



## MISSION

The State University of New York at Potsdam prepares students to act as engaged global citizens and to lead lives enriched by critical thought, creativity, and discovery. As an inclusive scholarly community rooted in our historic role in providing exemplary teacher and music education and our leadership in the fine and performing arts, we are committed to the liberal arts and sciences as an academic foundation for all students. With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience.



**Potsdam**  
THE STATE UNIVERSITY OF NEW YORK

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excitement

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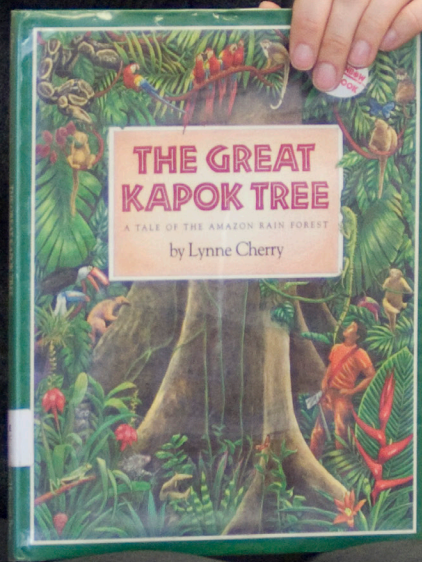
musician

partnership

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miserable



Merid Gordon McDonald Partridge  
by Mem Fox  
Illustrated by John Van Druden

PEARSON  
SOUTH  
WESTERN

Potsdam

## SUNY POTSDAM

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The College is located in *New York's picturesque North Country*, an area imbued with scenic tranquility and replete with cultural and recreational activities. The Adirondack Mountains to the southeast offer hiking, swimming, skiing, fishing or relaxing beside quiet streams and lakes.

#### DISTANCE FROM POTSDAM

Ottawa: 90 miles / Montreal: 107 miles /  
Syracuse: 150 miles / Rochester: 200 miles /  
Albany: 200 miles / New York City: 350 miles





**THE STATE UNIVERSITY OF NEW YORK AT POTSDAM** is one of 64 units of the SUNY system and one of 13 SUNY arts and science colleges. Its origin was the St. Lawrence Academy, *founded in 1816* by early settlers of the region. It continued as Potsdam Normal School in 1867, as Potsdam State Teachers College in 1942, and became part of the largest university system in the United States, The State University of New York, in 1948. Throughout its distinguished history, the institution has served the people of the North Country, the state of New York, our nation and our international community near and far.

SUNY Potsdam has a diverse faculty. They hold degrees from nationally and internationally known universities, and are published authors, well-known researchers, accomplished artists and musicians. Like their students, they are a friendly, caring group – always ready to discuss a problem or assist with a project. Dedicated to teaching, they are not just active in the classroom, but in every facet of their students' lives.

Our enrollment is approximately **4,300** – including about 3,600 undergraduate and 700 graduate students. Some of our graduate students come to us straight from undergraduate programs, while others, enroll after raising a family, teaching for a few years, serving in the military or deciding to switch careers in mid-career. Wherever they come from, whatever their ages or backgrounds, our students are a warm and friendly group.

Another advantage of living and studying in the North Country is the proximity of four colleges with distinct missions: Clarkson University, St. Lawrence University, SUNY Canton and of course SUNY Potsdam. These four colleges are a resource called the Associated Colleges of the St. Lawrence Valley ([www.associatedcolleges.org](http://www.associatedcolleges.org)). Together they provide rich cultural and educational offerings to residents in the area. Students at any of the colleges can cross-register at any of the other colleges.



# PROGRAMS OF

## TEACHER CERTIFICATION PROGRAMS



### MASTER OF SCIENCE IN EDUCATION (MSED)

This program is designed for students with initial certification. A student entering this program should possess an undergraduate degree in education.

#### Curriculum & Instruction in

- 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

#### Literacy

- Literacy Specialist
- Literacy Educator

#### Adolescence Education (Grades 7-12)

- Social Studies

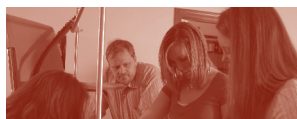
#### Special Education

- Information and Communication Technology
- Educational Technology Specialist
- Technology Educator



### MASTER OF MUSIC (MM)

Music Education



### MASTER OF SCIENCE IN TEACHING (MST)

This program is designed for students without initial certification. A student entering this program will possess an undergraduate degree in a variety of subjects.

#### Childhood Education (Grades 1-6)

#### Adolescence Education (Grades 7-12)

- English
- Mathematics
- Science
- Social Studies

## NCATE

The Standard of Excellence  
in Teacher Preparation

SUNY Potsdam's School of Education and Professional Studies is accredited both by Middle States Commission on Higher Education and by the National Council for Accreditation of Teacher Education (NCATE). NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

### PART-TIME IN OTTAWA

Childhood Instruction

# STUDY

## LIBERAL ARTS & SCIENCE PROGRAMS



MASTER OF ARTS (MA)  
English & Communication  
Mathematics  
Four-Year BA/MA in Mathematics

## MUSIC PROGRAMS



MASTER OF MUSIC (MM)  
Performance  
Composition

## TECHNOLOGY LEADERSHIP PROGRAMS



MASTER OF SCIENCE IN EDUCATION (MSED)  
Information and Communication Technology  
Human Performance Technology  
Organizational Leadership  
Information Technology Specialist

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new stat

15:1  
student/  
faculty ratio

95%  
employment  
placement

#1 in SUNY  
for access &  
mentoring



# SCHOOL OF



## ENGLISH AND COMMUNICATION

### *Master of Arts (MA)*

The Master of Arts (MA) in English and Communication challenges students to develop integrated competencies in the highly sought skills of reading, writing, and speaking. The program focuses attention on the many uses of language and on the nature of language itself. It requires students to become familiar with the connections between the written and the spoken word, and with the varied ways that language is shaped to serve aesthetic, social, and practical ends. By fostering research and analytic skills, the master's degree program prepares students for careers not only in teaching, but also in law, public relations, business, publishing – in any field where integrated competencies in reading, writing, and speaking are especially valued.

The courses in the MA program are taught from a variety of disciplinary perspectives: literary history and theory, rhetoric, speech communication, linguistics, and composition studies. What unites these courses is the notion that all texts and utterances exist as part of discursive systems. Students' experience is also united by taking four core courses that develop the critical skills necessary to complete a master's thesis.

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

Additional Admission Requirements

1. Applicants shall have earned a bachelor's degree with a major in English, Communication, or Writing from an accredited college or university. Outstanding applicants who hold degrees in other areas may be admitted, but they should be aware that additional coursework might be required.
2. Submission of three letters of reference, at least two of which shall be from undergraduate professors in the academic discipline of the baccalaureate degree.
3. A minimum grade point average of 3.00 (A=4.0) in the most recent 60 semester hours of undergraduate study.

4. A writing sample, preferably a recent essay written for an upper-level English or Communication course that shows evidence of scholarly research and writing.
5. Each student must demonstrate competence in a foreign language equivalent to that required for the awarding of the Bachelor of Arts degree at SUNY Potsdam.

The English and Communication Department at SUNY Potsdam is home to scholars of literature, rhetoric, speech communication, composition, and linguistics, making it unique within the SUNY system. Thus, our program is not a traditional program in literature and/or communication. It best serves students who wish to study in more than one of these disciplines. Students' thesis projects can be rooted in one of these disciplines, or they may cross or blur disciplinary boundaries.

