondary Education	3
@SECD 340	Classroom Management	3

**The following two courses must be taken concurrently:**

@SECD 374	Introduction to First and Second Language Acquisition	3
@SECD 394	Observation in the Foreign Language Classroom: Grades 5-12	1

**The following two courses must be taken concurrently:**

@SECD 474	Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12	3
@SECD 494	Practicum in the Foreign Language Classroom, Grades, 5-12	1

**Student Teaching Semester:****The following courses must be taken concurrently.**

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

**Cognate Requirements:****Credits**

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
PSYC 321	Psychology of Adolescence (SA)	3
PSYC 350	Educational Psychology	3
SPAN 303	Historia Cultural de Espana (CC)	3
SPAN 304	Panorama Cultural de Latinoamerica (CC)	3

<b>one of the following</b>	3-4
COMM 106 Basic Principles of Speech (FS)	
COMM 311 Small Group Communication (SI, WI, SA)	
COMM 324 Persuasive Speaking (SI)	
<b>plus one of the following</b>	3
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**

**Contact Person:**

William Doody, Program Coordinator  
215 Satterlee, (315) 267-2530 ([doodywj@potdam.edu](mailto:doodywj@potdam.edu))

**Education Program:**

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.

<b>Education Major:</b>	<b>Credits</b>
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
@SECD 356 Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 357 Reading/Literacy in the Middle and Secondary Schools II (prerequisites: SECD 356)	3
@SECD 472 Science Curricula, Programs, and Standards	3
@GRED 502 Issues in Science-Technology-Society	3

**The following two courses must be taken concurrently:**

@SECD 372 Science Instruction and Assessment: Gr. 5-12 (prerequisites: 9 SECD credits including SECD 472 and 356; co-requisite SECD 410)	3
@SECD 410 Middle or Secondary Field Experience (prerequisites: SECD 356)	3

**Student Teaching Semester:**

**The following courses must be taken concurrently.**

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

<b>Cognate Requirements:</b>	<b>Credits</b>
All cognate courses must be completed with a 2.0 or higher.	
HLTH 230 School Health (CA, SAVE)	2
PSYC 321 Psychology of Adolescence (SA)	3

<b>one of the following</b>	<b>3</b>
PSYC 100 Introduction to Psychology	
PSYC 220 Child Development	

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

**Additional Science Cognates:**

<b>For Biology Majors</b>	
Physics course	3
Geology course	3
<b>For Chemistry Majors</b>	
Biology course	3
Geology course	3
<b>For Geology Majors</b>	
Astronomy course	3
Meteorology course	3
Genetics course	3
<b>For Physics Majors</b>	
Biology course	3
Geology course	3

**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

**Contact Person:**

William Doody, Program Coordinator  
215 Satterlee, (315) 267-2530 ([doodywj@potdam.edu](mailto:doodywj@potdam.edu))

**Grades 7-12 with Grades 5-6 extension Program:**

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 and minor: biology, chemistry, geology or physics major. 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.

<b>Education Major:</b>	<b>Credits</b>
EDLS 315 Teaching Students with Special Needs: Grades 5-12	3
EDLS 349 Introduction to Middle and Secondary Education: Grades 5-12	3
@SECD 356 Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 472 Science Curricula: Programs and Standards	3
@SECD 411 Science Field Experience (Middle School; concurrent with SECD 472)	3

**Cognate Requirements:**

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
<b>one of the following</b>	3

PSYC 100 Introduction to Psychology	
PSYC 220 Child Development	

<b>plus one of the following</b>	3
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PSYC 321 Psychology of Adolescence	
GRED 677 Development and Learning for Teachers	

<b>Modern Language (ML) Requirement:</b>	<b>0-9</b>
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**Graduate-level Requirements:**

<i>Summer:</i>	<b>Credits</b>
GRED 675 Secondary Science Teaching Research	3
IT 614 Technology in Education	3
GRED Elective (530 or 544 or 610)	3

**Fall:**

GRED 502 Issues in Science-Technology-Society (fall only)	3
GRED 557 Reading/Literacy in Middle and Secondary School	3
GRED 571 Science Education Instruction in the Secondary School	3
GRED 603 Seminar: Teaching in the Secondary School	3
GRED 673 Secondary Science Field Work (Science major)	3

