

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Graduate Programs of Study

Education Unit Conceptual Framework

The conceptual framework of the SUNY Potsdam Education unit is summarized by our vision statement, A Tradition of Excellence: Preparing Creative and Reflective Educators, with its three major strands: 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 other cultures and our intercultural world
- understands the impact of science and technology on our lives
- appropriately uses technology
- 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
- effectively uses research-based models of curriculum, instruction and assessment
- meets the diverse learning needs of students
- applies knowledge of local, state, and national standards
- effectively uses instructional and assistive technology
- promotes inquiry, critical thinking, and problem solving
- creates positive learning environments for all students
- uses research, reflection and discourse throughout one's career
- prepares to become an instructional leader

Principled Educator

- behaves in a professional manner
- maintains a high level of competence and integrity in one's practice
- willing to take risks, be flexible, 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

Special Programs

Teacher Opportunity Corps

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

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

TOC student members are provided enrichment activities that include financial support for review books and payment of New York State Teacher Certification Examination fees; educational

programs on the best methods and strategies to teach at-risk students; opportunities to attend educational conferences; portfolio development; and academic and personal counseling. TOC graduates are also provided mentoring by master teachers during their first year of teaching.

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

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

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

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

For further information about TOC membership, please contact the TOC Director, Sisson Hall 119, 315-267-2745 or e-mail fisherdg@potdam.edu and/or visit the TOC web page at www.potsdam.edu/Support/TOC.

Curriculum and Instruction

Master of Science in Education (MSED)

The Master of Science in Education in Curriculum and Instruction has been designed to meet the needs of two groups of candidates:

1. Candidates who hold Initial New York certification and who seek to complete the academic requirements for Professional certification in one of the following:
 - Business/Marketing
 - Childhood Education (1-6)
 - Dance
 - Early Childhood Education (Birth-2)
 - English 7-12
 - French 7-12
 - Health Education
 - Mathematics 7-12
 - Music
 - Social Studies 7-12
 - Spanish 7-12
 - Theatre
 - Visual Arts

Each candidate will develop an individualized program of study, in collaboration with the candidate's adviser. This program of study will be designed to be functionally relevant to their certification area.

2. International students who wish to develop their English-language skills and learn about teaching in United States schools but who are not eligible to receive Professional certification in New York.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. Submission of a copy of a current teaching certificate (Option A only).
2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
3. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators).

Additional Degree Information

Candidates holding New York Initial certification in areas other than those listed must consult with the department chair prior to enrollment to discuss the feasibility of completing Option A.

A minimum of 33-34 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education degree in Curriculum and Instruction.

All degree candidates for Option A are required to successfully complete a teacher assessment project as a culminating experience which is designed to synthesize their academic experiences.

Student progress is carefully monitored throughout the program based on their demonstration of appropriate knowledge, skills, and dispositions. Candidates are provided with information on program expectations in their first semester. Those not making satisfactory progress will be counseled by their adviser and may be dropped from the program.

Applicants for Option B must demonstrate adequate English language skills prior to admission.

Curriculum & Instruction Course Requirements

Option A: Concentration for candidates holding Initial Certification in an Eligible Title

The 33 credit hours are divided as follows:

Required Courses	12
GED 600 Philosophical Foundations of Education	
GED 616 Curriculum & Evaluation (content-linking)	
GED 635 Educational Research in Curriculum & Instruction (content-linking)	
GED 687 Teacher Assessment	

Content or Content-Linking Courses..... 6

Graduate Education Electives 15
 Five graduate education courses, selected with prior approval of the adviser.

All courses are 3 credits unless noted.

In addition to the content-linking courses identified above, candidates must complete 6 additional credits of content or content-linking courses, selected in consultation with the adviser and in relation to the candidate’s initial certification area. Content courses are graduate courses offered by academic departments; content-linking courses are graduate courses developed jointly by faculty in the content areas and education faculty which include content that is linked to pedagogy.

Candidates holding early childhood or childhood certification must include study in the range of the core academic disciplines found in elementary school curriculum. All other candidates must work closely with their adviser to select content or content-linking courses that are relevant to their Initial certification. All content-linking courses must be approved by the state as content-linking. Coursework that focuses on pedagogy does not count as content-linking.

