Education Course Descriptions
@ = indicates a non-liberal arts course. Please refer to page 45 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.

EDLS 207 – Literacy I (4) Designed for pre-service teachers responsible for teaching literacy skills to children from birth to grade 6. This is a beginning literacy methods course that teaches the “whys” and “hows” of literacy development. Prerequisite: EDLS 201. Gen Ed: W1. Fall and Spring.

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

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

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 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 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 and affective expression in young children ages 3 to 6. In conjunction with accompanying field experience, students plan and implement child-centered integrated learning experiences in play, music, drama and art based on developmental needs of children. 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: 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 NAECY 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 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. 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 be theoretical, practical, and personal in nature. Students will experience a constructivist classroom as they build an understanding of teaching social studies in today’s diversely populated schools. Framed within the context of the No Child Left Behind Act and by National standards for Childhood and Early Childhood as well as NYS Learning Standards, students will explore traditional and technological means of delivering a program that assists children from birth through elementary age to understand themselves and their place in diverse communities and an increasingly interdependent world. Students will cooperate in professional teams while creating and critiquing practical lessons and mini-units that may be utilized when teaching Social Studies. Students will be expected to continuously reflect on their own and their peers’ contributions to major course components. Prerequisite: EDLS 201 & 207. Corequisite: EDLS 306, EDUC 308, 310, & 314. Fall and Spring.

EDUC 314 – @Teaching Students With Special Needs Grades Birth-6 (3) Provides an overview of the educational, psychological and social needs of learners with disabilities including autistic students, discusses the impact of special education law on the public school program, provides background for designing appropriate interventions for students with diverse learning needs. Includes 15 hours of field-based experiences. Corequisites: EDLS306, EDUC308, 310 & 312. Prerequisite: EDLS201 & EDLS207.

EDUC 395S – @Special Topics (3) Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or other interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science in Teaching degree programs.

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) Knowledge and application of literacy instructional strategies are refined and pre-service teachers have the opportunity to apply what they have learned in an actual childhood classroom. The emphasis of this course is placed on developing knowledge of literature for younger children (8-12 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Prerequisite: Block 1; Corequisites: EDUC 303, 408, 409, & 411. Fall and Spring.

EDUC 408 – @Practicum II (2) This pre-service teaching field experience will focus on curriculum, 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 I: PK-Gr2 (6) Half semester of student teaching at PK-Gr2 Level. Fall and Spring.

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

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 Middle/Secondary School (3) Explores the skills, strategies, and diverse text structures for reading across the disciplines. Application of teaching methods in the Secondary Education curriculum to support reading development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Spring and Summer.

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

SECD 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: COMM 201, COMP 202,
EDLS 349, and 12 credits in Literature. Corequisites: SECD 210, 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 S-12 (3) Second course in the sequence in teaching literacy in English Language Arts classroom, grades S-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: EDLS 315, COMP 402, & SECD 391. Spring.

SECD 372 – Science Instruction and Assessment: Grades S-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 S-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 S-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 S-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 S-8). Corequisite: SECD 370. Spring.

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

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


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

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

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 S-12 (3) Third course in
the sequence in teaching literacy in English Language Arts classrooms, grades 5-12. This course will extend study of literacy for all learners, including students acquiring the English Language Arts as a second language and students with special learning needs, in middle childhood and adolescence English Language Arts classrooms. The course will provide focused studies on the teaching of literature and reading, grades 5-12. Infused throughout this focused study at both the middle childhood and adolescence levels will be teaching strategies for integrating reading, writing, speaking and listening. Students will also work in the computer lab using and locating resources on teaching reading and literature, constructing reading databases and examine instructional uses of power point and electronic communication. Prerequisite: SECD 361 & 371. Corequisite: 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. Prerequisite: SECD 372. Corequisite: SECD 410.

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.

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 in Teaching 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 preserve 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. 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 – Teaching Reading for Students with Special Needs (3) The purpose of this course is to prepare preservice and inservice special education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P–12). The course includes frameworks and philosophies of assessment and intervention strategies in early childhood through adolescent literacy. Students will explore assessment and intervention methods and activities that can be used to assist and enhance literacy abilities of students with varying abilities. 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 among students with disabilities; includes discussion of a range of techniques, including applied behavioral analysis, cognitive behavior modification and social skills training; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications of various approaches in management of behavior. Prerequisite or Corequisite: SPED 601. 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 & 637. 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. 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 preschool 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 parents, as well as support personnel, with the goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisites: SPED 601 & 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. 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 in Teaching degree programs. Summer, Fall and Spring.