

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

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Departments

- Business Administration
- Community Health
- Elementary Education
- Literacy Education*
- Secondary Education
- Inclusive and Special Education*

*Graduate programs only

Art Education and Theatre Education are offered in the School of Arts and Sciences and may be viewed on pages 92 and 157 respectively.

Offices

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Department of Business Administration

Contact Person: Joe Timmerman, Chair
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Professors: Anthony Betrus, Alan Januszewski, Edwin Portugal
Associate Professors: Gregory Gardner, David Kistler, Joe Timmerman

Assistant Professors: Lee Cliff, Shalu Wunnava

Emeritus: Donna Mosier

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

The Department of Business Administration offers one major (Business Administration) and two minors (Business Administration and Music Business). In addition, it has established 4+1 MBA/MS agreements with Alfred University, Clarkson University, Rochester Institute of Technology, SUNY Oswego, The Graduate School of Union University, and the Whitman School of Management at Syracuse University. It also has articulation agreements with SUNY Canton and with Jefferson Community College. Please refer to the Professional Programs information on page 67.

Business Administration Major (B.S.)

42 credit hours required. Plus 9 credits of cognates.

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

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

MGMT312	Ethical Issues in Business
MGMT 320	International Business
MGMT 360	Corporate Law
MGMT 370	Entrepreneurship
MGMT 395	Special Topics in Management (1-12 credits)
MGMT 420	Leadership in Organizations
MGMT 445	Mergers and Acquisitions
MGMT 491	Internship
MGMT 495	Special Topics in Management (1-12 credits)
MKTG 320	Principles of Advertising and Promotion
MKTG 330	Marketing Research
MKTG 370	Business-to-Business Marketing
MKTG 395	Special Topics in Marketing (1-12 credits)
MKTG 430	Global Marketing Management
MKTG 491	Internship
MKTG 495	Special Topics in Marketing (1-12 credits)

Cognate Requirements 9

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

Special Notes

1. Business administration students must meet the same General Education requirements as students pursuing Bachelors of Arts degrees at SUNY Potsdam. However, Bachelor of Science students only need 65 credit hours outside the Department of Business Administration, instead of 70. Courses with subject codes ACCT, FINA, MGMT and MKTG are considered inside the department.
2. Business administration majors must earn a minimum grade of 2.0 in every required, elective, and cognate course counted toward the major. Students may not elect the S/U option for any required, elective, and cognate course.
3. Occasionally, special topic courses in business administration are offered in ACCT, FINA, MGMT and MKTG with codes 395 or 495. These courses may be counted as business administration electives. Students must consult with their advisers.
4. Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and any other department. Cognate requirements are excluded from this rule.
5. Students must take a minimum of 9 courses (27 credits) for the business administration major at SUNY Potsdam. Of these, they must have taken a minimum of 5 upper division courses (15 credits of 300- or 400-level courses) for the business administration major at SUNY Potsdam.
6. Students pursuing Bachelor of Science degrees must complete a minimum of 75 credits of liberal arts courses. Non-liberal arts courses are designated in course descriptions with the “@” symbol.
7. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of courses numbered 301.
8. Up to 3 credits of internship in ACCT, FINA, MGMT, and MKTG may be counted toward the electives.
9. MGMT 301 is Speaking-Intensive (SI) unless taken online.
10. MGMT 490 is Writing-Intensive (WI). It is also the capstone course that must be taken in senior year.
11. Under advisement other courses may count as business electives. Students should consult their adviser.

Business Administration Minor

18 credit hours required.

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

	Credits
Elective Courses	18
Six of the following selected in consultation with minor adviser:	
ACCT 201	Principles of Accounting I
ACCT 202	Principles of Accounting II
FINA 301	Finance
MGMT 301	Principles of Management
MGMT 310	Organizational Behavior & Ethics
MKTG 301	Principles of Marketing
MGMT 330	Legal Environment of Business
MGMT 340	Information Systems for Business
MGMT 410	Operations Management
MGMT 490	Strategic and Global Management

Special Notes

1. Business administration minors must earn a minimum grade of 2.0 in every course counted toward the minor. No courses that count toward the minor can be taken S/U.
2. Student may not double-count more than two common courses between any majors or minors in the Department of Business Administration and the Department of Economics.
3. MGMT 490 requires senior standing.
4. At least three courses (9 credit hours) counted toward the business administration minor must be taken at SUNY Potsdam.
5. MGMT 301 is Speaking-Intensive (SI) unless taken online.
6. MGMT 490 is Writing-Intensive (WI) and must be taken in senior year.
7. All 300 and 400 level ACCT, FINA, MGMT, and MKTG courses require at least junior standing with the exception of courses numbered 301.

Music Business Minor

21 credit hours required.

Designed for the Bachelor of Science in Business Administration major with a minor in Music Business for this interdisciplinary degree program. Offered jointly by: The Crane School of Music and The School of Education and Professional Studies. To enter and to remain in this minor, it is necessary to have a minimum overall grade point average of 3.0.

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

	Credits
Required Courses	15
MUAI 327	Music Business I
MUAI 328	Music Business II
Music Theory course:	
MULT 101	Music Theory for Non-Music Majors or
MULT 102	Accelerated Music Theory for Non-Majors
MUAI 410	Music Merchandising and Retail
MUAI 421	Practicum in Music Business

Electives: two of the following

MUAH 301	History of Rock Music
MULH 340	The Music of the Beatles
MUAI 401	Arts Administration
MUAH 350	Women in Music
MUAI 320	Music Business Technology
MUAI 431	Recording and Production Techniques
MUAI 432	Advanced Recording & Production Techniques
MUAI 433	Inside a Record Label
MUCT 330	Jazz Theory and Arranging

Or other electives with adviser approval

Notes

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

Business Administration Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 38 for a description.

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

198, 298, 398, 498 – Tutorial (1-3)

Accounting

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

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

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

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

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

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

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

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

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

Finance

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

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

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

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

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

Management

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

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

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

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

MGMT 330 – Legal Environment of Business (3) This course will examine the overall legal framework with an emphasis on contracts and business transactions. Laws, cases, and real life situations will be incorporated to present a functional view of how the law is applied. Fall and Spring.

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

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

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

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

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

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

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

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

Marketing

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

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

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

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

MKTG 430 – Global Marketing Management (3) The course aims to develop skills in designing and implementing global marketing strategies and programs in diverse contexts. The course materials cover both large and small firms, marketing a broad range of consumer and industrial products and services, and operating in developing and developed country-markets in all geographic regions. Students will develop a critical appreciation of the external forces that are shaping the world's markets; learn when to use alternate market entry strategies; what to standardize or adapt in marketing programs; and determine how to organize global marketing operations for maximum effectiveness. Prerequisite: MKTG 301. As warranted.

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

Department of Community Health

Contact Person: Kathleen O'Rourke, Chair
101A Dunn, 315-267-3392, orourkkm@potdams.edu

Professor: Kathleen O'Rourke

Associate Professors: Kelly Bonnar, Kathleen O'Rourke

Assistant Professors: Patricia Anafi, Brent Crow, Janelle Jacobson

Wilderness Education Coordinator: Mark Simon

Leadership and Challenge Center Coordinator: Adam Wheeler

Community Health Internship Coordinator: Ada Santaferria

Community Health Program

The Community Health major focuses on Community Health Education, a field of health practice that seeks to help people make positive changes in their lifestyles, families, workplaces, organizations and communities, develop and advocate for effective health policy and address health disparities in order to prevent health problems from occurring and improve health and quality of life. Health education is an exciting field, with a variety of content areas and employment opportunities from which to choose. Graduates of the Community Health program pursue careers in local or state public health departments, hospital outreach and education programs, community-based programs and agencies, social service programs and agencies, national health organizations, corporate wellness programs, etc. Substance abuse prevention, nutrition education, sex education, safety and injury prevention, disease prevention, therapeutic recreation, and environmental health advocacy are just a few of the occupational opportunities available to graduates from this program. The Community Health major offers students the opportunity to learn how to work effectively with a variety of populations. Working toward social justice and helping others learn how to live healthier and more fulfilling lives is a rewarding and challenging endeavor. Through the Community Health Major, students acquire the skill base and knowledge to be effective health educators. Graduates of the Community Health Major qualify to sit for the CHES exam to become Certified Health Education Specialists (CHES), a nationally recognized credential for health educators.

Community Health Major (B.S.)

47 credit hours required. Plus 7 credits of cognates.

