

Education Course Descriptions

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

Education Course Subject Codes

EDLS	Liberal Arts Education
EDUC	Non-Liberal Arts Childhood/Early Childhood Education
GRED	Graduate Education
IT	Information Technology
SECD	Non-Liberal Arts Secondary Education
SPED	Special Education

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

198, 298, 398, 498 – Tutorial (1-3)

Liberal Arts Education Courses

EDLS 201 – Principles of Education (3) Provides overview: 1) characteristics and needs of children; 2) goals and objectives of elementary education; 3) nature of knowledge; 4) teaching-learning theories and strategies based upon such theories; 5) educational roles of teachers; 6) attitudes and values to be nurtured and developed; 7) nature of evaluation; 8) nature of curriculum; 9) policies & practices related to school governance & finance; 10) A limited service-learning experience.

EDLS 207 – Early Childhood Literacy (4) Designed for the Early Childhood/Childhood pre-service teacher, this course prepares future teachers to support language and literacy for children from birth to eight years of age in preschool through second grade school classrooms. To support language and literacy development of culturally and linguistically diverse children, the course emphasizes (1) the use of formative and summative assessment to inform instruction that is linked to New York State English Language Arts Common Core Standards, (2) the implementation of a comprehensive phonics program in classrooms, and the (3) the use of diverse literature in classrooms to engage all children to become lifelong readers and writers. Students in this course are required to enroll in a 1-credit lab to prepare for service as language and literacy mentors for children in the Sheard Literacy Center. Prerequisite: ELDS 201. Corequisite: EDLS 207 lab. Fall and Spring. Gen Ed: WI.

EDLS 306 – Literacy Foundations (3) This course is designed for pre-service teachers responsible for teaching literacy skills and abilities to children in grades PK-6. As a literacy methods course, it teaches the whys and hows of developmental literacy based on its historical, cultural, political, and social foundations. Students critically examine traditional and contemporary literature as historically and culturally situated texts reaching all children including English Language Learners. Additionally, students plan and teach an interdisciplinary early literacy project linked to the NYS ELA Common Core Standards using formal and informal literacy assessment tools. This course is part of the Childhood/Early Childhood Education Program's Block I Field Experience in which students will complete 30+ hours of classroom field experience. It is taught in conjunction with the methods courses Math Methods (EDUC 310), Social Studies Methods (EDUC 312) and Teaching Special Needs (EDUC 314). Prerequisite: EDLS 207. Fall and Spring. Gen Ed: AC.

EDLS 307 – Literacy Education in the Arts Disciplines (3) Designed for pre-service teachers of the music, theater, and fine arts in grades PK-12, this course examines the historical, cultural, political and social foundations of literacy and their implications for teaching and acquiring literacy in U.S. schools. In addition, students are prepared to apply techniques of literacy instruction to support the learning of arts content by students from diverse linguistic and cultural backgrounds. Finally, students explore how diverse forms of text (print, electronic, digital) produce a range of reading, writing, and interpretive demands, challenging traditional definitions of literacy, notions of literacy skill, and students' literate identities. Fall and Spring.

EDLS 314 – @Teaching Students With Special Needs Grades Birth-6 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including students with autism, discusses the impact of special education law on the public school program, and provides background for designing appropriate interventions for students with diverse learning needs. Includes 15 hours of field-based experience. Corequisites: EDLS 306, EDUC 308, 310 & 312. Prerequisites: EDLS 201 & 207. Offered Fall and Spring.

EDLS 315 – Teaching Students With Special Needs: Grades 5-12 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including students with autism in the middle and secondary school; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with diverse learning needs. Includes 15 hours of field-based experiences. Offered Fall and Spring.

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

EDLS 317 – 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. Winterim.

EDLS 320 – Education, Research, Assessment & Evaluation (3) This course is designed to increase educators' awareness and practice with educational research and the major methods of techniques of assessment used to measure and improve early childhood, elementary, middle and secondary student achievement of learning outcomes. Focus areas will include historical, cultural, analytical, evaluative, theoretical and conceptual treatment of educational assessment. Applications will include: research to inform instruction; assessing and tracking growth and reporting academic achievement for all types of learners; use of technology; and the interpretation of standardized test information. Offered Fall and Spring semesters.

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

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

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

EDLS 415 – Seminar: Issues in Theatre Education (2) Discussion of contemporary educational and professional issues. Accompanies student teaching semester. At

tendance and interview attire at Professional Development Workshop is mandatory. Theatre Education Majors only. Corequisites: EDUC 419 and SECD 457. Prerequisites: DRAM 361 & 362.

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

Non-Liberal Arts Childhood Education Courses

EDUC 303 – @Creative/Sensory Experience/Young Children B-2 (3) The purpose of this course is to provide students with knowledge of the development of creative, affective and sensory 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. Prerequisites: EDLS306, EDUC 308, 310, 312, & 314. Corequisites: EDUC 407, 408, 409 & 411. Fall and Spring.

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, but are not limited to observation, small group work, and at least one large group lesson. Prerequisites: EDLS 201 & 207. Corequisites: EDUC 310, 312, 314, & EDLS 306.