Curriculum & Instruction Course Requirements

Option B: Concentration in Language Acquisition for International Students (Non-certification Program)

This program does not lead to a teaching certificate in New York State and is not a TESOL program. It is specifically designed for international students who desire to improve their own language skills as they acquire a background in American education. The program involves placement in an elementary or middle school at least one day a week throughout the spring semester.

The 34 credit hours are divided as follows:

Required Courses	22
GED 558 Literacy I: Methods-Childhood	
GED 559 Literacy II: Methods-Childhood	
GED 576 Practicum I (1 credit) (Immersion in English language usage)	
GED 586 Practicum II (Formal Observation & Participation)	
GED 600 Philosophical Foundations of Education	
GED 635 Educational Research in Curriculum & Instruction	
GED 665 Language & Culture	
GED 699 Thesis Research	

Education Electives12
 Four graduate education courses selected with prior adviser approval.

Candidates may select the following additional optional courses (in addition to the 34 credits needed for graduation) to develop their written language skills further:

GED 583	The Development of Writing I (2 credits)
GED 593	The Development of Writing II (2 credits)

All courses are 3 credits unless noted.

Option C: International Students (Non-certification Program)

This program is designed for international students seeking a Master’s in Education without New York certification.

The 33 credit hours are divided as follows:

Core Requirements	12
GED 600 Philosophical Foundations of Education	
GED 616 Curriculum and Evaluation (content-linking)	
GED 635 Educational Research in Curriculum & Instruction (content-linking)	
GED 687 Teacher Assessment	

Content or Content-Linking Courses 6

Graduate Education Electives 15
 Five graduate education courses, selected with prior approval of the adviser.

All courses are 3 credits unless noted.

In addition to the content-linking courses identified above, candidates must complete 6 additional credits of content or content-linking courses, selected in consultation with the adviser. Content courses are graduate courses offered by academic departments; content-linking courses are graduate courses developed jointly by faculty in the content areas and education faculty and which include content that is linked to pedagogy.

Candidates holding early childhood or childhood certification should include study in the range of the core academic disciplines found in elementary school curriculum. All other candidates must work closely with their adviser to select content or content-linking courses.

Current courses identified as content-linking include the following; candidates should consult with advisers on any other courses that may have become identified as content-linking courses:

GED 504	Using Spreadsheets in Teaching School Mathematics
GED 505	Topics in Mathematics for Elementary Teachers
GED 516	Diversity and Advocacy in Education
GED 517	Integrating the Arts into the Elementary Classroom
GED 522	Creative and Affective Experiences for Young Children
GED 531	Creative Problem Solving – Mathematics
GED 534	Teaching Mathematics in a Technological World
GED 548	Literacy & Literature for Young Children

- GREd 549 Adolescent Literature & The Teaching of Reading/Literacy
- GREd 552 Teaching Vietnam: The Cultural/Historical Travel Program
- GREd 574 Navajo Cultural Exchange Program
- GREd 590 Special Social Studies Education Content Topic
- GREd 595S Perspectives in Schooling, Culture and Ethnicity: A Caribbean Experience
- GRDG 615 Literacy/Family/School/Community Collaboration
- GRDG 620 Literacy & Linguistically Diverse Learners

Educational Technology Specialist

Master of Science in Education (MSED)

This program prepares students for technology leadership and management positions in businesses and organizations in private industry, the military, social service agencies, K-12 schools and higher education.

Both part-time and full-time study are available for each of the programs. The majority of courses are offered in the evenings after 4:00 p.m. to accommodate working professionals. Students may start in the Spring, Summer, or Fall semesters. During the regular academic year students are considered full time when registered for 9 or more credit hours in a semester (policy pending approval). Full-time students typically complete their program of study in 3-4 full-time semesters, although the term of study may vary depending on the starting semester and the number of credit hours taken.