The community health major requires students to successfully complete 26 core course credits, 9 credits of HLTH electives, a 12-credit internship, and 7 credits of cognate courses. Student who declare the Community Health Major will be assessed to determine if they need additional assistance with writing. If a student is determined to need assistance, faculty will refer the student to the College writing specialist. In addition to demonstrating acceptable writing skills, students must also earn at least a 2.0 in courses counting towards the major and maintain an overall GPA in the major of a 2.5 to participate in the culminating internship. Students may not take any core courses S/U.

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

Core Courses

HLTH 165	Health: A Lifestyle Approach
HLTH 310	Health Disparities
HLTH 361	Foundations of Community Health
HLTH 380	Theory in Community Health
HLTH 385	Epidemiology and Biostatistics

Credits
38

HLTH 430	Human Disease: Patterns, Prevention and Intervention
HLTH 470	Program Planning
HLTH 480	Program Evaluation
HLTH 485	Pre-internship seminar (2 credits)
HLTH 490	Internship (12 credits)

Electives: three of the following 9

HLTH 200	Therapeutic Recreation
HLTH 250	Drug Studies
HLTH 270	Health Coaches I
HLTH 300	Environmental Health
HLTH 325	Alcohol Studies
HLTH 331	Death and Dying
HLTH 333	Human Nutrition
HLTH 341	Sexual Health
HLTH 342	Women's Health
HLTH 343	Maternal and Child Health
HLTH 344	Issues in Lesbian, Gay and Bisexual Health
HLTH 345	Child Abuse and Neglect
HLTH 346	Preventing Violence Against Women
HLTH 370	Health Coaches II
HLTH 371	Nutrition for Special Populations
HLTH 373	Current Topics in Community Health Nutrition
HLTH 375	Navigating the American Diet
HLTH 425	Exercise Physiology
HLTH 295, 395 or 495	Special Topics
HLTH 298, 398 or 498	Tutorial

Cognates 7

BIOL 107	Human Biology OR
BIOL 210	Anatomy and Physiology Lecture
BIOL 210	Intro to Anatomy and Physiology Lab (1 credit) OR
HLTH 210	Virtual Anatomy and Physiology Cadaver Lab (1 credit)
STAT 100	Statistics

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

Registration

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

Community Health Honors Program

66 credit hours required.

The purpose of the Community Health Honor's program is to engage undergraduate Community Health majors in independent research activities. Honors students accepted into the program will apply fundamentals of public health research through the completion of an Honors Thesis project and seminar. This experience is designed for students interested in pursuing graduate education in public health.

Eligibility Criteria

To apply to the Community Health Honor's Program, students must:

- Have a 3.25 GPA in the major and a 3.0 GPA overall
- Have completed at least 15 credit hours towards their major requirements (at least 9 of these must be core, upper division credit hours)
- Have at least 2 semesters left before graduation

Application Procedure

Students who are eligible based on GPA and credit hours will be invited to apply to the program by the Honor's Program Coordinator. The Coordinator will send a letter to eligible students each Spring and Fall semester. Students interested, will apply by submitting a two page statement of interest to the Honor's Program Coordinator.

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

	Credits
CORE Courses	26
HLTH 165 Health – A lifestyle approach	
HLTH 310 Health Disparities	
HLTH 361 Foundations of Community Health	
HLTH 380 Theory in Comm. Health	
HLTH 385 Epidemiology & Biostatistics	
HLTH 430 Human Disease	
HLTH 470 Program Planning	
HLTH 480 Program Evaluation	
HLTH 485 Pre-Internship Seminar (2 credits)	
HONORS Courses	15
HLTH 491 Honors Internship (6 credits)	
HLTH 492 Honors Thesis I	
HLTH 493 Honors Thesis II	
HLTH 494 Honors Seminar	
COGNATE Courses	7
STAT 100 Statistics	
BIOL 107 Human Biology OR	
BIOL 210 Anatomy and Physiology	
BIOL 210 Anatomy and Physiology Lab (1 credit) OR	
HLTH 210 Virtual A & P Cadaver Lab (1 credit, no LB credit)	
ELECTIVE courses	6
Each Community Health major in the Honors Program is also required to take 6 credits of HLTH electives. Students may choose from the list below:	
HLTH 200 Therapeutic Recreation	
HLTH 250 Drug Studies	
HLTH 300 Environmental Health	
HLTH 325 Alcohol Studies	
HLTH 331 Death and Dying	
HLTH 333 Human Nutrition	
HLTH 341 Issues in Sexual Health	
HLTH 342 Women's Health	
HLTH 343 Maternal & Child Health	
HLTH 344 Lesbian, Gay & Bisexual Health	
HLTH 345 Child Abuse & Neglect	
HLTH 346 Prevent Violence Against Women	
HLTH 371 Nutrition for Special Populations	
HLTH 373 Community Health Nutrition	
HLTH 375 Navigating the American Diet	
HLTH 425 Exercise & Sports Physiology	
HLTH 295/395/495 Special Topics	
HLTH 298/398/498 Tutorial	

Recommended Courses

STAT 200 and STAT 300

Honors Internship

During their last semester at SUNY Potsdam, Community Health majors in the Honors Program will complete a half-time, 6 credit internship.

Honors Seminar

During the Internship semester, Community Health majors in the Honors Program will also take a 3-credit seminar. The seminar will consist of each honors student attending a local, regional or national public health conference and then presenting their experiences and what they learned to the department.

Honors Thesis I and II

During the semester prior to the internship, Community Health majors in the Honors Program will take the first Honors Thesis class in which they will plan and propose a study. During the internship semester, students will take the second Honors Thesis class in which they will collect and analyze their data and then write a report about, present and defend their research.

Exercise Science Major (B.S.)

54 credit hours required.

(See Biology and Chemistry section for related course descriptions.)

Contact Person: Tanya Hewitt, Coordinator
315-267-3351, hewitttk@potdam.edu

The exercise science major focuses on the scientific and applied study of the human body with regards to performance and prevention of injury. Using an interdisciplinary approach, students will learn the research behind and the application of sound exercise and physiology principals. Students may choose between the Exercise and Sports Performance track and the Pre-professional track. Within the Exercise and Sports Performance track, students will be prepared to work specifically in the fitness field, focusing on the enhancement of human physical performance, with an eye towards sports specific training.

While the Pre-professional track also prepares students wishing to work in the exercise science field, this program could be used to satisfy prerequisites to any number of professional programs (eg: Occupational Therapy or Physical Therapy). However, students should check carefully with the specific program and institution to which they are applying to insure the courses they complete at SUNY Potsdam meet that program's specific prerequisites.

The exercise science major requires students to successfully complete 54 core course credits. Students must earn at least a 2.0 in courses counting towards the major and maintain an overall GPA in the major of a 2.5 to participate in the culminating internship. Students may not take any core courses S/U.

Exercise & Sports Performance Track

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

	Credits
Required Courses	54
BIO 151 General Biology I (4)	
BIO 152 General Biology II (4)	
BIOL 403 Human Anatomy and Physiology I (4)	
BIOL 404 Human Anatomy and Physiology II (4)	
STAT 100 or equivalent Statistics	
HLTH 333 Human Nutrition	
HLTH 371 Nutrition for Special Populations	
HLTH 380 Theory in Community Health	
HLTH 385 Epidemiology and Biostatistics	
HLTH 425 Exercise Physiology	
PE 305 Personal Training Fundamentals (4)	

PE 326	Health and Sports Medicine (4)
EXSC 420	Strength and Conditioning
EXSC 450	Kinesiology/Movement Science
EXSC 460	Exercise Assessment and Prescription
EXSC 490	Internship in Exercise Science

Recommended Electives

HLTH 165	Health: A Lifestyle Approach
HLTH 200	Therapeutic Recreation
HLTH 270	Health Coaches I (2)
HLTH 370	Health Coaches II (2)
HLTH 430	Human Disease
MGMT 340	Media and Technology
PSYC 361	Elements of Behavior Modification

Pre-Professional Track

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

Required Courses

BIO 151	General Biology I (4)
BIO 152	General Biology II (4)
BIOL 401	Advanced Exercise Physiology (4)
BIOL 403	Human Anatomy and Physiology I (4)
BIOL 404	Human Anatomy and Physiology II (4)
CHEM 105	General Chemistry I (4)
CHEM 106	General Chemistry II (4)
STAT 100 or equivalent	Statistics
HLTH 333	Human Nutrition
HLTH 385	Epidemiology and Biostatistics
PE 305	Personal Training Fundamentals (4)
PE 326	Health and Sports Medicine (4)
EXSC 450	Kinesiology/Movement Science
EXSC 460	Exercise Assessment and Prescription
EXSC 490	Internship in Exercise Science

Credits
54

Recommended Electives

HLTH 165	Health: A Lifestyle Approach
HLTH 200	Therapeutic Recreation
HLTH 270	Health Coaches I (2)
HLTH 370	Health Coaches II (2)
HLTH 430	Human Disease
PSYC 361	Elements of Behavior Modification
MGMT 340	Media and Technology

The following are recommended for the pre-professional track if pursuing graduate school as a PT, OT, or PA

PHYS 101	College Physics I (4)
PHYS 202	College Physics II (4)
CHEM 341	Organic Chemistry I
CHEM 342	Organic Chemistry II

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

Community Health Minor

20 credit hours required.