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

EDUC 312 – @Childhood/Early Childhood Social Studies Methods: PK-6 (3) This course is designed to prepare students for their field experiences and edTPA by introducing them to the theoretical and practical aspects of planning, implementing and assessing student learning using an integrated and interdisciplinary approach to social studies instruction Pre-K through sixth grade. The 2015 NYS Social Studies Framework, its Tool Kit, the inquiry Design Model and their alignment with the ELA Common Core provide the basis for course work in students explore and demonstrate the fundamentals of lesson planning using Cooperative Learning, Bloom's Taxonomy, the Effective Teaching Model, Gardner's Multiple intelligences Theory and research-based critical thinking and literacy strategies to develop reading, writing, speaking and listening skills and strengthen academic language, language function and other language demands in the content area. Students will also practice with and create their own assessment tools and provide feedback using task sheets and rubrics. Prerequisites: EDLS 201 & 207. Corequisites: EDLS 306, EDUC 308, 310, & 314. Fall and Spring.

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; Corequisites: EDUC 402, 404, & 405.

EDUC407 – @Childhood Literacy (3) This course is designed to provide the prospective elementary teacher with opportunities to review and extend upon the information presented in EDLS 207 and EDLS 306. In a simulated classroom setting students will use quality children's literature, effective literacy strategies, and integrated science/literacy lessons to model balanced literacy instruction. Science/literacy lessons will be created citing the NYS ELA Common Core Standards, along with various forms of assessment to measure instruction and evaluate individual progress while

managing the classroom environment. Students will further explore how the use of children's literature with effective literacy strategies can promote the literacy development of English Language Learners. This course is part of the Childhood/Early Childhood Education Program's Block II Field Experience in which students will complete 70+ hours of classroom field experience at a designated professional development school. This course is taught in conjunction with the methods courses Elementary Science Methods (EDUC 409) and Foundations of Classroom Behavior (EDUC 411). Prerequisite: EDLS 306. Fall and Spring.

EDUC 408 – @Practicum II (2) This pre-student teaching field experience will focus on curriculum, science & literacy strategies, and instructional planning. Components will include planning, classroom management, teaching, and assessment. Prerequisite: Block I. Corequisite: EDUC 303, 407, 409, & 411.

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

EDUC 411 – @Foundations of Classroom Behavior for Childhood/Early Childhood: PK-6 (3) Foundations of Classroom Behavior will examine classroom organization and management techniques necessary for success as a childhood/early childhood teacher. This course explores effective teaching strategies and curriculum implementation that foster positive learning environments within the childhood/early childhood classroom and serve the needs of all students. Prerequisite: Block I. Corequisite: EDUC 303, 407, 408, & 409. Fall and Spring.

EDUC 419 – @Student Teaching: Pre K-6 (6) This course will provide the future theatre teacher with a time and place where the theory of coursework at the college can be put into actual practice of teaching. Experience will include placement at the Pre K - 6 level. This course is designed to focus the future theatre teacher's attention on a complete range of teacher functions and responsibilities found in Authentic Childhood settings. Restricted to Theatre Education students. Corequisites: SECD 457 & EDLS 415. Gen Ed: SI.

EDUC 425 – @Student Teaching Internship: PK-Gr2 (6) Half semester of student teaching at PK-Gr2 Level. Fall and Spring.

EDUC 426 – @Student Teaching Internship: Gr. 3-6 (6) Half semester of student teaching at grades 3-6 level. Fall and Spring.

Graduate Education Courses

GRE 501 – @Seminar: Teaching Science in Secondary School (3) Integration of the history and philosophy of science and science curricula.

GRE 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 everyday decision making.

GRE 503 – @Educational Law (3) Study of principles and procedures underlying educational law in the United States with emphasis upon New York State. Analysis of critical current issues, church-state relationships, discipline, liability and teacher rights and responsibilities.

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

GRE 505 – @Topics in Mathematics for Elementary Teachers (3) This course is designed to improve mathematical preparation of elementary teachers. It fosters the development of profound understanding of mathematics taught to younger

children through the in-depth study of basic mathematical ideas and concepts, emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of the teachers and develop their confidence in doing and teaching mathematics.

GED 507 – @Developing a Positive Self-Concept (3) Students will study and apply ingredients that aid in the development of a positive self-concept. Caring, sharing, giving, accepting acceptance, etc. will be practiced within the class setting. The invitational education model will be stressed as a way to enhance one's self-concept both personally and professionally. Classroom projects and assignments will meet the professional and/or personal needs of the individual student. Summer.

GED 510 – @Museums and Local Sites as Educational Resources (3) An examination of the general purposes of various types of museums and local sites, the contributions each can make to PK-12 curriculums, and the instructional methods best suited for use in the student's own teaching situation (be it public school classroom or other educational setting). Involves visits/field work at selected area museums and sites. Designed for education and non-education students. Spring, odd years.

GED 511 – @Humanistic Education (3) Designed to focus on the discovery of meaning within teaching-learning situations and to explore the student's search for self-identity. The course will emphasize student-centered curricula, knowing students as unique individuals, classroom motivation and control, relevant knowledge, student creativity and self-evaluation. Inviting school success with the use of the invitational education model and Covey's, Principles of Highly Effective People, will also be stressed.

GED 513 – Comparative Cultures In Education (3) This seminar course investigates the relationship between various learning styles in selected societies throughout the world ranging from non-literate tribal to technologically advanced societies, with the course focus on individual research projects.