Program Overview

For students holding an Initial certification, this degree program leads to recommendation for an additional New York Certification as an Educational Technology Specialist. The program meets the standards established by the New York State Education Department (NYSED) and is nationally recognized by the Association for Educational Communications and Technology (AECT). This program is also available for non K-12 students who are not seeking certification. A teaching certificate is not required to enter this program.

Requirements for Admission

Candidates must have a minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study for full admission. Applicants with a minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study may be considered for provisional admission.

The Educational Technology Specialist program is available both for applicants who hold a current New York State teaching certificate, as well as students who do not hold a certificate. Submission of a copy of the teaching certificate is required for admission for those applicants seeking an

additional New York State Teaching certificate (certificate title = 'Educational Technology Specialist'). Applicants not seeking a New York State teaching certificate do not need to submit a current teacher certificate, and will not be eligible for the additional teaching certificate. All applicants must submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and potential as a technology leader.

Candidates may enroll in up to six credit hours (two courses) as non-matriculated students. However, study above the six credit hours requires full matriculation into the program.

Candidates will only be considered fully matriculated after the Approved Program of Studies form has been completed with the student's adviser and filed with the Office of Graduate Studies. This must be completed within the candidate's first semester of study.

Additional Information

Students will be working with computers and computer applications throughout their program of study. As such, it is required that all students own or have regular access to a personal computer that can be used outside of class. No preference is given to Windows or Macintosh operating systems although dual platform Intel-based computers are generally a good fit for ETS students.

All degree candidates are required to successfully complete a Culminating Experience designed to synthesize their academic experiences, as indicated in their program of studies. Educational Technology Specialist teaching certificate candidates will fulfill this requirement by successfully completing IT 659 Technology Product Development.

Educational Technology Specialist Course Requirements

A minimum of 36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education, Educational Technology Specialist degree.

The 36 credit hours are divided as follows:

Foundation Requirements	21
IT 605	Network Architecture
IT 614	Technology in Education
IT 625	History and Philosophy of Technology Utilization
IT 635	Research & Theory on Communication and Performance Technology
IT 651	Systematic Design for Performance Improvement
IT 654	Program Evaluation
IT 657	Practicum in Technology
Web Development (one of the following)	3
IT 549	Web Page Development
IT 649	Advanced Web Page Development
Technology of Literacy (one of the following)	3
IT 544	Desktop Publishing
IT 545	Preparing and Delivering Professional Presentations

Programming & Authoring (one of the following)3
 IT 621 Authoring and Scripting for Multimedia
 IT 623 Programming and Authoring for the Internet

Technology Utilization (one of the following)3
 IT 546 Preparing Performance Support Materials
 IT 566 Simulations and Games for Teaching
 and Learning
 IT 652 Computer Graphics
 IT 655 Video Design and Production
 IT 656 Multimedia Production
 IT 668 Distance Education

Culminating Experience3
 IT 659 Technology Product Development

All courses are 3 credits unless noted.

Information and Communication Technology

Master of Science in Education (MSED)

This program is intended to prepare students for careers in human performance improvement, training, and development. The program is also targeted for individuals seeking careers in leadership or management positions in organizations such as higher education, social service agencies and the military. This program is designed for candidates who do not seek an Initial or Professional New York teaching certificate.

Organizational Performance, Leadership & Technology Course Requirements

A minimum of 36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of Master of Science in Education, Information and Communication Technology degree with a concentration in Organizational Performance, Leadership & Technology.

The 36 credit hours are divided as follows:

Foundation Requirements21
 IT 502 Organizational Development
 IT 607 Principles of Leadership
 IT 615 Critical Issues in Performance and Leadership
 Technology
 IT 635 Research & Theory on Communication and
 Performance Technology
 IT 648 Principles of Performance Technology
 IT 653 Instructional Planning and Development
 Process
 IT 654 Program Evaluation

Technology Requirement (one of the following)3
 IT 544 Desktop Publishing
 IT 545 Preparing and Delivering Professional
 Presentations
 IT 546 Preparing Performance Support Materials
 IT 549 Web Page Development

Controlled Options/Electives 9
 At least three courses which focus on management, training or hardware utilization, selected with prior approval of the adviser.