The Community Health Minor will prepare students to identify the determinants of health and illness and to discern the impact that health or illness has on the social, emotional, cultural, spiritual, psychological, political and economic well-being of individuals, societies and the “global village” as a whole. This valuable information will be complementary to the solid foundation of knowledge constructed via major coursework and will afford students a more comprehensive and complete world view. Depending on the electives selected, students will learn to interpret, analyze and address current world health concerns in such diverse areas as environmental health, human sexuality, nutrition, substance abuse, fitness, therapeutic recreation and death, dying and bereavement. In addition, students will also learn how to make informed personal lifestyle choices that will allow them to experience a higher quality of life now and in the future.

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

This minor is open to all students EXCEPT those enrolled in the Community Health major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

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

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

Core Courses

HLTH 165	Health: A Lifestyle Approach	Credits 8
HLTH 361	Foundations of Community Health	
HLTH 475	Minor Seminar (2 credits)	

Community Health Elective: one of the following

HLTH 310	Health Disparities	Credits 3
HLTH 380	Theory in Community Health	
HLTH 385	Epidemiology and Biostatistics	
HLTH 430	Human Disease: Patterns, Prevention and Intervention	

Health Topic Electives

9
Choose three Topic Areas from the following list and take one course in each chosen topic area:

- Substance Abuse: HLTH 250 Drug Studies or HLTH 325 Alcohol Studies
- Environmental Health: HLTH 300 Environmental Health
- Death & Dying: HLTH 331 Death and Dying
- Sexual Health: HLTH 341 Sexual Health, HLTH 342 Women's Health, HLTH 343 Maternal and Child Health, or HLTH 344 Issues in Lesbian, Gay, and Bisexual Health
- Nutrition: HLTH 333 Human Nutrition, HLTH 371 Nutrition for Special Populations, HLTH 373 Current Topics in Community Health Nutrition, or HLTH 375 Navigating the American Diet
- Fitness: HLTH 425 Exercise Physiology
- Therapeutic Recreation: HLTH 200 Therapeutic Recreation
- Other: Special topics courses (HLTH 395/495) may be applied to the minor with permission of the adviser and department chair.

Nutrition Minor

20 credit hours required.

The Nutrition Minor will provide students with a basic foundation in community health and an overview of health behaviors, as well as an in-depth examination of nutrition.

A minimum of 20 hours of credit is required of all students seeking the Nutrition minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

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

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

Core Courses	Credits
HLTH 165 Health: A Lifestyle Approach	17
HLTH 333 Human Nutrition	
HLTH 361 Foundations of Community Health	
HLTH 371 Nutrition for Special Populations	
HLTH 373 Current Topics in Community Health Nutrition	
HLTH 476 Minor Seminar: Nutrition Section (2 credits)	

Elective: one of the following	3
HLTH 310 Health Disparities	
HLTH 375 Navigating the American Diet	
HLTH 380 Theory in Community Health	
HLTH 430 Human Disease: Patterns, Prevention and Intervention	
ANTH 374 Food for Thought: The Anthropology of Eating	
SOCI 440 Sociology of Food	

For CH Majors: The HLTH electives you choose for the CH Major can not be HLTH 333, 371, 373 or 375. In addition, you must select HLTH 375, ANTH 374, or SOCI 440 as your elective for the Nutrition Minor.

Fitness Minor

20-23 credit hours required.

The Fitness Minor will provide students with an understanding of the role of behaviors (including diet and physical activity) in human health, as well as an in-depth examination of fitness.

A minimum of 20 hours of credit is required of all students seeking a Fitness minor. Students must earn at least a 2.0 in each course to receive credit for the minor. This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

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

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

Core Courses	Credits
HLTH 165 Health: A Lifestyle Approach	15
PE 305 Personal Training Fundamentals (4 credits)	
HLTH 333 Human Nutrition	
HLTH 425 Exercise Physiology	
HLTH 478 Minor Seminar: Fitness Section (2 credits)	

Activity Courses:	two of the following	2-5
PE 108	Aerobic Kick-Boxing (1 credit)	
PE 116	Hatha Yoga (1 credit)	
PE 123	Jogging and Conditioning (1 credit)	
PE 131	Swim for Fitness (1 credit)	
PE 136	Weight Training (1 credit)	
PE 155	Weight Loss (1 credit)	
DANC 114	Beginning Kripalu-Style Yoga (2 credits)	
DANC 116	Pilates Practice (2 credits) OR	
DANC 212	Pilates-Based Conditioning (3 credits)	
WILD 160	Introduction to Rock Climbing (1 credit) OR	
WILD 170	Rock Climbing (2 credits)	

Cognate:	one of the following	3
BIOL 107	Human Biology	
BIOL 210	Intro to Anatomy & Physiology - Lecture	

Recommended Elective	Credits
HLTH 430 Human Disease: Patterns, Prevention and Intervention	3

For CH Majors: The HLTH electives you choose for the CH Major can not be HLTH 333 or HLTH 425.

Sexual Health Minor

20 credit hours required.

The Sexual Health Minor will provide students with a basic foundation in community health and an overview of health behaviors, as well as an in-depth examination of sexual health.

A minimum of 20 hours of credit is required of all students seeking a Sexual health minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., “double count”) only two courses to fulfill requirements for both the minor and their major.

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

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

Core Courses	Credits
HLTH 341 Issues in Sexual Health	11
HLTH 342 Women’s Health	
HLTH 361 Foundations of Community Health	
HLTH 477 Minor Seminar: Sexual Health Section (2 credits)	

Community Health Elective:	one of the following	3
HLTH 310	Health Disparities	
HLTH 380	Theory in Community Health	
HLTH 385	Epidemiology and Biostatistics	
HLTH 430	Human Disease: Patterns, Prevention and Intervention	
ANTH 150	Human Sexuality (Community Health Majors only)	

Sexual Health Electives: two of the following

HLTH 343	Maternal and Child Health
HLTH 344	Issues in Lesbian, Gay, and Bisexual Health
ANTH 150	Human Sexuality
ANTH 321	Cross-cultural Aspects of Women's Health
ANTH 346	Human Sexuality 2: Evolving Sex Roles
ANTH 411	Anthropology of AIDS
ANTH 412	Seminar in Women's Sexuality
PSYC 363	Psychology of Women

For CH Majors: The HLTH electives you choose for the CH Major can not be HLTH 341, 342, 343, or 344 if they are used for the sexual health minor.

Therapeutic Recreation Minor

18 credit hours required.

Contact Person: Adam Wheeler

110A Dunn Hall, 315-267-2312, wheelea@potdams.edu

The Therapeutic Recreation minor will prepare students to assist special populations (those with physical, emotional or intellectual challenges) to engage in backcountry recreation activities. Activities such as hiking, camping and other outdoor activities are a means for special populations to use their leisure time in engaging, healthy and meaningful ways.

A minimum of 18 hours of credit is required of all students seeking a Therapeutic Recreation minor. Students must earn at least a 2.0 in each course to receive credit for the minor.

This minor is open to all students regardless of major. Students may use (i.e., "double count") only two courses to fulfill requirements for both the minor and their major.

To declare the Therapeutic Recreation minor, contact the chair of the Department of Community Health or the Wilderness Education Coordinator.