GED 514 – @International and Global Education (3) Part I of the course examines the roles of values in elementary and secondary education: teaching values, teaching about values and values clarification. Part II builds upon this conceptual base and applies it to specific social and ethical issues in the elementary and secondary curriculum: war and peace, food and hunger, environmental stewardship. Fall, odd years.

GED 515 – @Teaching Local History and Community Studies (3) Analysis of the role of local history and community studies in the elementary and secondary curricula of New York State with emphasis on the subject of social studies. Investigation of resources available in North Country local communities: persons, artifacts and sites. Several in-class resource guests and some class visits to selected sites.

GED 516 – @Diversity & Advocacy in Education (3) The course is designed to help increase education students' awareness of cultural diversity and its relationship to advocacy in education. Upon completion of this course students will see themselves as advocates—utilizing equity pedagogy and prejudice reduction strategies—committed to developing school cultures that are socially just for all.

GED 517 – @Integrating the Arts into the Elementary Classroom (3) This course will help classroom teachers gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. New York State Standards for the Arts will serve as a guide as activities are developed to enhance children's cognitive, social, and emotional development. Participants will gain experience, familiarity, and comfort with various aspects of the arts (dance, music, theatre, and visual arts). Summer, Fall and Spring.

GED 522 – @Creative and Affective Experiences in Early Childhood (3) This course is designed to focus on the value of play to develop the whole child in an environment that supports play. Students will plan and implement child-centered integrated learning experiences in play, music, drama, sensory, and art based on developmental needs of children. Offered summer and winter only.

GED 530 – @Classroom Management and Discipline (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Summer (odd years), Fall and Spring.

GED 531 – @Creative Problem Solving - Mathematics (3) This course is designed with the goal to provide teachers with the experience of mathematical discovery

through creative problem solving. A variety of instructional approaches, including the use of computers, will be examined by solving open-ended problems relevant to school mathematics curriculum. As warranted.

GED 533 – @Outdoor Activities for Teaching Science (3) This course is designed for secondary and elementary teachers of science. The main objective of this course is to provide science teachers with activities that can be used to teach students in an outdoor setting. Methods of soil and water testing, topographic map reading, compass use, plant and animal identification, population dynamics, ecosystem analysis, food chain/web structures, stream discharge volume/rates, and land forms will be examined. The course will be taught in a Wilderness area of the Adirondack Park. The class will be limited to 12 students. Permission of the instructor is required for acceptance into this course. Summer.

GED 534 – @Teaching Math in a Technological World (3) Technology is changing the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS and NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Fall.

GED 535 – School Mathematics from an Advanced Standpoint (3) This course is designed for pre-service and in-service school mathematics teachers and provides an advanced treatment of mathematical content typically associated with the secondary mathematics curriculum. The course activities involve the extension and generalization of mathematical propositions, informal and formal methods of justification, demonstration and proof, and the analysis of problems and concepts. As warranted.

GED 544 – @Cooperate to Educate (3) This course is designed to provide classroom teachers and/or someone interested in becoming a classroom teacher the knowledge and practice in developing techniques needed to design and implement cooperative learning groups. Various teaching strategies in the following will be explored as integral to cooperative learning: group roles/responsibilities; creative and critical thinking/problem solving; creating a brain-compatible environment; thematic instructional units; resources (physical, human, etc.); other pertinent techniques depending on the knowledge and experience of the group. Summer.

GED 545 – @Teaching the English Language Learner in the Mainstream Classroom (3) This course provides K-12 educators learning and teaching strategies to enhance lesson development and effective instructional practices in order to foster English language development and ensure the English language learner success in the mainstream classroom.

GED 548 – @Literacy and Literature for Young Children (3) Selected examples of literature for young children are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs and also individualizing student development. Special attention is given to literature that represents cultural diversity and literature that allows for the integration of literacy development with other content areas described in New York State Learning Standards. Summer, Fall and Spring.

GED 549 – @Adolescent Literature and the Teaching of Reading/Literacy (3) This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources on teaching adolescent literature, constructing reading databases, and examining instructional uses of power point and electronic communication. Summer, Spring and Fall.

GED 550 – @Introduction to Teaching English Language Arts, Grades 7-12 (3) A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for English Language Arts (reading, writing, speaking, and listening) will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. MST students only. Summer. Corequisites: GED 530 and GED 600.

GED 552 – 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. Winterim.

GED 555 – @Classroom Management/Leadership: Middle/Secondary School (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Secondary Science Students only or permission of instructor.

GED 556 – @Reading in Middle/Secondary School (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Spring and Summer.

GED 557 – @Writing in the Middle and Secondary School (3) Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Fall and Summer.

GED 558 – @Literacy I: Methods - Childhood (3) This course is designed for the elementary pre-service teacher who will be responsible for teaching literacy in grades 1-6. It is assumed that persons enrolled in this course know little or nothing about the theories of reading and other literacy skills development. With this assumption in mind, this course will be geared to teaching pre-service teachers the “whys” and “hows” of teaching reading, writing, listening, and speaking to children. Summer, Fall and Spring.

GED 559 – @Literacy II: Methods - Childhood (3) This course is designed to help preservice teachers understand and define the various components of a “balanced” literacy program for children in grades 1-6. Using quality children’s literature, pre-service teachers will be expected to design and implement balanced literacy instruction in a classroom setting. Pre-service teachers will also be expected to use various forms of assessment to measure the success of their instruction as well as individual progress in literacy development. Fall and Spring.