A comprehensive approach to these distinct yet related fields defines the core graduate experience at Potsdam, making our MA program ideal for:

- Students who need the specialized skills an MA offers for their careers: teaching at community colleges; editing and publishing speeches, documents, and multimedia; and working for business, governmental agencies, and/or the corporate world in a multitude of capacities.
- Students who are preparing themselves for the pursuit of a PhD.
- Public school teachers who are pursuing a master's in English and Communication for Professional certification.
- Public school teachers who may already possess a master's degree but are looking to enhance their knowledge and skills.

# ARTS & SCIENCES

“The English and Communication Department at SUNY Potsdam is home to scholars of literatures, rhetoric, speech communication, composition, and linguistics, making it unique within the system.

## ENGLISH & COMMUNICATION (MA) COURSE REQUIREMENTS

This program is currently being revised. For information on current requirements, please contact the Office of Graduate Studies or the Department of English and Communication.

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 Arts in English and Communication. At least 27 of the 33 credit hours must be taken at the 600 level. Upon admission into the program, students should meet with the Director of Graduate Studies in the English and Communication Department for advising.

### The 33 credit hours are divided as follows:

Required Courses 12

GECD 601	Introduction to Research Methods
GECD 602	Introduction to Discourse Studies
GECD 603	Semiotics
GECD 604	Professional Writing

Electives English and Communication 15  
Students will select, with prior adviser approval, five graduate English and Communication courses, at least nine hours of which must be completed at the 600 level. Six hours may be taken at the 500 level in any courses offered by the Department of English and Communication.

GECD 690 Thesis 6

The Master's Thesis and Committee. Each candidate must show evidence of his or her ability to research a discursive problem and write the findings clearly and correctly. To meet this requirement, the student prepares a Master's thesis (50-100 pages), which should demonstrate the student's ability to interpret closely and critically on a subject agreeable to the student and the adviser of his or her Master's thesis.

The Master's Committee consists of an adviser and two readers. At least two members of the committee must be active members of the department, including the adviser.

*All courses are 3 credits unless noted.*



# [potsdam.edu/academics/AAS/Math](http://potsdam.edu/academics/AAS/Math)

## MATHEMATICS

### *Master of Arts (MA)*

The Master of Arts (MA) in Mathematics program is designed to develop the student's ability to work independently and to enable him or her to obtain basic knowledge in algebra, real and complex variables, and topology so that mathematics literature can be read with understanding and enjoyment. The successful completion of this program should prepare a student to enter a second-year doctoral program in mathematics, to begin a career as an industrial mathematician or as a faculty member at a junior or community college.

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)  
Additional Admission Requirements/Notations

1. A baccalaureate degree granted by an accredited college or university with preparation substantially equivalent to that required of mathematics majors at this institution.
2. Three letters of recommendation, two of which must be from members of the mathematics faculty with whom the applicant has taken courses.
3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
4. A minimum grade point average of 3.0 or higher in all undergraduate coursework in mathematics.

A student who does not satisfy one or more of the above may be provisionally admitted.

### MATHEMATICS COURSE REQUIREMENTS (MA)

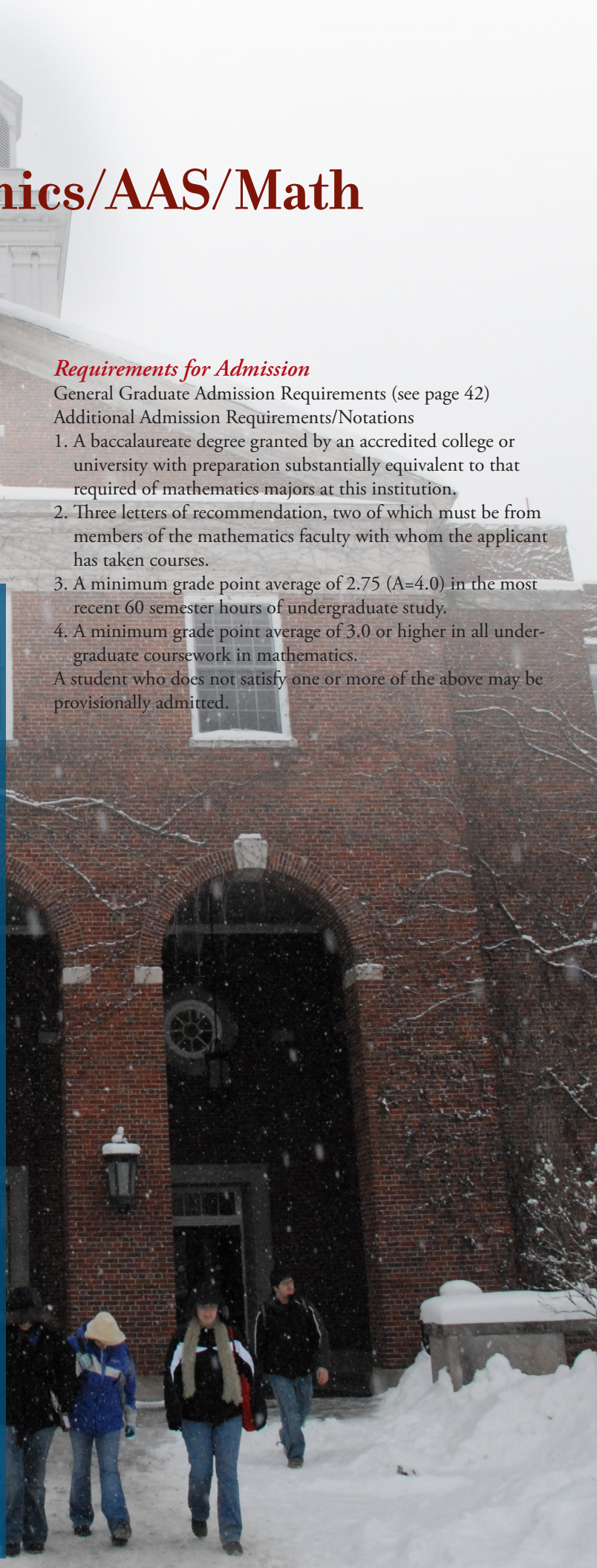
The master's degree requires a minimum of 30 graduate credit hours of coursework; a minimum of 24 hours of coursework must be in mathematics, and the hours outside the core are to be selected with the approval of the student's graduate committee. A maximum of six of the nine hours outside the core may be earned by writing a master's thesis. Only students with superior achievement and keen interest in a topic will be encouraged to write a master's thesis. A thesis is not required.

A minimum of 30 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Arts in Mathematics as well as the passing of written examinations in two areas: Algebra, Real Analysis, Complex Analysis or Topology, with one being in Algebra or Topology. Under certain conditions these examinations may be waived. A policy statement on these examinations may be obtained from the Mathematics Department. A language examination is not required. However, students wishing to pursue a doctoral program usually find it necessary to pass a proficiency examination in one or two foreign languages, namely French, German or Russian.