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

Core Courses

HLTH/WILD 200	Therapeutic Recreation	
WILD 160	Introduction to Rock Climbing (1 credit)	
WILD 360	Leadership in Adventure Education	
HLTH 479	Minor Seminar: Therapeutic Recreation Section (2 credits)	

Electives: three of the following

HLTH 165	Health: A Lifestyles Approach	
HLTH 250	Drug Studies	
HLTH 325	Alcohol Studies	
HLTH 430	Human Disease	
PSYC 220	Child Development	
PSYC 321	Psychology of Adolescence	
PSYC 322	Mental Retardation	
PSYC 323	Adulthood, Middle Age and Aging	
PSYC 364	Counseling Theory and Methods	
PSYC 375	Abnormal Psychology	
PSYC 376	Child Psychopathology	
SOCI 335	Sociology of Aging	
SOCI 385	Sociology of Troubled Youth	
SOCI 390	Sociology of Mental Illness	
SOCI 465	Sociology of Health and Illness	

6 Wilderness Education Minor

Minimum of 19-21 credit hours required.

Contact Person: Mark Simon

100D Satterlee, 315-267-3130, simonm@potdams.edu

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

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

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

	Credits
Complete all of the following courses:	11
WILD 220	Wilderness First Responder
WILD 240	Backpacking (2 credits)
WILD 320	Outdoor Education
WILD 350	Wilderness and Adventure Program Planning

Choose one of the following Emphases: **8-10**

Wilderness Leadership Emphasis Requirements

WILD 340	Wilderness Leadership I (4 credits)
WILD 345	Wilderness Leadership II (6 credits)
WILD 175	Ice Climbing (2 credits) OR
WILD 330	Winter Expedition Skills (2 credits)

Adventure Education Emphasis Requirements

WILD 160	Introduction to Rock Climbing (1 credit)
WILD 170	Rock Climbing (2 credits)
WILD 200	Therapeutic Recreation
WILD 360	Leadership In Adventure Education (2 credits)

See page 172 for Wilderness Education course descriptions.

Community Health Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page 38 for a description. All 300 and 400 level courses require at least junior standing.

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

198, 298, 398, 498 – Tutorial (1-3)

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

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

HLTH 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as WILD 200. Fall.

HLTH 230 – School Health (CA, SAVE) (2) This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students' social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, arson prevention, drug abuse prevention and child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

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

HLTH 270 - Health Coaches I (2) This course is offered in collaboration with Canton-Potsdam Hospital to introduce pre-health career students to key issues in current healthcare policy, management and delivery. The course will introduce students to medical, system-wide, ethical, and practical issues in population health. This one semester introduction provides students with the necessary foundation for a subsequent two credit hour Health Coach II with Canton-Potsdam Hospital professionals.

HLTH 300 – Environmental Health (3) An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins, food safety, and shelter and how those issue have an impact on the health of individuals. Fall.

HLTH 310 – Health Disparities (3) In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. Prerequisites: HLTH 361.

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

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

HLTH 333 – Human Nutrition (3) Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, the application of nutrition principles to the various stages of the human life cycle,

the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

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

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

HLTH 343 – Maternal and Child Health (3) Maternal Child Health (MCH) offers an introduction to health issues affecting infants, children, adolescents and women of reproductive age. The course focuses on the ways in which poverty, politics, and racial/ethnic disparities affect the health of families in the U.S. and abroad. Students will examine the history and organization of MCH programs in the U.S., discuss the organization and financing of MCH health services, and explore current topics and trends in MCH, including pregnancy and childbirth, children with special needs, and teen pregnancy, among others. Spring.

HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3) This seminar-style course explores issues related to the health and well being of lesbian women, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. As warranted.

HLTH 345 – Child Abuse and Neglect (3) This course will examine child abuse and neglect as a significant public health problem. Students will examine the nature, prevalence, determinants and consequences of abuse and neglect. In addition, programs and systems to identify, respond to and prevent abuse and neglect will be critically reviewed. As warranted.

HLTH 346 – Preventing Violence Against Women (3) This course will provide students with an introduction to violence against women and efforts to prevent it. While violence is perpetrated against men, the focus of this course is to understand its etiology and impact against women. In this course, students will learn about types of violence against women, the health consequences of violence, as well as risk factors for both victimization and perpetration. Students will explore the efficacy of violence prevention efforts in both public health and the criminal justice systems. As warranted.

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

HLTH 370 - Health Coaches II (2) Students will learn methods for medical assessment and will develop their own ability to undertake comprehensive bio-psycho-social insights for promoting positive health behaviors in others. These methods will include ethically-informed practices for helping patients toward better adherence of medical plans, avoidance of at-risk behaviors, assistance in navigating the healthcare system and understanding of personal health. Students will have the opportunity to meet one on one with patients discharged from Canton Potsdam Hospital, under the supervision of the Health Care Team. Satisfactory completion

of the Health Coaches I Seminar is required for participation in Health Coaches II; however, it does not guarantee selection.

HLTH 371 – Nutrition for Special Populations (3) This course will cover issues related to the nutrition among specific populations of people. Topics will include prenatal nutrition, nutrition for children and the elderly, and nutrition for athletes. Prerequisite: HLTH 333. Fall.

HLTH 373 – Current Topics in Community Health Nutrition (3) This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements. Prerequisite: HLTH 333. Fall.

HLTH 375 – Navigating the American Diet (3) This course will provide an in-depth analysis of the science of weight management. Using current scientific nutrition research students will learn about the nature of hunger, appetite and satiety and will explore how the current American diet promotes weight gain. Students will learn about current fad diets; how obesity and weight gain are associated with chronic disease; the role of physical activity in weight management; the dangers associated with disordered eating; and medical treatment methods for treating obesity including appetite suppressants and gastric bypass surgery. Through interactive, student led activities, students will learn how to maximize nutrients and flavor in the food they eat without also maximizing calories. Prerequisite: HLTH 333. Spring.

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

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

HLTH 425 – Exercise Physiology (3) This course examines the physiological adaptations to exercise for fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisite: BIOL 107. Spring.

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

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

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

HLTH 475 – Minor Seminar (2) Exposes Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education Minors to community programs or agencies. Students gain experience developing or working on an applied project. Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education minors only. Fall, Spring and Summer.

HLTH 480 – Program Evaluation (3) Evaluation theory and fundamental principles of evaluation technique. Process, outcome and impact evaluations of the effectiveness and efficacy of disease and injury prevention and intervention programs will be developed using qualitative and quantitative methods. Prerequisite: HLTH 361 and 470.

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

HLTH 490 – @Internship (12) A full semester experiential placement in a community-based, health-related agency (two separate 7-week experiences). May require residence in any part of state at student's expense. To enroll, students must complete all courses required for the major with a 2.5 or higher major GPA; students must earn at least a 2.0 in each course counting toward the major; and students must have earned a passing score on the entrance essay. Contact the Community Health Internship Coordinator Ada Santaferri at santafam@potd.edu. Fall, Spring and Summer.

HLTH 530 – School Health – CA, SAVE (3) This course examines signs of child maltreatment and related reporting requirements for teachers; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, drug abuse prevention and child abduction prevention; and behaviors affecting the current and future health of school-aged children and adolescents. The course also explores coordinated school health programs, current health education standards and health-related challenges and controversies schools are facing. Fall and Spring. Also typically offered during Winterim and Summer.

Exercise Science Course Descriptions

EXSC 420 – Strength and Conditioning (3) Introduces the study of theory and application of concepts that influence the design of strength and conditioning to optimize individual and team performance adaptations. Specific emphasis is placed on sport-specific assessment and prescription of annual training programs. Topics include performance testing, resistance training, sport-specific skill development (power, speed, agility, reaction time), energy system conditioning and periodization as they relate to enhanced performance and fitness. Successful course completion aids in preparation for NSCA certification. Prerequisites: BIOL 403 & HLTH 425.

EXSC 450 – Kinesiology & Movement Science (3) Examines human movement principles as they relate to musculoskeletal anatomy and normal function. Emphasis is placed on role of external and internal forces that govern motion. The course will expand the student's understanding of functional musculoskeletal anatomy and the relationship between physics principles and human movement.

EXSC 460 – Assessment & Prescription (3) Addresses the knowledge, skills and abilities employed to effectively assess fitness levels, interpret assessment results and design an exercise program. The course lecture/laboratory format places emphasis on exercise testing theory and methods, conducting client interviews, demonstration of appropriate exercise leadership skills, exercise prescription and program design. Successful course completion aids in preparation for ACSM certification. Prerequisites: BIOL 403 & HLTH 425.