GED 565 – @Elementary Mathematics: Content and Methods (3) Teaching mathematics effectively at the elementary level requires much more than the ability to carry out four arithmetical operations. The teacher must have deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help teacher candidates develop self-confidence in teaching mathematics at the elementary level through exploring various strategies and models for teaching that reflect current New York State and National standards. Fall and Spring.

GED 566 – @Elementary Science: Content and Methods (3) Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Fall and Spring.

GED 567 – @Elementary Social Studies: Content and Methods (3) This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Summer, Fall, and Spring.

GED 568 – @Teaching Mathematics in the Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. They will learn how to provide learning experiences, including interdisciplinary experiences, and create assessments that are developmentally appropriate for middle level students. Preservice teachers will learn how to engage middle school students in meaningful mathematics, work with middle school students who are not meeting minimum standards and prepare middle school students for the abstract world of high school mathematics. They will become knowledgeable about the current NYS Standards in Mathematics and the NCTM Standards. This course will include how to integrate mathematics with other disciplines. Students will concurrently take GRED 578. Summer.

GED 569 – @Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9-12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as everyday citizens and to move successfully into programs that require the study of mathematics at the college level. Students in this course will become knowledgeable about the current NYS Learning Standards in Mathematics and the NCTM Standards. Students will concurrently take GRED 579. Fall.

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

GED 574 – Navajo Cultural Exchange Program (3) The Navajo Cultural Exchange Program is a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3 hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam 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. Summer.

GED 576 – @Practicum I (3) This practicum is designed for the prospective teacher in pre-service training who is interested in teaching English in a country where English is not the primary language in grades K through 12. This practicum is to help the prospective teacher experience “teaching situations” which are believed to have four crucial features such as 1) teacher, 2) learner, 3) subject matter, 4) a social and physical context. MSED Curriculum & Instruction international students only. Fall.

GED 578 – @Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5-8). Summer.

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

GED 582 – @Teaching Writing, Language and Communication, Grades 7-12 (3) This course extends study in GRED 550, Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts). Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and

non-print “texts” for teaching writing, language, and communication. MST students only. Prerequisite: GRED 550. Corequisites GRED 549, 584, 588, 589, & SPED 505. Fall.

GRED 583 – @The Development of Writing I (2) This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing. Coursework will draw from the writing assignments in the students’ other graduate courses.

GRED 584 – @Teaching Literature and Literacy, Grades 7-12 (3) This course extends study in GRED 550 Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching literature and reading. Based on state and national standards the course will examine: 1) how to integrate study of literary genre and “texts” [including, non-print texts such as film, media, arts, visual literacy, etc.]; 2) how to evaluate and select literature for secondary ELA curricula; 3) how to integrate the study of literature with the teaching of reading (including strategies for assessing reading skills, teaching reading comprehension and layered reading, construction meaning, language and vocabulary development, study skills, etc.); 4) how to integrate the teaching of literature and reading with other literacy skills of writing, speaking, and listening; and 5) how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Prerequisite: GRED 550. Corequisites GRED 549, 582 588, 589, & SPED 505. MST students only. Fall .

GRED 586 – @Practicum II (3) This practicum is designed to have students focus on “making systematic observations” that helps to study and analyze the teaching-learning environment in a systematic and objective fashion. With systematic classroom observation, each student is required to produce an acceptable paper which describes and explains the STANDARD SKILLS FOR ALL TEACHERS perceived in the classroom which are divided into five areas such as: Classroom Environment, Preparation for Instruction, Interaction with Students, Management of the Learning Environment, and Professionalism. MSED Curriculum & Instruction international students only. Spring.

GRED 587 – @Leadership in Communities of Learners (3) By the end of this course, participants will be able to identify and describe elements of organizational culture in learning communities and related roles of leadership. Organizational culture includes policies and practices that oppress individuals and groups on the basis of socio-economics, race, ethnicity, language, learning styles, gender, sexual orientation, and/or disability. Participants will explore, develop, and apply strategies and skills related to transforming schools in ways that serve the interest of all individuals and groups within a community of learners. Prerequisite: GRED 600, 607, 634 or student teaching.

GRED 588 – @Practicum 1: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7-12. At least three consecutive days per week are allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Corequisites: GRED 549, 582, 584, 589, & SPED 505. MST students only. Prerequisite: GRED 550. Fall.

GRED 589 – @Practicum 2: Teaching English Language Arts Secondary School (2) Students will observe, tutor, and teach in Secondary English Language Arts classrooms, grades 7-12. At least three consecutive days per week are allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Prerequisites: GRED 550 Corequisites: GRED 549, 582, 584, 588, & SPED 505. MST students only. Fall.

GRED 590 – @Special Social Studies Education Content Topic (3) Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional and evaluation considerations of the content topic for middle and secondary school learning/teaching in social studies. Permission of instructor or adviser required for undergraduate BA students. May be offered as a travel course.

GRED 593 – @The Development of Writing II (2) This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing.

GRED 595 – Special Topics (1-6) Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs.

GRED 600 – Philosophical Foundations of Education (3) This course examines the contribution of leading educators from Ancient Greece to the present. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Summer, Fall and Spring.

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

GRED 606 – Advanced Secondary Social Studies Education (3) Examines curriculum and instruction in secondary school social studies. Attention is given to national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary social studies instruction are analyzed: inquiry, use of primary sources, structures of social science disciplines, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681 & 688. Summer.