Culminating Experience3
 IT 658 Needs Assessment

All courses are 3 credits unless noted.

Literacy

Master of Science in Education (MSED)

The Department of Literacy Education offers two Master of Science in Education programs that prepare candidates to serve in the field of literacy education: Literacy Specialist and Literacy Educator.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. A minimum grade point average of 2.75 (A = 4.0) in the most recent 60 credit hours of undergraduate study is required for admission.
2. Candidates will submit three letters of recommendation, including at least one focusing on teaching performance, using forms available from the Office of Graduate Studies web page (www.potsdam.edu/masters).
3. Candidates will submit a thoughtful and well-written letter of intent in which they discuss why they wish to develop their knowledge and skills in the field of literacy education and highlight their personal attributes that will help them meet the challenges of graduate study in the program. The letter shall include a statement that the candidate has read and understands the MSED Literacy Procedures for Assessing and Monitoring Professional Dispositions.

Program Requirements

1. Submission of a copy of a current teaching certificate is required within the first 15 credit hours completed and, for Literacy Specialist candidates, prior to registering for the literacy practicum. Students will not be able to register for any additional courses if they have not obtained Initial certification by that time.
2. Six (6) credit hours of undergraduate or graduate (from Initial certification programs) study in literacy education focusing on teaching methods are required within the first 15 credit hours completed and, for Literacy Specialist candidates, prior to registering for the literacy practicum. Students will not be able to register for any additional courses if they have not completed these prerequisites by that time.

Additional Degree Information

Candidates are advised that most, but not all, degree requirements may be completed in the Watertown area.

These programs have been designed so that full-time candidates who begin their study in the Summer or Fall semesters may complete their study in one calendar year. Part-time students and those intending to complete the program in Watertown should consult with their advisers about the time needed to complete their degrees.

All degree candidates are required to complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize the academic experience. For candidates in the Literacy Specialist program this requirement is fulfilled by completion of the practicum (GRDG 690/691 or 696/697) or by completing the yearlong six-credit internship (GRDG 699). While New York state certification requirements have set a minimum of 50 clock hours in the field, candidates in our programs can expect to serve additional hours. There is no practicum requirement for the Literacy Educator program. For candidates in the Literacy Educator program, the Culminating Experience requirement is fulfilled by completing GRDG 681, Literacy Educator Portfolio.

Candidate progress is carefully monitored throughout the program, based on demonstration of appropriate knowledge, skills, and dispositions. Candidates are provided with information on program expectations in the first semester (GRDG 600). Candidates not making satisfactory progress will be counseled by their adviser and may be dropped from the program.

Literacy Specialist Program

Candidates in the Literacy Specialist program are eligible to obtain Initial certification in one of the following levels as well as satisfying the academic requirements for Professional certification in their Initial New York certification area:

- MSED Literacy Specialist Early Childhood and Childhood (Birth–Grade 6)
- MSED Literacy Specialist Middle Childhood and Adolescence (Grades 5–12)

The Literacy Specialist program is nationally recognized by the International Reading Association (IRA).

Program Requirements

Submission of a copy of a current teaching certificate is required for program completion. In accordance with New York State certification regulations, candidates for the Literacy Specialist program must have preparation in general education at the level they are seeking in literacy certification. For example, candidates holding a certificate in Early Childhood or Childhood may enroll only in the Literacy Specialist Birth–Grade 6 program. Candidates holding a certificate in Middle Childhood or Adolescence Education may enroll only in the Literacy Specialist Grades 5–12 program. Candidates holding certificates in K–12 areas (i.e., Art, Music, Physical Education) should consult with the Coordinator of Graduate Admissions.

Literacy Specialist Course Requirements

A minimum of 36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education, Literacy Specialist degree. The 36 credits include 21 Core Requirement credits plus 15 credits in one of the Concentrations (including the clinical experience requirements).