EXSC 490 – Internship in Exercise Science (3) Exposes students to hands-on practical experience that promotes refinement of the knowledge, skills and abilities accumulated through the preceding coursework. Students complete a semester of experiential learning placed in a setting based on their area of interest (clinical, athletic, corporate, wellness). To enroll, students must successfully complete all courses required for their major.

Wilderness Education Course Descriptions

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

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

WILD 175 – @Ice Climbing (2) Climbing techniques used for both steep, frozen waterfalls and moderate, mountaineering routes with mixed snow and ice. The use of specialized anchors and protection for ice climbing will be examined in addition to objective hazards associated with ice climbing. Course includes two

consecutive weekend ice climbing trips. Prerequisite: WILD 170 or WILD 160. Gen Ed: 1 PE activity credit. Counts for academic credit. Spring.

WILD 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as HLTH 200. Fall.

WILD 220 – @Wilderness First Responder (3) An intensive professional certification course designed to develop the medical knowledge and skills needed when medical emergencies occur in isolated settings. Considered by many outdoor recreation professionals as the standard course in the application of techniques of first aid and safety for wilderness medical emergencies. Practical and theoretical applications are examined. Spring.

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

WILD 300 – @Instruction in Wilderness Education (2) Instructional strategies will be explored and refined as students assist in the delivery of Wilderness Education field courses. Students will maintain a journal detailing the effectiveness of lessons and leadership styles during adventure activities. Wilderness education minors only. Prerequisite: WILD 360. As warranted.

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

WILD 330 – @Winter Expedition Skills (3) Course will focus on travel and outdoor living skills in a winter environment. Students will plan and execute a 6 day winter expedition in January (over winter break), Offered fall only.

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

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

WILD 350 – @Wilderness and Adventure Program Planning (3) Program development, administration, risk management, and wildland management issues will be examined. Emphasis is on planning experiential learning and adventure activities for environmental education, recreation, personal development and therapy programs. Students will develop a comprehensive program proposal as part of this course. Prerequisite: WILD 320. Fall.

WILD 360 – @Leadership in Adventure Education (3) Students will develop the technical, leadership, and facilitation skills necessary to implement safe and effective facility based adventure education programming. The course will focus on initiative, climbing wall, and ropes course programs while using the Adventures In Reality Climbing Center at SUNY Potsdam. Emphasis is given to understanding the theoretical underpinnings behind adventure education philosophy. Prerequisite: WILD 160. Activity fee will be assessed by Student Accounts. Fall.

Teacher Preparation Program

The School of Education and Professional Studies is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW,



Suite 500, Washington, DC 20036; phone 202-466-7496. Accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

Mission Statement (1995)

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

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

Education Unit Conceptual Framework (2014)

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

Well-Educated Citizen

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

Reflective Practitioner

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

Principled Educator

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

Policies for Education Programs**Admission and Advising for Education Programs**

Students are accepted into Childhood/Early Childhood Education or Adolescence/Secondary Education programs with a minimum overall GPA of 3.0 (83 high school GPA). All students who wish to pursue Childhood/Early Childhood or Adolescence Education are required to complete the declaration process by following these steps:

- Long on to BearPAWS
- Click "Student Services & Financial Aid"
- Click "Education Major Forms"
- Click "Undergraduate Declaration Form"

Students in the Childhood/Early Childhood Education program complete an arts and science concentration and a specialization in one of the following areas: English, mathematics, biology, chemistry, geology, physics or social sciences/history. Students in this program also learn to address the special developmental and educational needs of elementary students. The emphasis on academic preparation in the liberal arts and the specialization area strengthens student knowledge base in preparation for teaching.

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

Additional Criteria:

- Students must meet with their education adviser at least once each semester. Students cannot register for education courses without permission from their education adviser. Advisers work with students to help them successfully progress through their education program. It is the student's responsibility to seek accurate information from College advisers and identify a timeframe for completion of all program requirements.
- Students must fulfill the program's Gates/Benchmarks and Dispositional Framework criteria in order to remain in an Education program.

Specific Childhood/Early Childhood Education Gates/Benchmarks and Dispositional Framework can be found at: www.potsdam.edu/academics/SOEPS/education/advising/CEC.

Specific Secondary Education Gates/Benchmarks and Dispositional Framework can be found at: www.potsdam.edu/academics/SOEPS/education/advising/secondaryed.cfm.

Pre-Student Teaching Field Experiences

Students planning to become teachers in the State of New York are required to have 100 hours of continuous pre-student teaching field experiences in public schools and other educational settings. To meet this requirement, the education programs have developed a variety of opportunities for candidates to complete field experience requirements. Every attempt is made to locate appropriate pre-student teaching field experience placements in the local area. All pre-student teaching field experience placements must be made by the Center for School Partnerships and Teacher Certification and not by the candidates themselves.

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

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

Guidelines and Regulations

Candidates apply online for student teaching two semesters before the intended student teaching semester. Candidates must read and be familiar with the contents of the *Guide to Student Teaching*, available online at <http://issuu.com/cfsp/docs/stguide2013-pdf-final>.

Grade Point Requirements for Student Teaching

Students must complete all program-designated required courses before the student teaching semester. Candidates should also note that additional college courses may not be taken during student teaching. In order to enroll in student teaching or be recommended for a teaching certificate, teacher candidates need to meet specific program gate requirements. It is the responsibility of the teacher candidate to be familiar with these gates. If unsure, teacher candidates need to contact their education adviser.

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

Student Teaching Placements

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

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

reserves the right to dismiss any candidate determined to be unfit for the teaching profession at any time.

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

SUNY Urban Teacher Education Center (SUTEC)

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

Prospective and current candidates are welcome to contact or visit the SUTEC office in New York City to talk with the Director about the opportunities for student teaching in New York City and other issues relating to their student teaching, the housing application process, or future employment in the city schools.

Student Teaching Abroad Program

Student Teaching Abroad (STA) in Australia is coordinated through SUNY Potsdam's Office of International Education, the Center for School Partnerships and Teacher Certification, Colin Balfour, Co-Director, and SUNY Cortland. Applications and further information is available online at www.potsdam.edu/academics/SOEPS/fieldexperiences.

Certification Procedures

Beginning February 2, 2014, candidates approved by the State Education Department first receive a five-year Initial Certification. The certificate qualifies the holder to apply for teaching positions and to be employed as a substitute teacher. Initial Certification requirements include completion of the following (Requirements are subject to change):

- a degree
- HLTH 230/530 School Health (CA, SAVE and DASA) or the equivalent submission of fingerprints
- successful completion of the Educating All Students (EAS) exam
- successful completion of the Academic Literacy Skills Test (ALST) exam
- successful completion of the Content Specialty Test (CST) exam
- successful completion of the Teacher Performance Assessment (edTPA)

Additional information about the New York State Teacher Certification Exams can be found at www.nystce.nesinc.com.

Professional Certification requirements include successful completion of the following within five years of receiving the Initial Certification:

- a Master's degree "functionally relevant" to the initial certificate
- 3 years of teaching
- first year mentored experience
- the Content Specialty Test (CST) if applicable

Candidates completing their master's degree leading to a professional certification at SUNY Potsdam will be recommended by the Certification Officer. In order to maintain a professional certificate, candidates must complete 175 hours of professional development every five years from the date on their professional certificate.

Individuals interested in seeking additional certifications or alternative certifications should contact their regional BOCES Certification Officer. A listing Regional Certification Offices can be found at: <http://www.highered.nysed.gov/tcert/certificate/regionalcenters.html>.

Out-of-State Verification forms should be sent to the Certification Officer for completion.

The certification process is complex and the requirements are subject to change. For clarification and assistance, contact the Certification Officer at 315-267-3450.

Department of Elementary Education Birth – Grade 6

Chair: Julie Reagan

214 Satterlee, 315-267-3162, reaganjl@potsdam.edu

Professors: Sergei Abramovich, Sandy Chadwick

Associate Professors: Debbie Anderson, Deborah Conrad

Clinical Faculty: Becky Duprey, Vicki Hayes, Julie Reagan, Carol Rossi-Fries

Advising: Lisa Stewart, Coordinator

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

Childhood/Early Childhood Education (B.A.) Birth – Grade 6

126-131 credit hours required.

Contact Person: Julie Reagan, Program Coordinator

214 Satterlee, 315-267-3162, reaganjl@potsdam.edu

Education Major

48-51 credit hours required.

All courses are 3 credits unless noted and require a 2.7 in each course.