GRED 607 – Foundations of Education (Birth-Grade 6) (3) This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education and a historical outline of the field. It prepares future teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as the goals of education, learning theories, and teaching and assessment strategies. Summer, Fall and Spring.

GRED 608 – Advanced Secondary Mathematics Education (3) Participants will become familiar with the most recent literature on teaching and mathematics; the organization and structure of professional organizations, the nature of research in mathematics education; goals, strategies, research and standards for the teaching of mathematics. Fall, as warranted.

GRED 610 – Advanced Secondary Science Education (3) This course explores alternatives in science teaching methods, including the historical, contemporary and experimental. Considers special techniques for demonstration, field and laboratory and special learning situations, including criteria for slow and accelerated learners. Provides an opportunity for the student to develop his or her own teaching style reflecting techniques he or she has determined to be effective. Prerequisite: GRED 672. MST Secondary Science students only. Summer.

GRED 613 – Teaching Internship, Grades 1-3 (6) This course provides the teacher candidate with a time and place where the theory of coursework at the College can be put into the actual practice of teaching. The course is designed to focus the teacher candidate’s attention on the complete range of teacher functions and responsibilities found within a real school setting, including immersion in curriculum and long range planning, such as units. The internship provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. Corequisites: GRED 676 & 696. MST Childhood students only.

GRED 616 – Curriculum and Evaluation (3) Examination of basic elementary curriculum and evaluation concepts, principles and practices, including funded knowledge and conventional wisdom, aims and objectives; the cognitive, affective and psychomotor taxonomies; curriculum design, standardized and informal assessment. Special attention will be given to New York State requirements with respect to curriculum design and evaluation. Each educational professional’s area of content will be studied and applied for the development of appropriate curriculum and evaluation. Summer and Fall.

GED 626 – Zebra Stripes and Learning Types (3) The purpose of this course is to: 1) examine the accepted theoretical concepts put forth by psychologists and pedagogical experts today; 2) discuss and define how various learning style concepts and/or models impact on the teacher, the student, the administrator, and the curriculum; 3) design instructional strategies that provide for the individual learning styles of students. As warranted.

GED 635 – Educational Research in Curriculum & Instruction (3) This course is designed to meet the needs of educational professionals. The fundamentals of research design, data analysis, and evaluation are studied. Teachers become informed consumers of educational research and learn to conduct research in a number of environments including their own classrooms. Summer, Fall and Spring.

GED 661 – Readings in Social Studies Education (3) Readings, analyses, and discussions of selected articles and books in history, historiography, the social sciences and contemporary social commentary which will be of interest and use for teachers of social studies, K-12. The selections will be primarily publications of the post-World War II period. Some will vary each semester. Emphasized will be the selections' usefulness as background readings for teachers of social studies. Participants' comprehension of underlying considerations of contemporary social, economic, political, global, and environmental issues or topics will be enhanced. Appropriate discussion techniques and critical thinking skills for the social studies lesson or classroom will be discussed and modeled. Spring, even years.

GED 664 – Practicum in Childhood Education (1-12) The future childhood teacher will be provided supervised classroom experience. This practicum (at least 100 hours in the field) will involve working with all aspects of childhood curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment and implementation. Fall and Spring.

GED 665 – Language and Culture (3) This course is designed for the prospective teacher in pre-service training who is interested in teaching English to students in a country where the primary language is not English in grades K through 12. The course is geared to teaching language in cultural context with a focus on "Proficiency-Oriented Instruction". MSED Curriculum & Instruction Korean international students only. Fall.

GED 667 – Topics and Research in Mathematics Education (3) Designed as a capstone course for the secondary mathematics education Master's degree programs, this course will allow students to review the research on a current issue related to secondary mathematics. They will develop and present a research proposal. Students will also finalize their teaching portfolio as part of this course. Summer.

GED 668 – Professional Portfolio Development (1) Before graduating, each student is required to complete a professional development performance portfolio (PDPP). This portfolio will demonstrate students' progress and development over the tenure of their pedagogical preparation. The PDPP is a collection of select artifacts and reflections that represent pre-service teachers' experiences, knowledge, and growth during the pre-student teaching and teaching experience. This requirement fulfills the culminating experience requirement.

GED 669 – Professional Development Performance Portfolio (3) The Developmental Performance Portfolio (DPP) is an intentional grouping of artifacts that are reflective of the INTASC Standards that demonstrates the pre-service teacher's progress and growth over the tenure of his/her pedagogical preparation. There should be evidence of achievement and reflection on the achievement. The DPP is a collection of select artifacts and reflections that represent the pre-service teacher's experiences. The artifacts will include samples of work completed during the program that represent the pre-service teacher's experiences, knowledge and growth and samples of work from pre-student teaching and student teaching experiences. The DPP should prompt reflective thinking in the knowledge and skills determined by INTASC Standards by providing documented evidence of accomplishments. Fulfills the Culminating Experience requirement. Fall and Spring.

GED 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.