### The 30 credit hours are divided as follows:

Required Courses	18
MATH 661	Topology I
MATH 671	Abstract Algebra I
MATH 672	Abstract Algebra II
MATH 681	Complex Variables I
MATH 691	Real Variables I
MATH 698	Seminar
ONE of the following:	3
MATH 662	Topology II
MATH 682	Complex Variables II
MATH 692	Real Variables II
Mathematics Electives	9
Courses selected with prior adviser approval	

*All courses are 3 credits unless noted.*





## Four-Year Bachelor/Master Degree Program in Mathematics

### *Bachelor of Arts (BA)/Master of Arts (MA)*

Some students are able to develop their mathematics ability to a high level at an early age. Hence, this program is designed so that our best mathematics majors can progress toward the frontiers of mathematics as rapidly as their ability and motivation will permit them, working for the BA and MA in mathematics simultaneously. In general, the BA/MA candidate's grade point average is expected to be at least 3.0 and the grade point average in mathematics is expected to be at least in the 3.5–4.0 range.

In addition to pursuing regular undergraduate courses, these students may earn undergraduate credits by 1) entering college with advanced standing credits, 2) completing graduate courses and receiving credit for corresponding undergraduate courses, and 3) examinations. At the end of the four years, successful candidates are able to complete all requirements for the BA and MA simultaneously.

Students usually enter this program at the beginning of the junior year. These students must qualify for the undergraduate honors program. They are expected to complete the equivalent of the following mathematics courses during the freshman and sophomore years:

- MATH 151 Calculus I (4 credits)
- MATH 152 Calculus II (4 credits)
- MATH 253 Multivariate Calculus (4 credits)
- MATH 340 Set Theory and Logic
- MATH 375 Linear Algebra I

Students interested in more information about this opportunity should consult the Chair of the Mathematics Department.

*All courses are 3 credits unless noted.*



# THE CRANE SCHOOL

## MUSIC

### *Master of Music (MM)*

### *Composition, Music Education, or Performance*

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

The Crane School of Music offers programs leading to the Master of Music (MM) degree in composition, music education and performance. These programs are designed to meet student interests, needs and requirements within a framework that provides opportunities to pursue a balance of academic and professionally oriented courses. Full-time students with no deficiencies can usually earn a master's degree in one full calendar year (three semesters of study).

A minimum of 24 credit hours for 30-hour programs and 30 hours for the 36-hour program

must be earned in courses offered by SUNY Potsdam. A minimum of 18 credit hours must be earned at the Potsdam campus. With prior approval from the Dean of The Crane School of Music or his designee, a maximum of six credit hours may be transferred from other approved colleges and universities.

For those persons holding Initial certification to teach music K-12 in the State of New York, all degree programs in The Crane School of Music are designed to fulfill the academic requirements for Professional certification to teach music K-12 in the State of New York. Candidates must submit their certification application directly to the N.Y. State Education Department.

For persons who have earned a baccalaureate degree in music that did not lead to teacher certification, it is possible to complete the undergraduate coursework required for Initial certification as a separate program or while working on coursework for a Master's degree. The program takes at least two (2) years. Contact the Crane Office of Music Education for more information.

The master's degree candidate has six years from the date of Full Admission to satisfy all degree requirements.



# OF MUSIC



## PERFORMANCE (MM) *(academic year program only)* COURSE REQUIREMENTS

A minimum of 30 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Music, Performance degree. At least 50% of all graduate degree coursework must be at the 600 level.

### The 30 credit hours are divided as follows:

- MUCH 611\* Introduction to Graduate Study
- MUCP 640 Literature and Pedagogy (2 credits)
- MUCP 681 Chamber Music (1 credit)
- MUCS 630 Performance Concentration (9 credits)
- MUCP 5xx Performance elective
- MUCX 5xx Non-performance elective
- Music Theory or Music history/literature Electives (9 credits)
  - a. at least three credits in music theory
  - b. at least three credits in music history and literature

\* MUCH 611 must be taken during the first semester of study.

### *Additional Graduation Requirement*

Each student in the Master of Music degree program in Performance must also perform a graduate recital and complete a final oral examination. Both requirements will be evaluated by a committee of faculty members. Successful completion of the graduate recital is a requirement for the Master of Music degree in Performance. Prior to the graduate recital, the student will submit to the committee one of the following:

- a. detailed program notes of the works to be performed on the recital; or
- b. an analytical/historical paper focusing on the works to be performed on the recital.

The format will be at the discretion of the studio instructor. The document will be discussed/defended during the final oral examination.

*All courses are 3 credits unless noted.*

## COMPOSITION (MM) *(academic year program only)* COURSE REQUIREMENTS

A minimum of 30 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Music, Composition degree. At least 50% of all graduate degree coursework must be at the 600 level.

### The 30 credit hours are divided as follows:

- MUCH 611\* Introduction to Graduate Study
- MUCT 697 Thesis in Music Composition (6 credits)  
(original composition with accompanying analytical paper)
- Electives:
  - MUCH 6xx Music History and Literature
  - MUCT 6xx Composition (9 credits)  
(including a course in electronic music)
  - MUCT 5xx Music Theory (6 credits)
  - Elective

*All courses are 3 credits unless noted.*

## MUSIC EDUCATION (MM) COURSE REQUIREMENTS

This program is currently being revised. For information on current requirements, please contact the Office of Graduate Studies at the Crane School of Music. A minimum of 30–36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Music, Music Education degree. Students may select one of two options: with Thesis (Option A, 30 credit hours) or without Thesis (Option B, 36 credit hours). At least 50% of all graduate degree coursework must be at the 600 level. Only three- or four-credit hour courses may be used to satisfy education and music education electives. The 30–36 credit hours are divided as follows:

### MUSIC EDUCATION (MM) OPTION A: MUSIC EDUCATION WITH THESIS

#### The 30 credit hours are divided as follows:

MUCE 601	Philosophies & Issues in Music Education
MUCE 608	Curriculum Development in the School Music Program
MUCH 611*	Introduction to Graduate Study
MUCE 699	Thesis/Graduate Research Project in Music Education (6 credits)
MUCE 5xx	A course in Music Education
MUCH 6xx	A course in Music History & Literature
MUCT 5xx	A course in Music Theory
Elective	A course in Education

\* MUCH 611 must be taken during the first semester of study.

### MUSIC EDUCATION (MM) OPTION B: MUSIC EDUCATION WITHOUT THESIS

#### The 36 credit hours are divided as follows:

MUCE 601	Philosophies & Issues in Music Education
MUCE 608	Curriculum Development in the School Music Program
MUCH 611*	Introduction to Graduate Study
MUCH 6xx	A course in Music History/Literature
MUCT 5xx	A course in Music Theory

Electives in education or music education (9 credits)

Including:

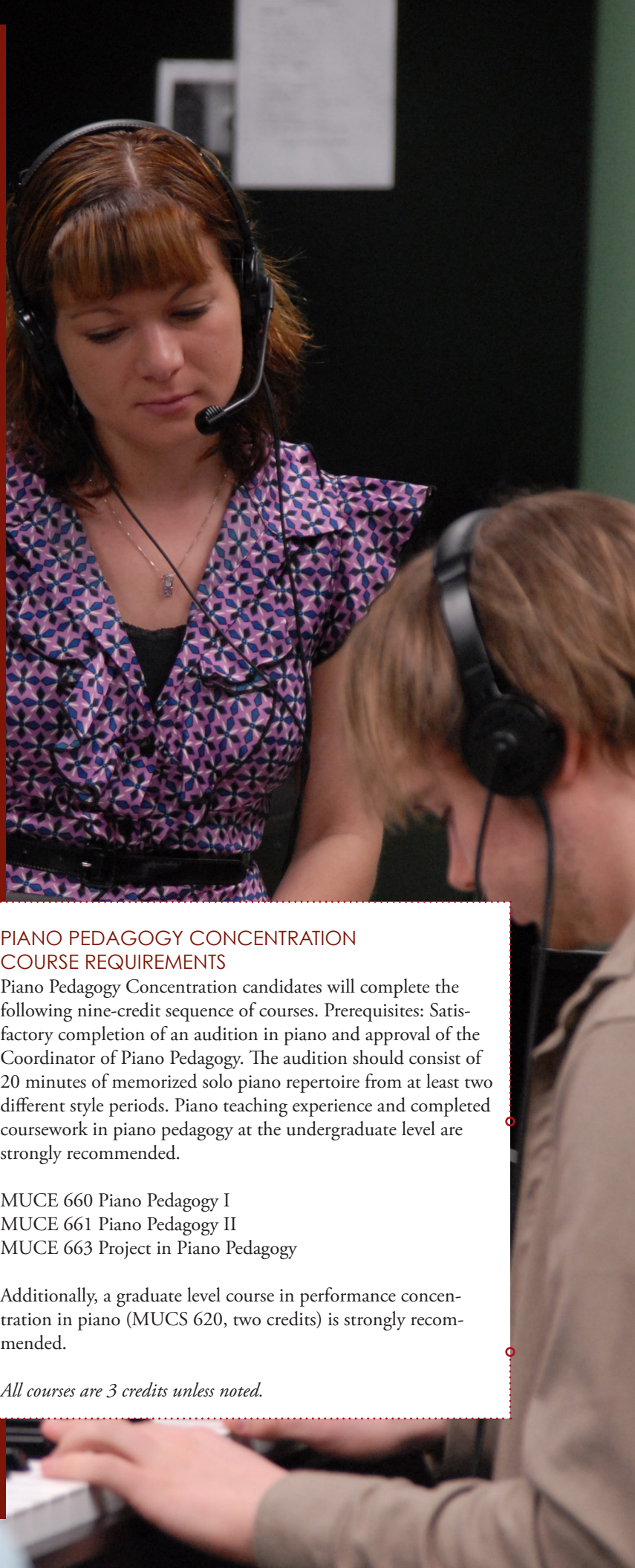
- at least three credits in the field of education
- at least three credits in the field of music education

Electives (12 credits)

\* MUCH 611 must be taken during the first semester of study.

Each student enrolled in the 36-hour program in music education will be required to assemble a portfolio of three academic papers to be distributed to members of his/her examination committee prior to the Final Oral Examination. The portfolio will consist of one paper each from MUCE 601 Philosophies and Issues and MUCE 608 Curriculum Development and a third paper of the student's choice. Papers will serve as points of discussion during the Final Oral Examination.

*All courses are 3 credits unless noted.*



### PIANO PEDAGOGY CONCENTRATION COURSE REQUIREMENTS

Piano Pedagogy Concentration candidates will complete the following nine-credit sequence of courses. Prerequisites: Satisfactory completion of an audition in piano and approval of the Coordinator of Piano Pedagogy. The audition should consist of 20 minutes of memorized solo piano repertoire from at least two different style periods. Piano teaching experience and completed coursework in piano pedagogy at the undergraduate level are strongly recommended.

MUCE 660 Piano Pedagogy I  
MUCE 661 Piano Pedagogy II  
MUCE 663 Project in Piano Pedagogy

Additionally, a graduate level course in performance concentration in piano (MUCS 620, two credits) is strongly recommended.

*All courses are 3 credits unless noted.*

## Requirements for Admission

General Graduate Admission Requirements (see page ##)

1. Evidence of an earned baccalaureate degree in music from an accredited college or university.
2. Submission of two letters of recommendation.
3. A minimum undergraduate grade point average (GPA) of 3.0 (A=4.0) is required to qualify for Full Admission. Applicants with a GPA between 2.75 and 3.0 may be granted, upon the recommendation of the Crane Graduate Admissions Committee, Provisional Admission. A student provisionally admitted into the graduate program cannot, during the first semester of study, enroll in more than 12 credits during any fall or spring semester or six credits during the summer session. After one semester of study, the student's progress will be reviewed by the Crane Graduate Admissions Committee and the student will be granted either Full Admission, a renewal of Provisional Status or be dismissed from the program.
4. All graduate music degree program applicants are required to pass graduate entrance examinations in music theory and history before they are admitted to any graduate program in music. Applicants who earned a GPA of 3.0 or higher in their undergraduate musicianship core (music theory, aural skills and music history) are exempt from the exams. Applicants who earned a GPA below 3.0 in their undergraduate musicianship core must take and pass the graduate theory and history exams before admission to any graduate program will be considered. The graduate admissions examinations may be taken only once. Information about the graduate entrance music theory and history exams as well as dates the exams will be administered are available online at: [www.potsdam.edu/crane](http://www.potsdam.edu/crane). Click on "Graduate Studies" on the left margin.
5. A demonstration of competency, including one of the following sets of requirements as defined by the specific program of study:
  - A. Music Education  
An essay or college-level paper on a topic in music education that demonstrates the student's ability to organize ideas, research a topic, and write in an academic style. The essay must be typewritten, well documented and include a bibliography; and A live or taped audition on the applicant's principal instrument; and A video tape of the applicant teaching in a general music classroom or conducting a rehearsal or performance of an ensemble.
  - B. Composition  
A portfolio of representative compositions.
  - C. Performance  
A live audition for at least three faculty in the applicant's performance area (brass, strings, voice, etc.) or the submission of a high-quality tape or video recording.

Notes: All papers, essays, compositions, and audio and video tapes will be reviewed by appropriate members of the Crane graduate faculty. Auditions for admission (live or taped) to the performance degree program will be heard and evaluated by at least three faculty of the appropriate performance area. The student's complete file (including faculty evaluations of the above materials) will be reviewed by the Crane Graduate Admissions Committee at which time a recommendation for admission to the degree program will be made to the Director of Graduate Studies and the Dean of The Crane School of Music.

6. All graduate admissions materials must be received by the Crane Office of Graduate Music Studies no later than March 1 of the year of matriculation in order to be considered for summer or fall admission. Students are not permitted to begin the graduate music programs in the spring semester. Applications will be reviewed by the Crane Graduate Admissions Committee during the month of March and decision letters will be mailed on or around April 1.
7. Assistantships in Music: Crane awards a number of graduate assistantships each spring for the following academic year (fall and spring only). Applicants interested in applying for a music assistantship must complete and submit an "Application for Assistantships in Music" no later than March 1 of the year of matriculation. A list of assistantships offered for the following year is available on-line or from the Crane Office of Graduate Music Studies by November 1 of the previous year. Assistantship applications are also distributed with all requests for graduate music admission applications.

### Thesis or Graduate Research Project

A thesis or appropriate graduate project is required of all students in the following MM degree programs: Music Education with Thesis (Option A, 30 credit hours) and Composition. Students must register for the appropriate section of Thesis (MUCE 699, MUCH 699, MUCT 692, MUCT 699) every semester after they begin the project until its completion. Students enrolled in Thesis will receive the designation In-Progress (IP) on their transcript for each semester until the project is completed. Each student in the above MM degree programs must submit a proposal for a thesis or graduate project to a three-member committee by the end of the second semester or second summer of study. A student may not register for coursework beyond the second semester until the proposal has been approved by the committee.