**Spring: Student Teaching**

GRED 676 Student Teaching Seminar: Policies and Practice in American Education	2
GRED 694 Student Teaching in the Middle/Junior High School	6
GRED 697 Student Teaching in the Senior High School (major discipline)	6

**Culminating Experience:**

GRED 670 with advisement	3
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**Additional Science Cognates:****For Biology Majors**

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	3
Geology course	3
Astronomy course	3
Meteorology course	3

**For Chemistry Majors**

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	3
Geology course	3
Astronomy course	3
Meteorology course	3

**For Geology Majors**

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

Biology course	3
Physics course	3
Astronomy course	3
Meteorology course	3

**For Physics Majors**

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	3
Geology course	3

**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"**

Certification in Two High School Science Content Areas

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

**Grades 7-12****Contact Person:**

William Doody, Program Coordinator  
215 Satterlee, (315) 267-2530 ([doodywj@potdam.edu](mailto:doodywj@potdam.edu))

**Program:**

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.

<b>Education Major:</b>		<b>Credits</b>
EDLS 315	Teaching Students with Special Needs: Grades 5-12	3
EDLS 349	Introduction to Middle and Secondary Education: Grades 5-12	3
@SECD 356	Reading/Literacy in the Middle and Secondary Schools I	3
@SECD 472	Science Curricula: Programs and Standards	3
@SECD 411	Middle School Field Experience (minor discipline: concurrent with SECD 472)	3

**Cognate Requirements:**  
All cognate courses must be completed with a 2.3 or higher.

HLTH 230	School Health (CA, SAVE)	2
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**one of the following**

PSYC 100	Introduction to Psychology	3
PSYC 220	Child Development	3

**plus one of the following**

PSYC 321	Psychology of Adolescence	3
GREED 677	Development and Learning for Teachers	3

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

**Graduate-level Requirements:**

*Summer:*

GREED 675	Secondary Science Teaching Research	3
IT 614	Technology in Education	3
GREED	Electives (530 or 544 or 610)	6

*Fall:*

GREED 502	Issues in Science-Technology-Society	3
GREED 557	Reading/Literacy in Middle/ Secondary School II	3
GREED 603	Seminar: Teaching in the Secondary School	3
GREED 571	Science Education Instruction in the Secondary School	3
GREED 673	Secondary Science Field Work (science major)	3

*Spring: Student Teaching*

GREED 676	Student Teaching Seminar: Policies and Practice in American Education	2
GREED 694	Student Teaching in the Middle/Junior High School	6
GREED 697	Student Teaching in the Senior High School (major discipline)	6

**Culminating Experience:**

GREED 670 (with advisement)		3
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**Additional Content Area Requirements:**

*For Biology Majors*

Major in Biology	36
<i>and one of the following minors:</i>	
Minor in Chemistry	22
Minor in Physics	19
Minor in Earth Science (19 geology, 3 astronomy and 3 meteorology)	25

*For Chemistry Majors*

Major in Chemistry	33
<i>and one of the following minors:</i>	
Minor in Biology	23
Minor in Physics	19
Minor in Earth Science (19 geology, 3 astronomy and 3 meteorology)	25

*For Geology Majors*

Major in Geology	33
<i>and one of the following minors:</i>	
Minor in Chemistry	22
Minor in Physics	19
Minor in Biology	23

*For Physics Majors*

Major in Physics	30
<i>and one of the following minors:</i>	
Minor in Chemistry	22
Minor in Biology	23
Minor in Earth Science (19 geology, 3 astronomy and 3 meteorology)	25

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 48 for a description of non-liberal arts credits.

**195, 295, 395, 495 – Special Topics (1-12)**  
**198, 298, 398, 498 – Tutorial (1-3)**

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

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

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

**EDLS 306 – Early Childhood Literacy I (3)** This course is designed for the Early Childhood preservice teacher who will be responsible for the literacy development of children from birth to grade 2. It is assumed that students enrolled in this course will have little or no background in the theories of literacy development. With this assumption in mind, this course is geared to preparing future teachers to provide sound; research based instructional strategies that will guarantee appropriate literacy development for the very young in today’s public educational setting. This course’s emphasis is placed on developing knowledge of literature for younger children (0-7

years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Pre-requisite: EDLS 201; Co-requisite: EDUC 302, 303, 304.