GED 671 – Developing a Professional Teaching Portfolio (3) The Professional Development Performance Portfolio (PDPP) is an intentional grouping of work that shows the pre-service teacher's progress in professional growth over time. There should be evidence of achievement and reflection on that achievement. The PDPP should be a collection of select artifacts and reflections that represent the pre-service teacher's experiences, knowledge and growth during the pre-student teaching and student teaching experience. The PDPP is considered a work in progress and should prompt reflective thinking in the knowledge and skills determined by the faculty by providing documented evidence of accomplishments. Fulfills culminating experience requirement for MST Secondary English Degree. This course is taken in conjunction with Student Teaching. Spring.

GED 672 – Science Curricula, Programs and Standards (3) This course is designed to introduce future teachers to school science curricula and programs in grades 7-12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Summer.

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

GED 674 – Culminating Experience/Thesis Research (3) This course is designed to help the student in planning his or her "Culminating Experience" under the supervision of his or her graduate adviser. For this exit requirement project, the student should be able to complete his or her work relative to "Teaching English As a Second/Foreign Language" or "English-Korean Bilingual Education." The project should include appropriate aspects of previously completed SUNY Potsdam course work and must have written documentation.

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

GED 676 – Student Teaching Seminar: Policies and Practice in American Education (2) The course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Corequisites: MST Childhood: GED 613 & 696; MST Secondary Mathematics and Social Studies: GED 694 & 697; MST Secondary English and Science: GED 692 & 697.

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

GED 681 – Social Studies Curriculum in Middle/Secondary School (3) Introduction to the social studies curriculum of middle and secondary schools. Defines and analyzes the processes and products of funded knowledge and conventional wisdom, curriculum development, curriculum, instructional planning, instructional plan, instruction, and evaluation, as they are used in social studies. Also examines the interrelationships of these eight. Emphasizes concepts, their definition, their uses, and their roles in social studies. Examines the substantive and syntactical contributions to social studies of the disciplines of anthropology, economics, geography, history, sociology, and political science. Studies definitions of citizenship; the roles of controversial issues in social studies; and the changing definitions of social studies. Summer.

GED 682 – Research in Social Studies Education (3) Review of selected research in middle and secondary school social studies education. Fall.

GED 684 – Secondary Social Studies Content Portfolio (1) In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisite: GRED 681. Corequisites: GRED 688 & 689. MST Social Studies 7-12 5-6 Ext majors only.

GED 687 – Action Research (3) With approval from the instructor, an action research topic will be selected by the student that is directly related to his/her content area and classroom setting. This is a field-based course so students will be conducting action research in their own schools and classrooms. A written paper and presentation will be required for all students. A copy of the action research paper will be maintained in Crumb Library. Fall, Spring and Summer.

GED 688 – Social Studies Instruction in Middle/Secondary School (2) Introduction to methods and materials of instruction and evaluation in social studies in the middle and secondary schools. Analyses and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program and for MST students only - GRED 681. Corequisite: GRED 684 & 689. Fall.

GED 689 – Practicum in Middle/Secondary School Social Studies Instruction (4) Students will observe and instruct social studies in the middle and secondary school. Prerequisites: permission of the instructor. Corequisite: GRED 688. Fall.

GED 692 – Student Teaching: Junior High School 7-9 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7-9 experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. Corequisites: GRED 676 & 697. MST students only.

GED 693 – Supervised Clinical Experience/Student Teaching, Grades 9-12 (6) This course will consist of a half semester of field experience in a public school setting. Students will be assigned to a grade 9-12 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. Corequisite GRED 676 & 692. MST students only.

GED 694 – Student Teaching in the Middle/Junior High School 5-9 (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7, 8 and/or 9, under the guidance of a sponsor teacher and a college supervisor. Corequisites: GRED 676 & 697. For MST & BA/MST secondary students only.

GED 695 Special Topics (1-6) Workshops, seminars, and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, in as electives in Master of Science in Education/Master of Science for Teachers degree programs. For further information relative to special offerings, consult with the department chair or graduate adviser.

GED 696 – Student Teaching: Childhood Education 4-6 (6) This course provides the student with the initial opportunity to student teach in the public school setting. Students are assigned to an elementary classroom in which the induction process

leads to full teaching responsibilities under the direction and supervision of a sponsor teacher and college supervisor. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. Corequisites: GRED 613 & 676. MST Childhood students only.

GED 697 – Student Teaching: Sr. High 10-12 (6) This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. Corequisites: GRED 692 or 694, and GRED 676. For MST and BA/MST students only.

GED 699 – Thesis Research (3) The thesis topic is selected by the student according to his or her interest, with the approval of his or her graduate adviser and thesis committee. An oral defense of the thesis is required. The original typescript of the final document, presented in standard thesis format, becomes part of the holdings of the School of Education and Professional Studies. Summer, Fall and Spring.

Information and Communication Technology Course Descriptions

Note: These courses do not meet Computer Science major or minor requirements.

IT 502 – @Organizational Development (3) The purpose of this course is to look at the principles and the nature of the organizational development field and dominant methods, models and perspectives taken to conduct the work.

IT 503 – @Team Building (3) This course focuses on working closely with colleagues in productively academic and business environments. Effective team leadership and membership principles will be covered. Psychodynamic and organizational inhibitors and facilitation of effective team functioning also will be reviewed. Fall.

IT 505 – Organizational Communications (3) This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination.

IT 506 – Small Group Communication (3) The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Fall, odd years.

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

IT 515 – @Managing innovation (3) This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

IT 518 – @Computers in Education (3) This course presents an introduction to varied microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, database, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary classrooms. No previous computer experience is required. This is an introductory course for elementary and secondary education students. Summer, Fall and Spring.