Miss Barney



# THE SCHOOL OF EDUCATION & PROFESSIONAL STUDIES

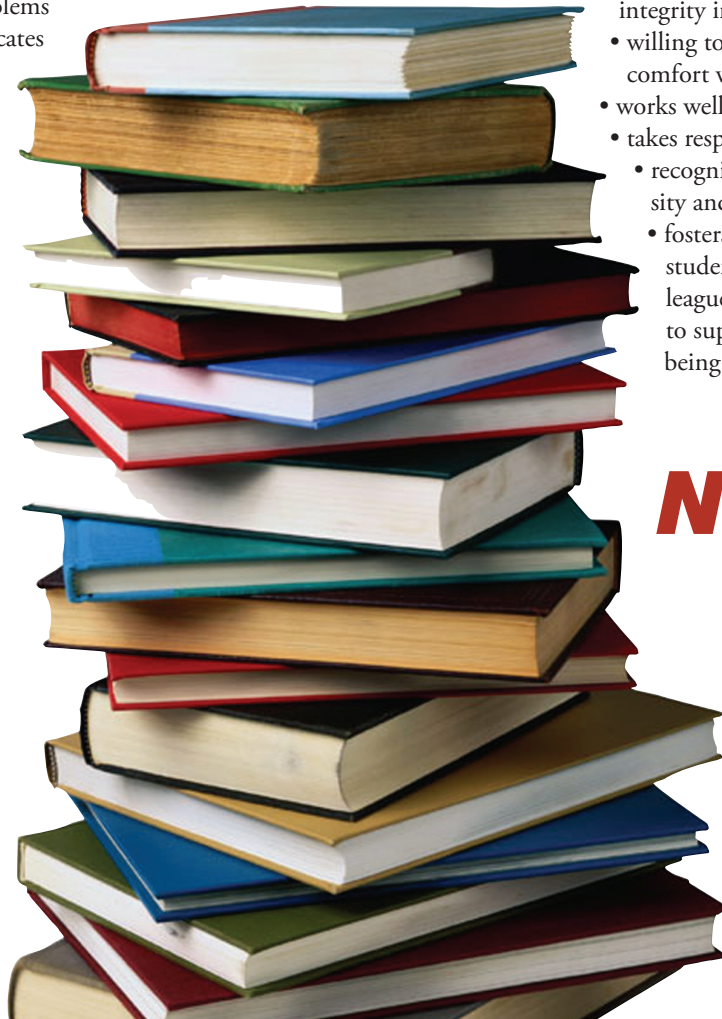
The School of Education and Professional Studies at SUNY Potsdam is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

## 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

## NCATE

The Standard of Excellence  
in Teacher Preparation





[potsdam.edu/  
academics/SOEPS/  
curriculum](https://potsdam.edu/academics/SOEPS/curriculum)

## 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 42)

Additional Admission Requirements

1. Submission of a copy of a current teaching certificate (Concentration 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 above must consult with the department chair prior to enrollment to discuss the feasibility of completing Option A.

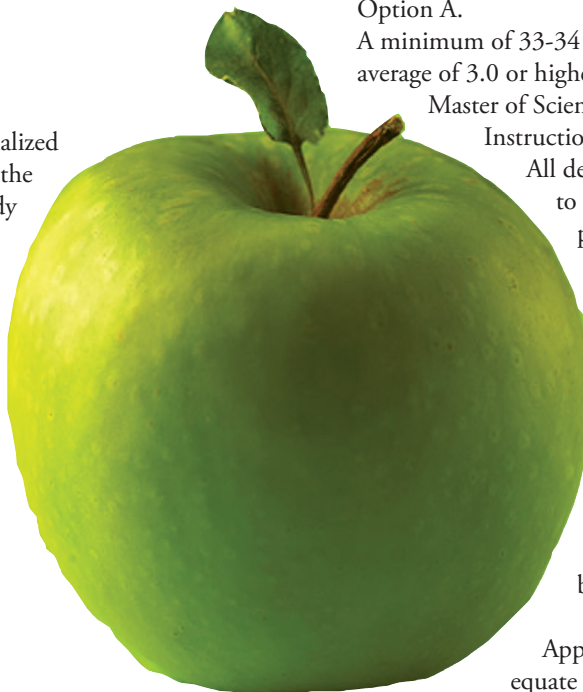
A minimum of 33-34 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education degree in Curriculum and Instruction.

All degree candidates for Option A are required to successfully complete an action research project or thesis as a culminating experience and designed to synthesize their academic experiences.

Student 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 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 (MSED)  
 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
GRE 634	Philosophical Foundations of Curriculum & Instruction
GRE 616	Curriculum & Evaluation (content linking)
GRE 635	Educational Research in Curriculum & Instruction (content linking)
GRE 687	Action Research

Content or Content Linking Courses 6

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 and which include content 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 course that are relevant to their Initial certification.

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

*All courses are 3 credits unless noted.*

**CURRICULUM & INSTRUCTION (MSED)  
 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
GRE 558	Literacy I: Methods-Childhood
GRE 559	Literacy II: Methods-Childhood
GRE 576	Practicum I (1 credit) (Immersion in English language usage)
GRE 586	Practicum II (Formal Observation & Participation)
GRE 634	Philosophical Foundations of Curriculum & Instruction
GRE 660	Educational Research
GRE 665	Language & Culture
GRE 699	Thesis Research.

Education Electives	12
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:

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

*All courses are 3 credits unless noted.*

# INFORMATION AND COMMUNICATION TECHNOLOGY

## *Master of Science in Education (MSED)*

The Department of Information and Communication Technology offers five graduate programs:

### EDUCATIONAL TECHNOLOGY SPECIALIST

This degree program leads to recommendation for Initial New York Certification as an Educational Technology Specialist. This program also 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). Upon completion, candidates will have satisfied the academic requirements for Professional certification in the area of their Initial certification as well as being eligible for recommendation for the Educational Technology Specialist certification. (Note: Although there are no examination requirements for program completion and graduation, candidates seeking certification as an Educational Technology Specialist will be required to satisfy all New York State certification regulations, including satisfactory performance on all applicable New York State Teaching Certification Examinations, including the Educational Technology Specialist CST.)



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

### INFORMATION AND COMMUNICATION TECHNOLOGY

This degree program is designed for candidates who wish to develop their professional knowledge and skills in the use of technology but who do not seek an Initial or Professional New York teaching certificate. Candidates may pursue one of the following concentrations:

#### • *Human Performance Technology*

This concentration is for students preparing for careers in human performance improvement, training, and development.

#### • *Organizational Leadership*

This concentration is designed for individuals seeking employment in leadership or management positions in organizations such as higher education, the not-for-profit sector, private business, and the military.

#### • *Information Technology Specialist*

This concentration is designed for individuals seeking employment in web and game development, technology support and graphic design.

### TECHNOLOGY EDUCATOR

This program is intended for candidates with Initial New York State Teaching Certificates who wish to become better technology-using teachers. This program does not lead to an additional area of certification; it is designed to allow candidates holding Initial certification in the following certification areas to satisfy the academic requirements for their Professional certification:



### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

### *Additional Degree Information*

Candidates seeking admission to any Information and Communication Technology program 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 provisionally admitted.

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

Candidates in the ICT programs will be considered fully matriculated only after all program planning forms and Designation of Adviser forms have been filed with the Office of Graduate Studies. This must be completed within the candidate's first semester of study.

Applicants interested in any of the ICT programs are strongly urged to apply for admission during the academic year in order to complete the program planning and Designation of Adviser forms with a graduate academic adviser in a timely fashion. Those wishing to begin study in the Summer or Fall terms should complete the matriculation process in April.