The 36 credit hours are divided as follows:

Required Courses21

- GRDG 600 Foundations of Literacy
- GRDG 605 Literacy Assessment and Evaluation
- GRDG 610 Seminar: Literacy Research
- GRDG 615 Literacy: Family/School/Community Collaboration
- GRDG 620 Literacy & Linguistically Diverse Learners
- GRDG 625 Using Technology to Teach Literacy
- GRDG 640 Literature-Based Literacy Instruction

Concentrations

Complete one of the following concentrations as appropriate for the original certification:

I. Early Childhood/Childhood Literacy, Birth-Grade 69

- GRDG 655 Literacy Intervention Strategies B-6 (prerequisites: GRDG 600 and 605)
- GRDG 660 Teaching Writing B-6
- GRDG 665 Emergent Literacy

Clinical Experience6

(in final semester; prerequisites: GRDG 655, Initial certification)

- GRDG 690 Literacy Practicum B-2
- and*
- GRDG 691 Literacy Practicum 3-6
- or*
- GRDG 699 Literacy Internship (permission of instructor required)

II. Middle Childhood/Adolescent Literacy, Grades 5-12.....9

- GRDG 656 Literacy Intervention Strategies 5-12 (prerequisites: GRDG 600 and 605)
- GRDG 661 Teaching Writing Grades 5-12
- GRDG 670 Teaching Reading and Study Skills in the Content Area

Clinical Experience6

(in final semester; prerequisites: GRDG 656, Initial certification)

- GRDG 696 Literacy Practicum 5-8
- and*
- GRDG 697 Literacy Practicum 9-12
- or*
- GRDG 699 Literacy Internship (permission of instructor required)

All courses are 3 credits unless noted.

Literacy Educator Program

The Literacy Educator program addresses the interests of candidates who seek greater understanding about literacy and literacy education, but do not intend to pursue careers as literacy specialists.

Graduates of the Literacy Educator program will satisfy the academic requirements for Professional certification in their Initial New York certification area, but will not be eligible for additional certification as a Literacy Specialist.

Program Requirements

Submission of a copy of current teaching certificate is required for program completion. Candidates for the Literacy Educator program must present an Initial certificate in one of the following areas:

- Early Childhood Birth-2
- Childhood 1-6
- Generalist 5-9
- English 5-9
- Mathematics 5-9
- Social Studies 5-9
- English 7-12
- Mathematics 7-12
- Social Studies 7-12
- Special Education Birth-2
- Special Education 1-6
- Special Education Generalist 5-9
- Special Education English 5-9
- Special Education Math 5-9
- Special Education Social Studies 5-9
- Special Education English 7-12
- Special Education Math 7-12
- Special Education Social Studies 7-12

Literacy Educator Course Requirements

A minimum of 33 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education, Literacy Educator degree.

The 33 hours are divided as follows:

Required Courses	12
GRDG 600	Foundations of Literacy
GRDG 605	Literacy Assessment and Evaluation
GRDG 681	Literacy Educator Portfolio (taken in the final semester)

Plus one of the following (chosen under advisement)

GRDG 655*	Literacy Intervention Strategies B-6
GRDG 656*	Literacy Intervention Strategies 5-12 (*prerequisites: GRDG 600 and 605)

Controlled Options (chosen under advisement)	9
GRDG 660	Teaching Writing B-6
<i>or</i>	
GRDG 661	Teaching Writing Grades 5-12
GRDG 665	Emergent Literacy
<i>or</i>	
GRDG 670	Teaching Reading and Study Skills in the Content Area
GRDG 625	Using Technology to Teach Literacy
Content or Content-Linking Courses	12
(chosen under advisement)	

Content or content-linking courses are selected in consultation with the adviser and in relation to the candidate's Initial certification area. Candidates holding early childhood or childhood certification should include study in a range of the core academic disciplines found in elementary school curriculum. Content courses are graduate courses offered by Arts and Sciences departments; content-linking courses are graduate courses developed jointly by faculty in the content areas and education faculty. Candidates must consult their advisers to identify appropriate and approved content-linking courses for their area of certification.

All courses are 3 credits unless noted.