IT 529 – Computer Applications/Performance Improvement (3) Students will explore the use of computers as a tool for instructional applications in education. Word processing, database management, spreadsheet creation, and presentation software will all be covered. Internet based communications tools will also be emphasized. Emphasis will be placed on developing practical applications for education settings in a cross-platform environment. (Prerequisite: basic word processing, mouse skills, some internet experience, to be augmented by jumpstart classes if these skills are lacking). Intermediate-level course.

IT 544 – Desktop Publishing (3) The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory Course. Summer.

IT 545 – Preparing and Delivering Professional Presentations (3) The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered. Summer.

IT 546 – Preparing Performance Support Materials (3) This course provides a comprehensive overview of the computer-based preparation of instructional materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and webpages. Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project. Summer.

IT 549 – Web Page Development (3) The course is intended to provide students with experience in webpage design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create websites. Students will work with a variety of media, such as audio, video, text, and graphics to exploit the personal computer's ability to present information through the Internet. Introductory course.

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

IT 566 – @Simulations & Games for Teaching & Learning (3) This course will explore the use of simulations and games for instructional environments. Both computer-based and non-computer based options will be covered. This course is intended for both K-12 educators, as well as those interested in corporate training. No prerequisites. Introductory course.

Non-Liberal Arts Secondary Education Courses

SECD 210 – @Computer Applications in Middle/Secondary Education (1) To provide an introduction to the use of 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 and Spring.

SECD 316 – @Technology and Media in Middle/Secondary School Mathematics (3) This course will provide students the opportunity to learn how technology and media can enhance the understanding of mathematics when used appropriately. Students will explore appropriate uses of the calculator, graphing calculator, spreadsheets, and software such as Geometer's 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 internet to support secondary mathematics education. In addition, they will review the use of other multimedia devices and products. Prerequisite or Corequisite: 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 and Foreign Language education programs. Current issues and problems will also be discussed. Prerequisite: EDLS 349.

SECD 356 – @Reading in the Middle/Secondary Schools (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Spring, Summer and Fall.

SECD 357 – @Writing in the Middle/Secondary Schools (3) Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Fall and Summer.

SECD 361 – @English Language Arts: Grades 5-12 (4) 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: ANTH 203, LNSG 301, COMM 201, COMP 202, EDLS 349, and 12 credits in Literature/Writing major. Corequisites: EDLS 315, LITR 323. Fall.

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 and the NCTM Standards. Students will concurrently take SECD 390. Prerequisites: EDLS 349 & SECD 316. Spring.

SECD 371 – @Teaching Writing Language/Communication: Grades 5-12 (4) 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. Prerequisite: Learning Community I. Corequisites: COMP 402 or COMP 405, & SECD 391. 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.

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

SECD 374 – @Introduction to First and Second Language Acquisition Grades 5-12 (3) Introduction to theory, research, and practice in the fields of first and second language acquisition; understanding of language acquisition at various developmental levels,

both within and outside the classroom; and application of language acquisition theories to instructional practice in grades 5-12. Corequisite: SECD 394. Spring.

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

SECD 391 – @Practicum 1: 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. Corequisite: SECD 371.

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

SECD 394 – @Observation in Foreign Language Classroom Grades 5-12 (1-12) Pre-student teaching field experience involving classroom observation of foreign language teachers and learners in grades 5-12. Corequisite: SECD 374. Spring.

SECD 410 – @Middle or Secondary Science Field Experience (3) This course provides pre-student teaching field experience in secondary science in the B.A. and B.A./M.S.T. programs, or middle school (grades 5-8) pre student teaching field experience for students in the B.A./M.S.T. program leading to certification for Middle School and High School. Under the supervision of mentor teachers and the SUNY Potsdam course instructor, students will observe, design and deliver lessons in an assigned public school classroom. They 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, students will lead small group learning activities in the classroom. After one month and as approved by the mentor teacher, they 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 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 a special opportunity to apply pedagogical learning in a meaningful context. Given these criteria, by enrolling in this course students are assuming a new level of responsibility in their education. They will be engaged by participating public school teachers in a manner to enhance the education provided to their students. This course is 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, students 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 students are assuming a new level of responsibility in their education. They will be engaged by participating public school teachers in a manner to enhance the education provided to their students. This course is an opportunity to begin, in a small way, assuming responsibility to provide for the educational needs of students in the pre-college classroom.

SECD 455 – @Student Teaching in the Middle/Jr. High School (6) Half semester of student teaching in student's academic major in grades 7-9, 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 457 – @Student Teaching 7-12 (6) Half semester of student teaching in student academic major in grades 7-12 under guidance of sponsor teacher and college supervisor. For Theatre Education students.

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 and the NCTM Standards. Prerequisites: PSYC 350, SECD 357, & SECD 370; Corequisite: SECD 490. Fall.

SECD 471 – @Teaching Reading and Literature: Grades 5-12 (4) 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 databases and examine instructional uses of power point and electronic communication. Prerequisites: SECD 361 & 371. Corequisites: LITR 419 (or 422/436/410/438/453), SECD 340, SECD 491. Fall.

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.

SECD 473 – @Middle/Secondary School Social Studies Instruction (2) 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 & 393. Corequisite: SECD 493. Fall.