[potsdam.edu/  
academics/  
SOEPS/ICT](http://potsdam.edu/academics/SOEPS/ICT)

Program-specific admission requirements include:

**Educational Technology Specialist:** Applicants must have completed an undergraduate degree from a college or university whose programs meet the New York State Education Department regulations and hold a current teaching certificate. Submission of a copy of the teaching certificate is required for admission. Applicants must also submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and potential for being a technology specialist in a school system.

**Technology Educator:** Applicants for the Technology Educator program must have completed an undergraduate degree from a college or university whose programs meet the New York State Education Department regulations and hold a current New York State teaching certificate in an eligible title. Submission of a copy of the teaching certificate is required for admission. Applicants must also submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and potential for being a technology leader in a school system.

**ICT: Human Performance Technology concentration:** Applicants must submit at least two letters of recommendation that speak to the applicant's readiness for graduate work.

**ICT: Organizational Leadership concentration:** Applicants must submit at least two letters of recommendation that speak to the applicant's leadership potential and readiness for graduate work.

**ICT: Information Technology Production concentration:** Applicants must submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and preparedness for working with advanced technologies.

### *Additional Degree Information*

Students in all ICT programs 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 the best choice for ICT students.

All degree candidates are required to successfully complete a Culminating Experience as indicated in their program of studies and designed to synthesize their academic experiences.



## INFORMATION & COMMUNICATION TECHNOLOGY (MSED) COURSE REQUIREMENTS

A minimum of 36–39 credit hours with an overall grade point average of 3.0 or higher is required for the granting of any Master of Science in Education, Information and Communication Technology degree. Candidates will select an Information and Communication Technology program from the following options. The 36–39 credit hours are divided as indicated within each program of study.

## EDUCATIONAL TECHNOLOGY SPECIALIST (MSED) COURSE REQUIREMENTS

The 39 credit hours are divided as follows:

Foundation Requirements		27
IT 614	Technology in Education	
IT 635	Research & Theory on Communication & Performance Technology	
IT 651	Systematic Design for Performance Improvement	
IT 654	Program Evaluation	
IT 656	Multimedia Production	
IT 657	Practicum in Technology	
IT 659	Technology Product Development (Culminating Experience)	

ONE of the following courses selected with prior approval of the adviser:

IT 605	Network Architecture
IT 639	Network Management

ONE of the following courses selected with prior approval of the adviser:

IT 549	Web Page Development
IT 649	Advanced Web Page Development

Controlled Options/Electives

12

Select **ONE COURSE** from each of the four sets of courses with prior approval of adviser:

I. Philosophical/Cultural Foundations

IT 615	Critical Issues w/Technology Utilization
IT 625	History & Philosophy of Technology Utilization

II. Literacy Component

IT 544	Desktop Publishing
IT 545	Preparation & Delivery Professional Presentations
IT 546	Preparing Performance Support Materials
IT 644	Advanced Desktop Publishing
GRDG 625	Using Technology to Teach Literacy

III. Programming and Authoring

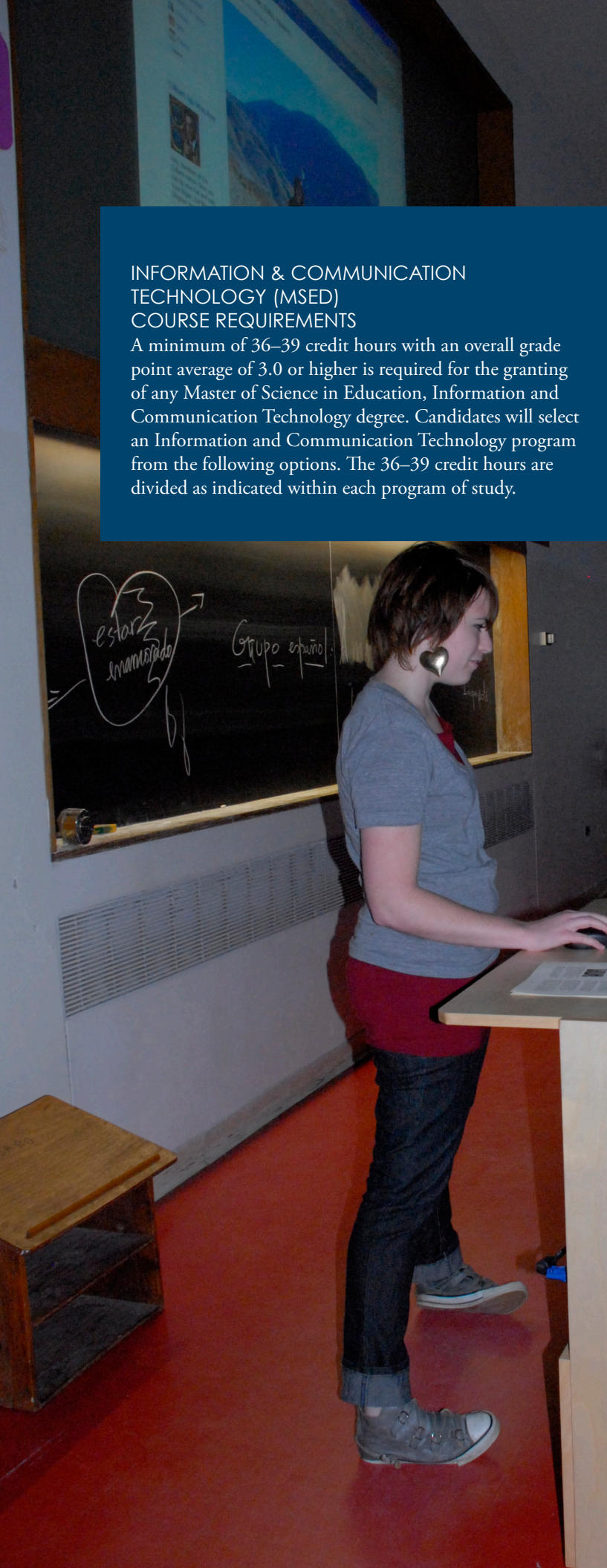
IT 619	Principles of Computer Programming
IT 621	Authoring and Scripting for Multimedia
IT 622	Computer Programming for Performance Support
IT 623	Programming & Authoring for the Internet
IT 624	Visual Basic Programming