Special Education

Master of Science in Education (MSED)

SUNY Potsdam offers three graduate programs to prepare teachers to work with students receiving special education services in public schools. The programs have been designed to meet the regulations of the New York State Education Department, the National Council for Accreditation of Teacher Education (NCATE) standards, and in response to Advisory Board recommendations and alumni feedback. The Special Education program at SUNY Potsdam has been nationally recognized by The Council for Exceptional Children.

Upon completion, candidates in the MSED Special Education programs will meet the academic requirements for Professional certification in their current certification area, and be recommended for their Initial/Professional certification in one of the following levels:

- Early Childhood Special Education (Birth–Grade 2)
- Childhood Special Education (Grades 1–6)
- Adolescence Special Education (Grades 7–12, Subject Area)

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements and Information

1. Submission of a copy of a current teaching certificate in early childhood, childhood, middle childhood, or adolescence education (or their equivalent).
2. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate/graduate study.

3. A Letter of Intent that clearly answers the following questions:
 - a. Why do you wish to develop your knowledge and skills in the field of special education?
 - b. What personal attributes do you possess that will help you meet the challenges of this graduate program?
4. Three satisfactory letters of recommendation (including at least one recommendation focusing on teaching performance) from persons who can provide information about the academic potential of the applicant (e.g. former or current professors, school administrators); recommendations should be submitted using forms available from the Office of Graduate Studies or at www.potsdam.edu/masters.
5. Prerequisites:
 - a. literacy/reading methods (6 credit hours)
 - b. an introductory course in special education (3 credit hours)
 - c. a minimum of 50 hours of field experience
 - d. at least 20 days of student teaching
6. In accordance with New York State certification regulations, applicants for certification in special education must have preparation in general education at the level they are seeking in special education. For example, an applicant holding an Elementary Education certificate valid for Grades PK–6 is eligible to complete Special Education programs at the Early Childhood (Birth–Grade 2) or Childhood (Grades 1–6) levels. For applicants intending to complete the new Students with Disabilities Generalist certification, additional prerequisites include meeting the general requirements for the content core (major or concentration in liberal arts and sciences) AND six semester hours in math, science, English language arts and social studies. These may be at the undergraduate or graduate level.
7. Candidates with other certifications (e.g. music, art, physical education, speech) should consult the Chair of the Special Education Department.

Additional Degree Information

The MSED programs in Special Education begin in the Fall semester. The MSED programs provide the academic preparation required for Initial/Professional certification in special education. However, applicants for certification will need to meet additional state testing and other requirements to be eligible for certification. Questions about certification should be addressed to the Office of Teacher Certification and Field Experiences, 111 Satterlee Hall.

Candidates may not elect S/U grading options for any required courses in their program. Student progress is carefully monitored throughout the MSED Special Education programs based on demonstration of appropriate knowledge, skills and dispositions. Students are provided with information on program expectations in their first semester. Students not making satisfactory progress will be counseled by their adviser and may be dropped from the program.

Special Education Course Requirements

A minimum of 36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of any of the MSED Special Education degrees.

The 36 credit hours are divided as follows:

Required Courses 30

- SPED 601 Characteristics of Learners with Mild/Moderate Disabilities (F)
- SPED 607 Educational Research: Critical Issues in Special Education (Sp)
- SPED 609 Field Experience I (F) (1 credit)
- SPED 612 Technology in Special Education (Su)
- SPED 637 Diagnosis and Assessment of Educational Disabilities (F)
- SPED 638 Teaching Reading for Students with Special Needs (Sp)
- SPED 640 Behavior Management for the Special Educator (F)
- SPED 649 Field Experience II (Sp) (1 credit)
- SPED 650 Collaborative Consultation with Professionals and Parents (F)
- SPED 669 Practicum in Special Education (Su, F, Sp) (6 credits)
- SPED 670 Culminating Experience (Su, F, Sp) (1 credit)

Program-Specific Course Requirements..... 6
(selected from I, II or III)

- I. Early Childhood Special Education (Birth–Grade 2)
 - SPED 648 Strategies for Early Childhood Special Education (Sp)
 - Elective (selected with adviser approval)
- II. Childhood Special Education (Grades 1–6)
 - SPED 646 Strategies for Teaching Elementary Students with Learning and Behavioral Disabilities (Sp)
 - Elective (elected with prior adviser approval)
- III. Adolescence Special Education (Grades 7–12, subject area)
 - SPED 647 Strategies for Teaching Secondary Students with Learning and Behavioral Disabilities (Sp)
 - Elective (selected with adviser approval)