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

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. Prerequisite: SECD 373 & 393. Corequisites: SECD 473 & 493. For BA Social Studies 7-12 5-6 Ext students only.

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

SECD 491 – @Practicum II: 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 and II. Corequisite: SECD 471.

SECD 493 – @Practicum: Middle/Secondary School Social Studies Instruction (2) Students will observe and give instruction in social studies in the middle and secondary school. Prerequisite: SECD 373. Corequisite: SECD 473. Fall.

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

Inclusive and Special Education Courses

SPED 501 – Foundations in Autism (3) This course will address the identification and needs of students with Autism and related spectrum disorders and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress. It will emphasize exploration of the four main domains of ASD in order to build a successful foundational understanding of the student with autism. Fall and Spring.

SPED 505 – @Introduction to Special Education (3) Provides an overview of the categories of disabilities; develops skills related to the identification and remediation of educational, psychological and social needs of learners who are gifted/talented and/or with disabilities, discusses the special education process and impact of state and federal special education laws and policies on the public school program; provides background for designing appropriate individualized instruction, behavioral support, and classroom management applications and interventions for students with diverse learning needs; and develops and uses effective planning, collaboration, and co-teaching practices with peers. This course also includes 15 hours of fieldwork with persons having disabilities; which with the permission of the instructor might include reported observations and volunteering at special education or identified inclusive settings within the classroom, area school districts, BOCES or other institutions. This course may be applied to the prerequisite course requirement in the MSED Special Education Program. Summer, Fall and Spring.

SPED 595S – @Special Topics (1-6) Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Masters of Science for Teachers degree programs. Summer, Fall and Spring.

SPED 601 – Characteristics of Learners with Mild/Moderate Disabilities (3) Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners. Fall.

SPED 607 – Educational Research: Critical Issues in Special Education (3) This course will examine foundational research principles and classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues. Prerequisites: an introductory course in special education or permission of instructor. Spring.

SPED 609 – Field Experience I (1) This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies

will be conducted. A philosophy of service to students with disabilities will be developed. Corequisite SPED 601 and SPED 650. Fall.

SPED 612 – Technology in Special Education (3) This is a survey of the varied applications of recent technology, particularly computer-based technology, in the field of special education. Students will work with hardware and software that allow the integration of children with special learning needs into the regular educational program. In addition, they will gain a broad understanding of the variety of technologies designed to meet the special needs of individuals with disabilities. Prerequisite: SPED 505 or equivalent course. Fall and Spring.

SPED 637 – Diagnosis and Assessment of Educational Disabilities (3) Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or Corequisite: SPED 601. Fall and Spring.

SPED 638 – Literacy Assessment and Practices for Students with Diverse Needs (3) The purpose of this course is to prepare preservice and inservice Inclusive and Special Education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). Content includes critical evaluation of assessments and interpretation of data to inform selection of research-based instructional practices. These incorporate strategies in reading, writing, listening, and speaking in teaching content across the general curriculum; and for enhancing communication for ELL Prerequisite: SPED601, SPED650. Corequisite: SPED 607. Spring.

SPED 640 – Behavior Management for the Special Educator (3) Considers and provides practice in a range of techniques to achieve behavioral, social, and academic changes in students with disabilities; develops competencies in the formulation of behavior intervention plans; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications of various approaches in management of behavior. Prerequisite or Corequisite: SPED 601/650. Corequisite: SPED 637. Fall.

SPED 646 – Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies for use with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, 650 & 637. Corequisite: SPED649. Spring.

SPED 647 – Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies including those related, though not limited to, English, Mathematics, Science and Social Studies for use with secondary students with mild/moderate disabilities. The course also incorporates: developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; the development of competencies in the formulation of Individualized Education Programs; discussion of life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, 637, 640, 650. Corequisite: SPED649. Spring.

SPED 648 – Strategies of Early Childhood Special Education (3) Identifies the learning and behavioral needs of preschool children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multi-disciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601 & 637. Spring.

SPED 649 – Field Experience II (1) This course will provide pre-service special education teachers the opportunity to acquire experience in planning and conducting instruction with various groups of students with diverse learning needs to meet their academic and/or social needs. This experience will also include design and use of assessment techniques for evaluating student progress. Prerequisites: SPED 601 & 637. Spring.

SPED 650 – Collaborative Consultation with Professionals and Parents (3) Explore and develop competencies needed to work in cooperation with other special educators, general educators and families, as well as support personnel, with the goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisites: SPED 601 & 637. Fall and Summer.

SPED 669 – Practicum in Special Education (6) Provides experience in the application of techniques for evaluation and instructional programming for learners with mild/moderate learning and behavioral disabilities; work with students shall include educational assessment, implementation of Individualized Education Programs, and planning for instructional activities designed to meet identified student needs. Prerequisites: Completion of all course requirements for the MSED Special Education. Summer (for 6 credits), Fall and Spring (3 credits).

SPED 670 – Culminating Experience (1) This culminating activity includes the compilation of a portfolio including samples of work completed during the program. This process is designed to allow students and instructors to reflect on the experiences in the program and their growth as a result of their experiences. Students receive specific instructions on the assembly of the portfolio during their first semester. Prerequisite: Completion of all course requirements for the MSED Special Education. Summer, Fall and Spring.

SPED 6955 – Special Topics (1-6) Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs. Summer, Fall and Spring.