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

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

**EDLS 317 – The Vietnam Cultural/Historical Travel Program (3)** This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc.), history, ancestralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: teaching the historical background, including an extensive understanding of Vietnamese history; clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor.

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

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

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

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

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

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

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

**@EDUC 304 – Teaching Young Children with Special Needs (3)** Teachers of young children with special needs and other early interventionists need to develop a clear understanding of the needs presented by these children and their families. This course will present early childhood professionals with both a comprehensive overview of the field of early childhood special education (ECSE), and in-depth information on state of the art practices which facilitates both teacher and child competencies. The focus of this course is on “application”, with an emphasis on “hands on” experience. Co-requisites: EDUC 302, 303, EDLS 306.

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

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

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

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

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

**@EDUC 402 – Early Childhood Practicum II (2)** This is a continuation of the Practicum I Field Experience. Field Placement in the primary grades focusing on ages 4-7 years old will provide teacher candidates with the opportunity to apply knowledge and skills in authentic situations. Focus on developing a deeper understanding of growth and development and relationship to curriculum planning with an emphasis

on self-evaluation of knowledge, skills, and dispositions essential to teaching. In addition to the field assignment, the student will attend and participate in a weekly seminar. Pre-requisite: Block 1; Co-requisite: EDUC 404, 405, 406.

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

**@EDUC 405 – Early Childhood Education Curriculum: Integrating Math/Science/Social Studies (3)** This course is designed to focus on the curriculum of the very young (birth-eight). Special emphasis is placed on 1) developmentally appropriate integrated learning experiences that facilitate development and learning in all areas-cognitive, language, physical, psychosocial, and aesthetic; 2) planning, implementing, and evaluating developmentally appropriate content and methodology; and 3) creating safe and healthy learning environments using instructional manipulatives, toys, and play as instruments for enhancing development and learning. Prerequisite: Block 1; Co-requisite: EDUC 402, 404, 406.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**@SECD 361 – English Language Arts: Grades 5-12 (3)** Introduction to teaching literacy (reading, writing, speaking and listening) in the English Language Arts classroom, grades 5-12. Focused studies will include: developmental considerations of middle childhood (grades 5-9) and adolescence (grades 7-12) and their relationship to language acquisition, English language arts curricula, and state and national standards at the two 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. Co-requisites: Learning Community I courses EDLS 315, SECD 381. Fall, Spring.

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

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

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

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

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

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

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

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

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

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

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

**@SECD 410 – Middle or Secondary Science Field Experience (3)** This course provides pre student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor, you will observe, design and deliver lessons in an assigned public school classroom. You will spend a minimum of six hours in the public school each week, and meet with the course instructor on campus one hour per week. After two weeks of observations and as approved by your mentor teacher, you will lead small group learning activities in the classroom. After one month and as approved by your mentor teacher, you will teach a minimum of two hours in the classroom each week. Partnership schools have been selected with three criteria in mind: 1) They have been selected because they provide you with mentor teachers who are actively involved in the current school reform movement; 2) They have been selected because they include diverse student populations representing multiple ethnic groups and/or include

groups that traditionally have been underserved by schools; 3) They have been selected because for each, the school-college partnership is mutually beneficial, enabling the school district to progress in its school improvement plan, and enabling the college to provide you with a special opportunity to apply what you learn in a meaningful context. Given these criteria, by enrolling in this course you are assuming a new level of responsibility in your education. You will be engaged by participating public school teachers in a manner to enhance the education provided to their students. You should view this course as an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre college classroom.

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

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

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

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

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

**@SECD 472 – Science Curricula: Programs and Standards (3)** This course is designed to introduce future teachers to school science curricula and programs in grades 7-12. Students will be made aware of current trends in science education

as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Prerequisite: SECD 372; Co-requisite: SECD 410.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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