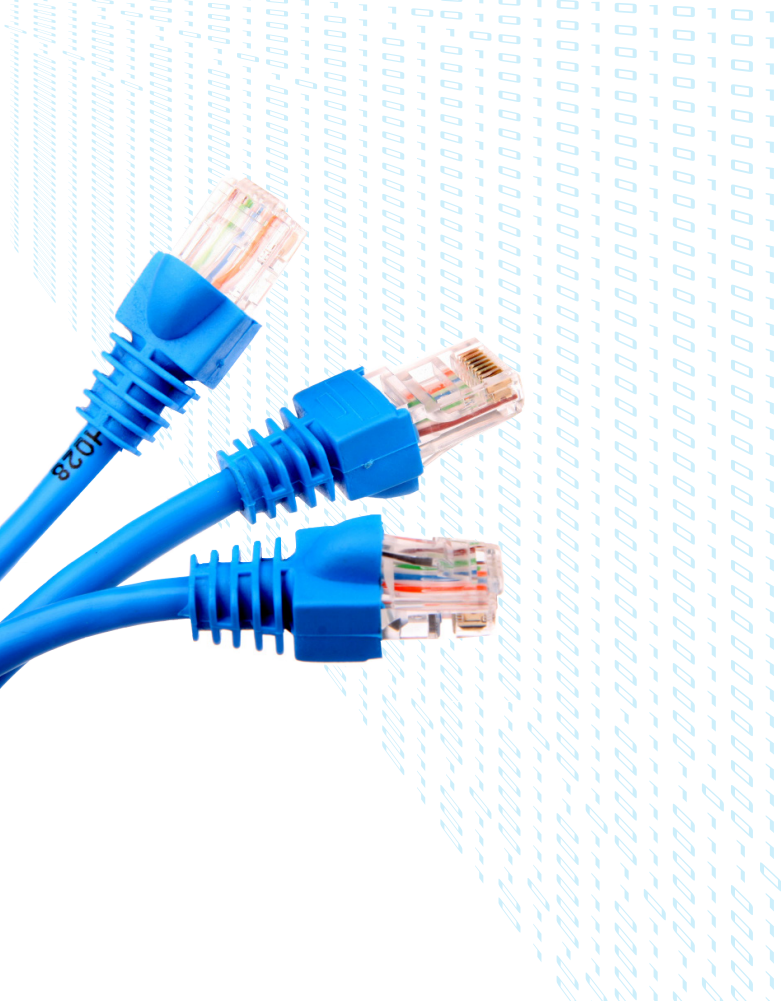
IV. Technology Utilization

IT 529	Computer Applications/ Performance Improvement
IT 650	Seminar in Performance & Communication Technology
IT 652	Computer Graphics
IT 655	Video Design & Production
IT 666	Simulations & Games
IT 668	Distance Education
GRED 534	Teaching Mathematics in a Technological World

SPED 612 Technology in Special Education  
Or other Technology course w/adviser approval

*All courses are 3 credits.*





## TECHNOLOGY EDUCATOR (MSED) COURSE REQUIREMENTS

The 36 credit hours are divided as follows:

Foundation Requirements 12

IT 635 Research & Theory on  
Communication & Performance

IT 651 Systematic Design of Instruction

IT 654 Program Evaluation

IT 659 Technology Project Development  
(Culminating Experience)

Controlled Options/Electives 12

ONE of the following courses selected with advisement:

IT 615 Critical Issues with Technology Utilization

IT 625 History & Philosophy of  
Technology Utilization

THREE of the following courses selected w/advisement:

IT 529 Computer Applications/  
Performance Improvement

IT 544 Desktop Publishing

IT 545 Preparing and Delivering  
Professional Presentations

IT 546 Preparing Performance Support Materials

IT 549 Web Page Development

IT 605 Network Architecture

IT 614 Technology in Education

IT 621 Authoring & Scripting for Multimedia

IT 622 Computer Programming for  
Performance Support

IT 623 Programming & Authoring for the Internet

IT 624 Visual Basic Programming

IT 639 Network Management

IT 644 Advanced Desktop Publishing

IT 649 Advanced Web Page Development

IT 650 Seminar in Performance &  
Communication Technology

IT 652 Computer Graphics

IT 655 Video Design & Production

IT 666 Simulations and Games

IT 668 Distance Education

Other Technology course w/adviser approval

Content and/or Content Linking Courses 12

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 content-linking courses for their area of certification.

*All courses are 3 credits.*

## HUMAN PERFORMANCE TECHNOLOGY (MSED) COURSE REQUIREMENTS

The 36 credit hours are divided as follows:

Foundation Requirements	18
IT 635	Research & Theory on Communication & Performance Technology
IT 648	Principles of Performance Technology
IT 651	Systematic Design for Performance Improvement
IT 654	Program Evaluation
IT 658	Needs Assessment (Culminating Experience)

ONE of the following courses selected with prior approval of the adviser:

IT 615	Critical Issues w/Technology Utilization
IT 625	History and Philosophy of Technology Utilization

Controlled Options/Electives 18

At least SIX courses which focus on management, training or hardware utilization, selected with prior approval of the adviser.

*All courses are 3 credits.*

## ORGANIZATIONAL LEADERSHIP (MSED) COURSE REQUIREMENTS

The 36 credit hours are divided as follows:

Foundation Requirements	15
IT 502	Organizational Development
IT 648	Principles of Performance Technology
IT 654	Program Evaluation
IT 607	Principles of Leadership
IT 658	Needs Assessment (Culminating Experience)
Controlled Options/Electives	12
FOUR courses focusing on management skills:	
IT 503	Team Building
IT 504	Public Relations
IT 505	Organizational Communications
IT 506	Small Group Communication
IT 507	Information Management
IT 508	Cost Analysis
IT 515	Managing Innovation
IT 520	Knowledge Management
IT 601	Staff Development
IT 602	Human Resources
IT 603	Policies/Issues Ethics in Professional Practice
IT 604	Principles of Design for Information Technology
IT 606	Project Management
IT 608	Organizational Theory
IT 609	Conflict Resolution
IT 610	Change Processes
IT 611	Data Management
IT 653	Instructional Planning and Development Process
IT 667	Internship
TWO courses which focus on performance or technology utilization:	6
IT 529	Computer Applications/Performance Improvement
IT 544	Desktop Publishing
IT 545	Preparation & Delivery Professional Presentations
IT 546	Preparing Performance Support Materials
IT 549	Web Page Development
IT 605	Network Architecture
IT 614	Technology in Education
IT 621	Authoring & Scripting for Multimedia
IT 622	Computer Programming for Performance Support
IT 623	Programming & Authoring for the Internet
IT 637	Computer Training
IT 639	Network Management
IT 644	Advanced Desktop Publishing
IT 649	Advanced Web Page Development
IT 650	Seminar in Performance & Communication Technology
IT 651	Systematic Design for Performance Improvement
IT 652	Computer Graphics
IT 655	Video Design & Production
IT 656	Multimedia Production
IT 661	Advanced Systematic Design
IT 666	Simulations and Games
IT 668	Distance Education
One additional elective	3

*All courses are 3 credits.*

## INFORMATION TECHNOLOGY PRODUCTION (MSED) COURSE REQUIREMENTS

The 36 credit hours are divided as follows:

Foundation Requirements 18

IT 622	Computer Programming for Performance Support
IT 649	Advanced Web Page Development
IT 654	Program Evaluation
IT 656	Multimedia Production
IT 669	Project Development (Culminating Experience)

ONE of the following courses selected with prior approval of the adviser:

IT 605	Network Architecture
IT 639	Network Management

Controlled Options/Electives 15

ONE course focusing on programming and authoring with prior approval of adviser:

IT 619	Principles of Computer Programming
IT 621	Authoring & Scripting for Multimedia
IT 623	Programming & Authoring for the Internet
IT 624	Visual Basic Programming

FOUR courses focusing on technology utilization with prior approval of adviser:

IT 529	Computer Applications/ Performance Improvement
IT 544	Desktop Publishing
IT 545	Preparation & Delivery Professional Presentations
IT 546	Preparing Performance Support Materials
IT 549	Web Page Development
IT 614	Technology in Education
IT 637	Computer Training
IT 644	Advanced Desktop Publishing
IT 650	Seminar in Performance & Communication Technology
IT 652	Computer Graphics
IT 655	Video Design & Production
IT 666	Simulations and Games
IT 667	Internship
IT 668	Distance Education

Elective 3

*All courses are 3 credits.*





## LITERACY

### *Master of Science in Education (MSED)*

SUNY Potsdam offers two graduate programs that prepare candidates in the field of literacy education:

- MSED Literacy Specialist
- MSED Literacy Educator

These programs have been designed to meet certification regulations of the New York State Education Department as well as the Standards for Literacy Professionals of the International Reading Association. The Literacy Specialist program is nationally recognized by the International Reading Association.