Required Courses	Credits
EDLS 201 Principles of Education (prerequisite to the following education courses)	10
EDLS 207 Early Childhood Literacy (4 credits) (prerequisite to Block I)	
EDLS 320 Research and Assessment	

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

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

Student Teaching Semester	14
EDLS 414 Student Teaching Seminar (2 credits)	
EDUC 425 Student Teaching Internship I: PK-Grade 2 (6 credits)	
EDUC 426 Student Teaching Internship II: Grades 3-6 (6 credits)	

Certification Requirements

1. New York State Teacher Certification Examinations required for Initial Certification.
2. Fingerprinting Clearance

Arts and Sciences Concentration

60-62 credit hours. All courses in the Arts and Sciences concentration must be completed with a 2.0 or higher.

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

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

Mathematics	6
Students interested in the math specialization, major or minor, should contact the Department of Mathematics prior to registering for the following courses:	
MATH 101 Mathematics for Elementary Education I	
MATH 102 Mathematics for Elementary Education II	

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

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

Social Science/History	9
HIST 100 World History	
HIST 121 U.S. History and Geography	
HIST 111 European History and Geography	

Fine Arts I: one of the following	3-4
ANTH 140 World Art and Culture	
ARTH 100 Idea and Image	
ARTH 101 Survey of Art: Ancient to Renaissance	
ARTH 102 Survey of Art: Renaissance to Modern	
DANC 100 Mind of the Artist (4 credits)	
DRAM 101 Introduction to Performance Studies	
DRAM 208 Orientation to Theater	
DRAM 210 Interpretation and Analysis of Plays	
DRAM 312 History of Theatre I	
DRAM 313 History of Theatre II	
MULH 101 Crane Live	

Fine Arts II: one of the following	3-4
ARTS 107 Introduction to Watercolor	
ARTS 110 Foundations of Drawing I (4 credits)	
ARTS 120 Color and Design (4 credits)	
ARTS 144 Art of Handmade Paper	
DANC 302 Dance Education and Performance for Children K-4 (4 credits)	
DRAM 235 Introduction to Acting	
DRAM 363 Theatre for Young Audiences	
DRAM 364 Applied Theatre	
MULT 101 Music Theory for Non-Music Majors I	

Psychology	6
PSYC 220 Child Development	
PSYC 350 Educational Psychology	

Health	3
HLTH 230 School Health (CA, SAVE, DASA)	

Modern Language (ML) Requirement or Liberal Arts Elective 9
 Note: If ML has been satisfied, 9 credits of liberal arts elective credits must be selected.

Physical Education Requirements	2
PE 148 Cooperative Activities (1 credit)	

Specialization Areas
15-18 credit hours required.

All Childhood/Early Childhood Education majors must select one of the following Specialization Areas. Contact the Department of the specialization area of your choice to declare, be assigned a specialization area adviser and select appropriate courses. Each course in the specialization area must be completed with a 2.0 or higher.

The GPA for the specialization area (including courses in the Arts and Sciences Concentration related to the specialization discipline) must be 2.5 or higher to be allowed to complete the Childhood/Early Childhood Education Program and enroll in student teaching.

English Specialization	16-17
One of the following:	
LITR 200 Literary Traditions	
LITR 201 Patterns of Literature	

Plus one of the following:

- COMP 201 Writing Arguments (4 credits)
- COMP 202 Introduction to Creative Writing (4 credits)

Plus all of the following:

- LITR 322 Children's Literature
- LITR One 300-level LITR course

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

Mathematics Specialization 17

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

Biology Specialization 16-18

- BIOL 152 General Biology II (4 credits)
- BIOL 300 Ecology
- BIOL 311 Genetics
- BIOL Upper Division Electives (6-8 credits)

Chemistry Specialization 17

- CHEM 105 General Chemistry I (4 credits)
 - CHEM 106 General Chemistry II (4 credits)
- Plus at least nine credits from the following:
- CHEM 301 Fundamentals of Environmental Science
 - CHEM 304 Chemistry Lab Techniques (1-2 credits)
 - CHEM 311 Quantitative Analysis (4 credits)
 - CHEM 315 Forensic Science
 - CHEM 341 Organic Chemistry I (4 credits)
 - CHEM 342 Organic Chemistry II (4 credits)

Geology Specialization 15

- GEOL 204 Historical Geology
- Select 12 credits from the following:
- GEOL 301 Sedimentary Geology (4 credits)
 - GEOL 302 Principles of Paleontology (4 credits)
 - GEOL 306 Geology of our National Parks
 - GEOL 311 Mineralogy (4 credits)
 - GEOL 340 Geographic Information Systems (4 credits)
 - GEOL 370 Science in Society
 - GEOL 407 Geophysics
 - GEOL 409 Seismology and Plate Tectonics
 - GEOL 430 Hydrology & Hydrogeology
 - GEOL 440 Economic Geology (3 credits)
 - GEOL 475 Geology Laboratory Techniques (1 credit)
 - PHYS 330 Meteorology
 - PHYS 335 Astronomy

Physics Specialization 16

- One of the following:
- PHYS 111 Laser and Light
 - PHYS 130 Music Acoustics
- Plus all of the following:
- PHYS 202 College Physics II (4 credits)
 - PHYS 330 Meteorology
 - PHYS 335 Astronomy

Plus one of the following:

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

Social Science/History Specialization 16-17

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

Childhood/Early Childhood Education Policies can be found at:
www.potsdam.edu/academics/SOEPS/education/advising/CEC/

Department of Secondary Education

Chair: Donald Straight

216A Satterlee, 315-267-2553, straigdc@potsdam.edu

Professors: Ronald Bretsch, Peter Brouwer, Robert Vadas

Assistant Professors: Laura Brown, John Storm

Clinical Faculty: Melissa Cummings, Joanne Stiles, Donald Straight

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

Adolescence Education: English (B.A.)

Grades 7-12 with 5-6 extension

72-82 credit hours required.

Contact Person: Laura Brown, Program Coordinator

202F Satterlee, 315-267-3197, brownla@potsdam.edu

All English education courses must be completed with a 2.7 or higher, with a 3.0 GPA in the education major.

Students pursuing the Adolescence English Education Program for English Language Arts certification in grades 7-12 must also complete the English (Literature/Writing) major with a 2.75 overall GPA. Contact the chair of the English and Communication Department to declare the major, be assigned an English adviser and select appropriate courses.

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

Credits

Prerequisites to Learning Communities 14-15

- COMM 201 Mass Media and Society
- COMP 202 Introduction to Creative Writing (4 credits)
- EDLS 349 Introduction to Middle and Secondary School Education
- SECD 210 Computer Applications in Middle and Secondary Education (1 credit)

One of the following:

- ANTH 203 Language and Culture (4 credits)
- EDLS 333 Education, Language and Culture
- GRED 545 Teaching the English Language Learner in the Mainstream Classroom
- GRED 516 Diversity and Advocacy

Note: Four courses in Literature/Writing major (12+ credits) must also be completed prior to beginning the learning communities.

Learning Community I (LA1) Fall only 13

Introduction to Teaching the English Language Arts: Grades 5-12
(prerequisite: successful completion of EDLS 349)

Courses which must be taken concurrently:

- EDLS 315 Teaching Students with Special Needs
- LITR 323 Young Adult Literature
- LNGS 301 (302 or 310) Language and Structure
- SECD 361 English Language Arts: Grades 5-12 (4 credits)

Learning Community II (LA2) Spring only 9

Teaching Writing, Language and Communication: Grades 5-12

(prerequisites: successful completion of Learning Community I and recommendation to continue to Learning Community II)

Courses which must be taken concurrently:

- COMP 402 Theory of Composition or COMP 405
- SECD 371 Teaching Writing, Language and Communication: Grades 5-12 (4 credits)
- SECD 391 Practicum I: Teaching the English Language Arts: Grades 5-12 (2 credits)

Learning Community III (LA3) Fall only 10

Teaching Reading and Literature: Grades 5-12

(prerequisites: successful completion of Learning Communities I and II and recommendation to continue to Learning Community III)

Courses which must be taken concurrently:

- LITR 419 (or LITR 422/436/410/438/453) Victorian Literature
- SECD 340 Classroom Management in Secondary Education (1 credit)
- SECD 471 Teaching Reading and Literature: Grades 5-12 (4 credits)
- SECD 491 Practicum II: English Language Arts: Grades 5-12 (2 credits)

Learning Community IV (LA4) 14

Student Teaching in the English Language Arts Classrooms: Grades 5-12

(prerequisites: Completion of Adolescence English Education program requirements and English Literature/Writing major and recommendation to continue to Learning Community IV)

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

Cognate Requirements 12

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

- PSYC 321 Psychology of Adolescence
 - PSYC 350 Educational Psychology
 - HLTH 230 School Health (CA, DASA, SAVE)
- Plus three credits of upper division Literature (400 or above)

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST English (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: French (B.A.)