(Courses offered: Su = Summer, F = Fall, Sp = Spring)

Full-time Sample Schedule

MSED Special Education Program

<i>Fall I</i>	<i>Spring I</i>	<i>Summer I or Fall II</i>
SPED 601	SPED 607	SPED 612
SPED 609	SPED 638	SPED 669
SPED 637	SPED 649	SPED 670
SPED 640	Program Courses	
SPED 650		

Part-time Sample Schedule

MSED Special Education Program

<i>Fall I</i>	<i>Spring I</i>	<i>Summer I</i>
SPED 601	SPED 607	Elective
SPED 650	SPED 638	SPED 612
SPED 609		
<i>Fall II</i>	<i>Spring II</i>	<i>Summer II or Fall III</i>
SPED 637	SPED 649	SPED 650
SPED 640	Program Courses	SPED 670

Completion of MORE THAN ONE Certification Program

The design of the Special Education degree programs makes it possible to complete more than one certification program with careful advising and the addition of one or more courses. Students interested in this option should consult their adviser at the beginning of their program of studies to complete the applicable program forms and to assure that both programs can be completed, including applicable NYSTCE Content Specialty Tests. These are subject to change.

For candidates pursuing Early Childhood Special Education:

To add Childhood certification; complete SPED 646 in lieu of an elective.

For candidates pursuing Childhood Special Education:

To add Early Childhood certification; complete SPED 648.

Childhood Education

Master of Science in Teaching (MST)

The MST Childhood Education program has been designed to meet certification regulations of The New York State Education Department as well as the standards of the National Council for the Accreditation of Teacher Education (NCATE). This program is nationally recognized by the Association for Childhood Education International (ACEI) and leads to Initial/Professional Childhood (grades 1–6) certification.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification in Childhood Education (Grades 1–6). Candidates will undergo a transcript review in order to determine the completion of prerequisites.
2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
3. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or

current professors, school administrators), using the form available from the Office of Graduate Studies or online at www.potsdam.edu/masters.

4. Candidates may complete prerequisite courses prior to entering the program or simultaneously with provisional admission. Candidates must earn a minimum grade of 2.0 (C) in any course used to satisfy a prerequisite requirement. All program prerequisites must be fully completed prior to the student teaching semester. Candidates are strongly encouraged to contact the Office of Graduate Studies for details related to their prerequisite requirements. Childhood Education program prerequisites:
 - **Artistic Expression** (a minimum of 3 credit hours to include two of the following areas: music, visual arts, dance and drama)
 - **Communications** (6 credit hours)
 - **Concepts in History** (3 credit hours)
 - **Humanities** (3 credit hours in Children's Literature)
 - **Language other than English** (6 credit hours)
 - **Mathematical Processes** (6 credit hours)
 - **Developmental Psychology** (3 credit hours in human or child development)
 - **Science Processes** (6 credit hours from two areas, one with a lab)
 - **Social Studies** (6 credit hours from two areas)
5. Candidates may begin enrollment in the fall, spring or summer terms.

Additional Degree Information

Candidates may complete most, but not all, of their degree requirements in the Watertown area.

All degree candidates are required to successfully complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences. GRED 669 Professional Development Performance Portfolio generally completed during the Student Teaching semester satisfies this requirement.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to be eligible for certification. This will include completion of HLTH 230 School Health (CA, SAVE) (2 credits) and passing all applicable New York State Teacher Certification Exams: Liberal Arts and Sciences Test (LAST), Assessment of Teacher Skills–Written (ATS–W), and the Content Specialty Test (CST: Multisubject). These are subject to change.

Student progress is carefully monitored throughout the program based on demonstration of appropriate knowledge, skills and dispositions. Students are provided with information on program expectations in their first semester. Students not making satisfactory progress will be counseled by their adviser and may be dropped from the program.