

of propagating religious doctrines. As used in this section, the term “religious belief” shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

## Refund Policy

See “Fees and Financial Aid”

## Policy and Procedure for Summer Sessions

Summer school at SUNY Potsdam is an integral part of the year-round graduate academic program. Summer Session courses typically begin at the end of May, conclude early in August, and include two six-week sessions and four three-week sessions. A wide variety of graduate courses are available to students who would like to either begin their master’s degree during the summer or who are in the midst of completing their degree requirements. Students seeking first time enrollment should confirm within the specific degree program that summer is an available entry term.

The maximum study load for a six-week session is seven credit hours (per session) and the maximum study load for a three-week session is four credit hours (per session). Shorter session enrollments also count toward the maximum of seven credits in any summer session. Exceptions to allow additional hours may be made with the written permission of the dean(s) of the appropriate school(s):

School of Arts and Sciences .....	315-267-2231
School of Education and Professional Studies .....	315-267-2515
The Crane School of Music .....	315-267-2418

Summer Session course listings are published yearly and are available through the Office of Graduate Studies or the Office of Extended Education around March 1 of each year. Courses are scheduled during the day, evenings and on weekends (Friday evenings and Saturdays), and are available both on the Potsdam campus as well as in selected off-campus locations. Availability of summer courses, and alternate schedules and locations varies by program; it may not be possible to complete a graduate program solely through summer attendance.

Additional information can be found under Continuing Education on the College’s website or by calling 800-458-1142 for either the Office of Graduate Studies or the Office of Extended Education.

## The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 permits current or former students to inspect and review their educational records. Students are also accorded the right to a hearing in order to question the content of their educational records. Written consent of students may be required before personally identifiable information about them will be released from their educational records, as provided by law. Applicants or students may waive their rights to inspect confidential letters or statements of recommendation.

Under the provisions of this Act, the college designates the following items as Directory Information: name, address, telephone, dates of attendance, class, previous institution(s) attended, major field, awards, honors (includes President’s and Deans’ Lists), degree(s) conferred (including dates), past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

A currently enrolled student may request that Directory Information not be published nor released to non-College personnel without the student’s prior consent by filing a “Request to Withhold Release of Directory Information” in the Registrar’s Office. Privacy requests are valid until they are rescinded by the student.

Students should consider very carefully the consequences of any decision to withhold Directory Information. Any requests for such information from outside the College will be refused. Regardless of the effect upon the student, the College assumes no liability for honoring the student’s instructions that such information be withheld.

## Policies and Procedures Related to Education Programs Culminating Experience Requirement

Students admitted to Master of Science in Education (MSED) and Master of Science in Teaching (MST) degree programs must successfully complete a Culminating Experience in professional education to receive their degrees. The purpose of the Culminating Experience is to provide the opportunity for the student to synthesize knowledge and skills acquired from the master’s program.

Students in the following programs will satisfy the Culminating Experience through specific coursework as indicated below. Students may refer to the course description and their advisor for specific requirements.

- MST Childhood Education: GRED 669 Professional Development Performance Portfolio
- MST English, Adolescence Education: GRED 671 Developing a Professional Teaching Portfolio
- MSED Curriculum and Instruction: GRED 699 Thesis Research
- MSED Educational Technology Specialist: IT 659 Technology Product Development
- MSED Technology Educator: IT 659 Technology Product Development
- MSED - other ICT concentrations: IT 669 Project Development
- MSED Special Education: SPED 670 Culminating Experience
- MSED Literacy Specialist: completion of practicum (GRDG 690/691 or GRDG 696/697) or by completing the GRDG 699 Internship experience.
- MSED Literacy Educator: GRDG 681 Literacy Educator Portfolio

For all other programs, the Culminating Experience is fulfilled during or after the semester in which 24 credits in the given master's program will be or has been completed. For this requirement, if that program has not specified a specific culminating experience activity, the student will enroll in GRED 670 and, in conjunction with a SUNY Potsdam faculty mentor, will design a project relating to the student's professional interests. The culminating experience project may carry from 0-3 credit hours and is graded on an S\*/U\* basis only. This project may be: a thesis (see Thesis Guidelines); an empirical or library research project; a historical or philosophical study; a descriptive analysis; a curriculum design; another creative endeavor related to and drawing from the student's graduate program; a program portfolio; or some other activity of particular relevance to the program and career goals of the individual student.

Each GRED 670 student will prepare a proposal for the Culminating Experience unless the program has already established specific guidelines. The proposal provides a statement of the student's intentions for the project and is meant to be a descriptive plan of action for the student. It should be flexible enough to allow for necessary changes during the Culminating Experience. The proposal will provide the advisor and department with an understanding of the student's rationale for the project, planned outcomes, objectives, methods/procedures, timetable, and audience. There is no prescribed format or structure for the proposal. The student should work closely with the academic advisor in establishing the nature and description of the project. Advisees are bound to a project once it is filed. Alternative courses of action to be substituted for the original must meet the academic advisor's approval, and a written change of program must be signed by both the candidate and the academic advisor or culminating experience mentor (if different from academic advisor). The approved proposal is then filed with the chair of the respective department and in the Office of Graduate Studies.

### **Pre-Student Teaching Field Experiences**

Candidates in teacher preparation programs in the state of New York are required to have 100-hours of pre-student teaching field experiences in public schools. To meet this requirement, the education programs have developed a variety of opportunities for candidates to complete their field experience requirements. Every attempt is made to locate appropriate pre-student teaching field experience placements in the local area. Candidates must be aware, however, that pre-student teaching field experience placements must be made by the Office of Field Experiences and Teacher Certification and not by the candidates themselves. If a candidate feels that prior work experience may be an acceptable substitution for program field experiences, an appeal must be filed with the Office of Field Experiences and Teacher Certification.

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

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

### **Student Teaching Guidelines and Regulations**

Candidates apply on line for student teaching at the beginning of the semester before the intended student teaching semester, following the timelines published in the Reporter and on the student teaching web site [www.potsdam.edu/EDUC/studteach](http://www.potsdam.edu/EDUC/studteach). Candidates must read and be familiar with the contents of the Guide to Student Teaching, available on line at [www.potsdam.edu/EDUC/studteach](http://www.potsdam.edu/EDUC/studteach).

#### ***Grade Point Requirements for Student Teaching***

Students must complete program-designated required courses before the student teaching semester. Candidates should also note that additional College courses may not be taken during student teaching and that employment is also strongly discouraged. In order to enroll in student teaching or be recommended for a teaching certificate, candidates must attain a minimum of 3.0 grade-point average (GPA) in their MST coursework and at least a 2.0 in any prerequisite content courses.

#### ***Student Teaching Placements***

MST 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 student teaching experiences is at the discretion of the Office of Field Experiences and Teacher Certification. Placements are made according to students' subject areas, availability of College supervisors, the willingness of public schools to accept student teachers, and the College's commitment to serve public schools equally. The superintendent of each school will assign classroom placements in cooperation with the Coordinator of the Office of Field Experiences and Teacher Certification. Candidates may not arrange their own placements.

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.

MST students are advised that the student teaching experience is limited to certain counties and provinces in New York and Ontario. Due to limited placement possibilities, it is impossible to place every candidate in the community he or she desires. The College cannot guarantee a field experience placement at any location or in any semester, nor are any assurances given