Grades 7-12 with 5-6 extension

60-61 credit hours required.

Contact Person: John Storm, Program Coordinator
218A Satterlee, 315-267-2643, stormjc@potsdam.edu

All education courses must be completed with a 2.7 or higher, with a 3.0 GPA in the education major.

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

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

Education Major	Credits
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	22
SECD 340 Classroom Management in Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 333 Education, Language, and Culture	
EDLS 349 Introduction to Middle and Secondary School Education	

Courses which must be taken concurrently:

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

Note: Students must take the Official ACTFL OPIc exam (Oral Proficiency Interview via computer) during their SECD 374 course and obtain a minimal rating of Advanced Low for their oral proficiency in order to student teach.

Courses which must be taken concurrently:

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

Student Teaching Semester 14

Courses which must be taken concurrently:

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

Cognate Requirements 24-25

All cognate courses must be completed with a 2.0 or higher

- FREN 303 Contemporary France
- FREN 304 Contemporary Québec
- HLTH 230 School Health (CA, DASA, SAVE)
- PSYC 321 Psychology of Adolescence
- PSYC 350 Educational Psychology

One Arts and Sciences elective (selected with education adviser approval)

One of the following:

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

Plus one of the following (3-4 credits):

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

Study Abroad

1. Students planning to Study Abroad or in a French-speaking country should do so during their sophomore year or fall of their junior year.

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST French (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Mathematics (B.A.)

Grades 7-12 with 5-6 extension

64-73 credit hours required.

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

All Mathematics Education courses must be completed with a 2.7 or higher, with a 3.0 GPA in the education major.

All students enrolled in the Adolescence Mathematics Education Program must also complete a major in mathematics. The mathematics major must be completed with a 2.75 GPA or higher. Contact the Department of Mathematics to declare the major, be assigned a mathematics adviser, and select appropriate courses.

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

Education Major	Credits
EDLS 315 Teaching Students with Special Needs: Grades 5-12	25
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 316 Technology and Media in Middle and Secondary School Mathematics	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
Courses which must be taken concurrently:	
SECD 370 Teaching Mathematics in the Middle School	
SECD 390 Practicum in Middle School Mathematics (2 credits)	
Courses which must be taken concurrently:	
SECD 470 Teaching Mathematics in the Secondary School	
SECD 490 Practicum in Secondary School Mathematics (2 credits)	
Student Teaching Semester	14
Courses which must be taken concurrently:	
EDLS 421 Seminar in Middle/Junior and Secondary School Education (2 credits)	
SECD 455 Student Teaching in the Middle/Junior High School (6 credits)	
SECD 456 Student Teaching in the Senior High School (6 credits)	

Cognate Requirements

25

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

- COMP 101 Writing and Critical Thinking (4 credits)
- One elective chosen from COMP, LNGS, or LITR course prefix
- HLTH 230 School Health (CA, DASA, SAVE)
- MATH 425 Applied Combinatorics
- PSYC 321 Psychology of Adolescence
- PSYC 350 Educational Psychology

One of the following:

- MATH 404 Elements of Geometry
- MATH 553 Concepts of Geometry

One of the following:

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

Modern Language (ML) Requirement

0-9

Recommended Elective

- MATH 130 Mathematical Origins

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Mathematics (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Social Studies (B.A.)

Grades 7-12 with 5-6 extension

92-104 credit hours required.

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

All Education courses must be completed with a 2.7 or higher, with a 3.0 GPA in the education major.

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

The GPA in the selected major must be a 2.75 or higher.

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

Education Major	Credits
EDLS 315 Teaching Students with Special Needs: Grades 5-12	19
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
SECD 357 Writing in the Middle and Secondary Schools	
Courses which must be taken concurrently:	
SECD 373 Middle and Secondary School Social Studies Curriculum	
SECD 393 Classroom Observation in Middle and Secondary Social Studies (1 credit)	

Courses which must be taken concurrently:

- SECD 473 Middle and Secondary School Social Studies Instruction (2 credits)
 SECD 493 Practicum: Middle and Secondary School Social Studies Instruction (2 credits)
 SECD 484 Secondary Social Studies Content Portfolio (1 credit)

Student Teaching Semester 14

Courses which must be taken concurrently:

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

Cognate Requirements 59-62

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

- ANTH 202 Cultural Anthropology (4 credits) OR
 ANTH 107 World Cultures
 GEOG 360 Social Geography (4 credits)
 HIST 100 World History (XC)

One of the following:

- HIST 201 United States to 1877
 HIST 202 United States since 1877
 HIST 379 History of New York State
 HIST 464 Technology in History
 Elective Any 300 level or higher course from the social studies content areas that studies the US in the global arena. (Examples would include HIST 373 WW II; HIST 314 Vietnam War; ANTH 332 Native American Religions; SOCI 340 Environment & Society; 3-4 credits)

HLTH 230 School Health (CA, DASA, SAVE)

PSYC 100 Introduction to Psychology

PSYC 321 Psychology of Adolescence

SOCI 101 Introduction to Sociology

One of the following:

HIST 101 Europe from 1500 to 1815

HIST 102 Europe since 1815

ECON 311 European Economic History

Choose two courses on the Non-Western world (6 credits):

(Africa, Asia, or Latin America/Caribbean). The two courses must come from different disciplines: Anthropology, History, Sociology, Geography, and/or Politics

One of the following:

COMM 106 Basic Principles of Speech

COMM 311 Small Group Communication

COMM 324 Persuasive Speaking (preferable option)

One of the following:

ECON 105 Principles of Microeconomics

ECON 110 Principles of Macroeconomics

One of the following:

POLS 337 International Political Economy (4 credits)

POLS 432 Politics of Global Inequality (4 credits)

ECON 302 The Global Economy

ECON 326 Current Economic Policy

ECON 105 OR 110 if not chosen above

One of the following:

PHIL 314 Contemporary Moral Issues

PHIL 330 Environmental Ethics

One of the following:

POLS 110 Introduction to U.S. Politics (4 credits)

POLS 200 Political Ideas (4 credits)

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial certification: ALST, EAS, edTPA and CST Social Studies (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Spanish (B.A.)

Grades 7-12 with 5-6 extension

60-61 credit hours required.

Contact Person: John Storm, Program Coordinator
 218A Satterlee, 315-267-2643, stormjc@potdam.edu

All education courses must be completed with a 2.7 or higher, with a 3.0 GPA in the education major.

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

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

	Credits
Education Major	22
EDLS 315 Teaching Students with Special Needs: Grades 5-12	
EDLS 333 Education, Language, and Culture	
EDLS 349 Introduction to Middle and Secondary School Education	
SECD 210 Computer Applications in Middle and Secondary Education (1 credit)	
SECD 340 Classroom Management in Secondary Education (1 credit)	
SECD 356 Reading in the Middle and Secondary Schools	
Courses which must be taken concurrently:	
SECD 374 Introduction to First and Second Language Acquisition: Grades 5-12	
SECD 394 Observation in the Foreign Language Classroom: Grades 5-12 (1 credit)	
Note: Students must take the Official ACTFL OPIc exam (Oral Proficiency Interview via computer) during their SECD 374 course and obtain a minimal rating of Advanced Low for their oral proficiency in order to student teach.	
Courses which must be taken concurrently:	
SECD 474 Foreign Language Instruction, Curriculum, and Assessment: Grades 5-12	
SECD 494 Practicum in the Foreign Language Classroom, Grades, 5-12 (1 credit)	

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

Cognate Requirements	24
All cognate courses must be completed with a 2.0 or higher.	
HLTH 230	School Health (CA, DASA, SAVE)
PSYC 321	Psychology of Adolescence
PSYC 350	Educational Psychology
SPAN 303	Culture of Spain
SPAN 304	Culture of Latin America
Arts and Sciences elective selected with education adviser approval	
One of the following:	
COMM 106	Basic Principles of Speech
COMM 311	Small Group Communication
COMM 324	Persuasive Speaking
Plus one of the following:	
ARTH	Elective
MUAM	Music course regarding a Spanish-speaking region of the world (with adviser approval)

Study Abroad

1. Students planning to Study Abroad in a Spanish-speaking country should do so during their sophomore year or fall of their junior year.

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Spanish (Certification exams are subject to change)
2. Fingerprinting Clearance

Adolescence Education: Biology, Chemistry, Earth Science, or Physics (B.A.)

Grades 7-12

53-66 credit hours required.

Contact Person: Melissa Cummings, Program Coordinator
215C Satterlee, 315-267-2712, cumminma@potdam.edu

All education courses must be completed with a 2.7 or higher, with a 3.0 GPA in the Education major.

Students pursuing the Adolescence Science Education program must complete an appropriate science major, selected from the following majors: biology, chemistry, geology or physics. To officially declare one of these science majors, contact the appropriate department chair to declare the major, be assigned an adviser and select appropriate courses. The science major must be completed with a 2.75 GPA.

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

		Credits
		24
Education Major		
EDLS 315	Teaching Students with Special Needs: Grades 5-12	
SECD 356	Reading in the Middle and Secondary Schools	
SECD 357	Writing in the Middle and Secondary Schools	
SECD 472	Science Curricula, Programs, and Standards	
GRED 502	Issues in Science, Technology, Society	
GRED 501	Seminar: Teaching in the Secondary School	
Courses which must be taken concurrently:		
SECD 372	Science Instruction and Assessment: Grades 5-12	
SECD 410	Middle or Secondary Science Field Experience	

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

Cognate Requirements	9
All cognate courses must be completed with a 2.0 or higher.	
HLTH 230	School Health (CA, DASA, SAVE)
PSYC 100	Introduction to Psychology OR
PSYC 220	Child Development
PSYC 321	Psychology of Adolescence

Additional Science Cognates 6-10

For Biology Majors

- Physics course
- Geology course

For Chemistry Majors

- Biology course
- Geology course

For Geology Majors

- Astronomy course
- Meteorology course
- Genetics course

For Physics Majors

- Biology course
- Geology course

Modern Language (ML) Requirement 0-9

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Biology, Chemistry, Earth Science, and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

BA-MST Adolescence Education: Science
Option “A” – Certification in One High School Science
Content Area with Middle School Extension
107-124 credit hours required.

Contact Person: Melissa Cummings, Program Coordinator
 215C Satterlee, 315-267-2712, cumminma@potsdam.edu

Application into this program requires a minimum of 2.0 in each course in the science content major. All Education courses must be completed with a 2.7 or higher, with a 2.75 GPA overall (education and liberal studies).

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

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

The science major must be completed with a 2.75 GPA.

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

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

Cognate Requirements **9**

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

HLTH 230 School Health (CA, DASA, SAVE)

One of the following:

- PSYC 100 Introduction to Psychology
- PSYC 220 Child Development

Plus one of the following:

- PSYC 321 Psychology of Adolescence
- GED 677* Development and Learning in Adolescence

*May be taken during the graduate portion of the program

Additional Science Cognates **42-50**

For Biology Majors (48 credits)

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

- Physics course
- Geology course
- Astronomy course
- Meteorology course

For Chemistry Majors (45 credits)

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

- Biology course
- Geology course
- Astronomy course
- Meteorology course

For Geology Majors (50 credits)

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

- Biology course
- Physics course
- Astronomy course
- Meteorology course

For Physics Majors (42-43 credits)

Major in Physics – 30 credits and in addition to the science cognates for the science major, the following science courses are required under advisement:

- Astronomy course
- Biology course
- Geology course
- Meteorology course

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

Graduate-level Requirements **41**

Summer (9 credits)

- GED 555 Classroom Management/Leadership: Middle/Secondary School
- GED 557 Writing in the Middle and Secondary Schools
- IT IT Elective (514, 614, or 621)

Fall (15 credits)

- GED 501 Seminar: Teaching Science in the Secondary School
- GED 502 Issues in Science, Technology, Society
- GED 571 Science Education Instruction in Secondary Schools
- GED 673 Secondary Science Field Work (Science major)
- GED 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)

- GED 670 Culminating Experience (with advisement)
- GED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)
- GED 694 Student Teaching in the Middle/Junior High School: Grades 5-9 (6 credits)
- GED 697 Student Teaching in the Senior High School: Grades 10-12 (6 credits) (major discipline)

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Biology, Chemistry, Earth Science and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

BA-MST Adolescence Education: Science

Option “B” – Grades 7-12: Certification in Two High School Science Content Areas

117-135 credit hours required.

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

Contact Person: Melissa Cummings, Program Coordinator
215C Satterlee, (315) 267-2712, cumminma@potsdam.edu

Application into this program requires completion of 16 credit hours in the science content major with a minimum grade of 2.0 in each course. All education courses must be completed with a 2.7 or higher, with a 2.75 GPA overall (education and liberal studies).

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

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

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

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

Cognate Requirements **9**

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

HLTH 230 School Health (CA, DASA, SAVE)

One of the following:

- PSYC 100 Introduction to Psychology
- PSYC 220 Child Development

Plus one of the following:

- PSYC 321 Psychology of Adolescence
- GRED 677* Development and Learning in Adolescence

*May be taken during the graduate portion of the program

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

Graduate-level Requirements **41**

Summer (9 credits)

- GRED 555 Classroom Management/Leadership: Middle/Secondary School
- GRED 557 Writing in the Middle and Secondary Schools
- IT IT Elective (514, 614, or 621)

Fall (15 credits)

- GRED 501 Seminar: Teaching Science in the Secondary School
- GRED 502 Issues in Science, Technology, Society
- GRED 571 Science Education Instruction in the Secondary Schools
- GRED 673 Secondary Science Field Work (Science major)
- GRED 675 Secondary Science Teaching Research

Spring: Student Teaching (17 credits)

- GRED 670 Culminating Experience (with advisement)
- GRED 676 Student Teaching Seminar: Policies and Practice in American Education (2 credits)
- GRED 693 Supervised Clinical Experience/Student Teaching, Grades 9-12 (6 credits)
- GRED 697 Student Teaching: Sr. High School 10-12 (6 credits)

Additional Content Area Requirements **52-61**

For Biology Majors (55-61 credits)

- Major in Biology (36 credits)
- And one of the following minors:
 - Minor in Chemistry (22 credits)
 - Minor in Physics (19 credits)
 - Minor in Geology (25 credits)

For Chemistry Majors (52-58 credits)

- Major in Chemistry (33 credits)
- And one of the following minors:
 - Minor in Biology (23 credits)
 - Minor in Physics (19 credits)
 - Minor in Geology (25 credits)

For Geology Majors (57-61 credits)

- Major in Geology (38 credits)
- And one of the following minors:
 - Minor in Chemistry (22 credits)
 - Minor in Physics (19 credits)
 - Minor in Biology (23 credits)

For Physics Majors (52-55 credits)

- Major in Physics (30 credits)
- And one of the following minors:
 - Minor in Chemistry (22 credits)
 - Minor in Biology (23 credits)
 - Minor in Geology (25 credits)

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

Certification Requirements

1. New York State Teacher Certification Exams required for Initial Certification: ALST, EAS, edTPA, and CST Biology, Chemistry, Earth Science and/or Physics (Certification exams are subject to change)
2. Fingerprinting Clearance

Education Course Descriptions

@ = indicates a non-liberal arts course. Please refer to page 38 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. Attendance 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.

EDUC 407 – @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 GED 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 GED 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 GED 672. Prerequisite: GED 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 GED 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.

GRED 626 – Zebra Stripes and Learning Types (3) The purpose of this course is to: 1) examine the accepted theoretical concepts put forth by psychologists and pedagogical experts today; 2) discuss and define how various learning style con-

cepts 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 FieldWork (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/htm1>). 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.

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

GRE 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: GRE 681. Corequisites: GRE 688 & 689. MST Social Studies 7-12 5-6 Ext majors only.

GRE 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.

GRE 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 - GRE 681. Corequisite: GRE 684 & 689. Fall.

GRE 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: GRE 688. Fall.

GRE 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: GRE 676 & 697. MST students only.

GRE 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 GRE 676 & 692. MST students only.

GRE 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: GRE 676 & 697. For MST & BA/MST secondary students only.

GRE 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.

GRE 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: GRE 613 & 676. MST Childhood students only.

GRE 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: GRE 692 or 694, and GRE 676. For MST and BA/MST students only.

GRE 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, LNGS 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 695S – 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.