The Literacy Specialist program allows candidates to qualify for 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:

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

The Literacy Educator program addresses the interests of candidates who seek greater understanding of 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 current certification area but will not be eligible for additional certification as a Literacy Specialist.

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

Additional Admission Requirements

1. Submission of a copy of current teaching certificate is required for admission. 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 or the Chair of the Department of Literacy.

Candidates for the Literacy Educator program must present an Initial New York certificate in one of the following:

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

2. 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.
3. Three letters of recommendation with at least one focusing on teaching performance; recommendation letter forms are available from the Office of Graduate Studies.
4. A letter of intent indicating the candidate's goals and purpose to develop knowledge and skills in the field of literacy education and highlighting personal attributes to meet the challenges of graduate study in the program.; the letter should also include a statement that the candidate has read and understands the MSED Literacy Procedures for Assessing and Monitoring Professional Dispositions (available from the Office of Graduate Studies).
5. Six (6) credit hours of undergraduate study in literacy teaching methods.



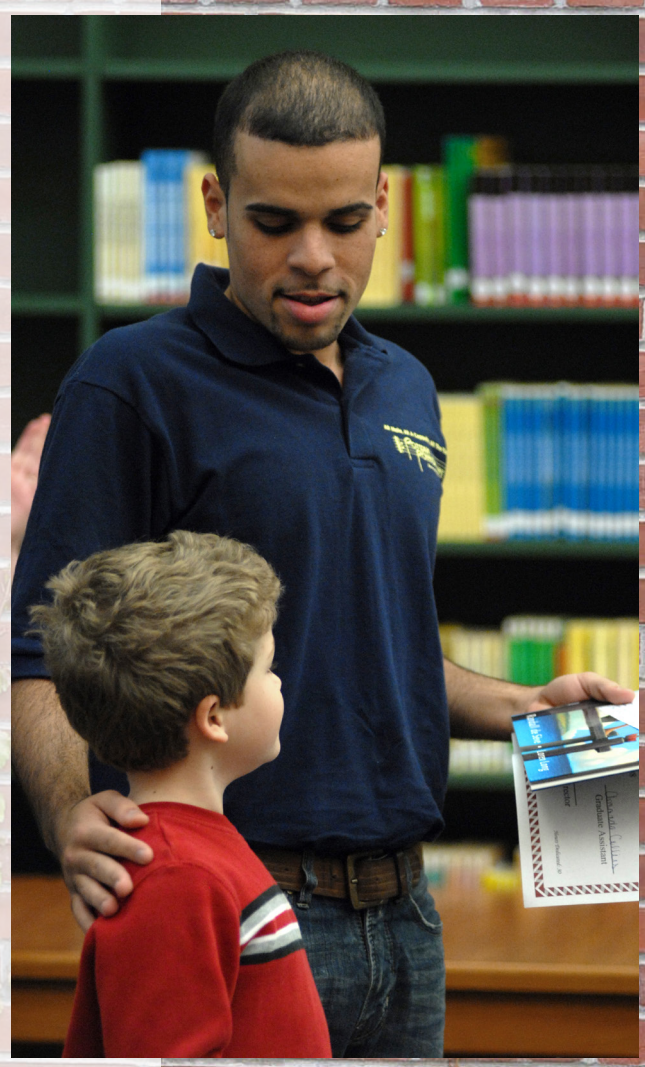
# [potsdam.edu/academics/SOEPS/literacy](http://potsdam.edu/academics/SOEPS/literacy)

### *Additional Degree Information*

The MSED literacy education programs are designed so that full-time candidates who begin their study on campus in the fall and summer semesters may complete their study in one calendar year. Most but not all literacy degree requirements may be completed in the Watertown area. Part-time students and those intending to complete their program in Watertown should consult with their advisers about the time needed for degree completion. For candidates in the Literacy Specialist programs, a practicum must be completed in the last semester of study. While New York state certification regulations require a minimum of 50 clock hours in the field, Literacy Specialist candidates can expect to serve additional hours. There is no practicum requirement for the Literacy Educator program.

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). 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. Candidates not making satisfactory progress will be counseled by their adviser and may be dropped from the program.



**LITERACY SPECIALIST (MSED)  
COURSE REQUIREMENTS**

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

**The 36 credit hours are divided as follows:**

Core Requirements 21

- GRDG 600 Foundations of Literacy
- GRDG 605 Literacy Assessment & Evaluation
- GRDG 610 Seminar: Literacy Research
- GRDG 615 Literacy: Family/School/Community Collaboration
- GRDG 620 Literacy & Linguistically Diverse Learners
- GRDG 640 Literature-Based Literacy Instruction
- IT xxx An adviser-approved technology course

Concentrations 15

Complete ONE of the following concentrations as appropriate for the candidate's Initial certification:

I. Early Childhood/Childhood Literacy, Birth-Grade 6  
GRDG 655 Literacy Intervention Strategies B-6  
(prerequisites: GRDG 600 and GRDG 605)

GRDG 660 Teaching Writing B-6

GRDG 665 Emergent Literacy

select one

Clinical Experience (prerequisite: GRDG 655)

OR { GRDG 690 Literacy Practicum B-2 (3 credits) and

select one

GRDG 691 Literacy Practicum 3-6 (3 credits)

OR { GRDG 699 Literacy Internship (6 credits) (permission of instructor required)

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

GRDG 656 Literacy Intervention Strategies 5-12  
(prerequisites: GRDG 600 & GRDG 605)

GRDG 661 Teaching Writing Grades 5-12

GRDG 670 Teaching Reading & Study Skills in the Content Area

Clinical Experience (prerequisite: GRDG 656)

OR { GRDG 696 Literacy Practicum 5-8 (3 credits) and

GRDG 697 Literacy Practicum 9-12 (3 credits)

OR { GRDG 699 Literacy Internship (6 credits) (permission of instructor required)

*All courses are 3 credits unless noted.*

**LITERACY EDUCATOR (MSED)  
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 credits include 12 Core Requirement credits, 9 Controlled Option credits, and 12 Content Linking credits from courses that are related to the area of Initial Certification:

**The 33 credit hours are divided as follows:**

Core Requirements 12

- GRDG 600 Foundations of Literacy
- GRDG 605 Literacy Assessment and Evaluation
- GRDG 681 Literacy Educator Portfolio

ONE of the following (chosen under advisement)

GRDG 655\* Literacy Intervention Strategies B-6

GRDG 656\* Literacy Intervention Strategies 5-12

Controlled Options 9

OR { GRDG 660 Teaching Writing B-6

GRDG 661 Teaching Writing Grades 5-12

OR { GRDG 665 Emergent Literacy

GRDG 670 Teaching Reading & Study Skills in the Content Area and

IT xxx An adviser-approved technology course

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 content-linking courses for their area of certification.

*All courses are 3 credits unless noted.*



“The Literacy Specialist profession is rapidly growing and is one of the most highly desired certification areas by school districts today.

—Lynn A. Hall, Chair, Literacy Department



## ADOLESCENCE EDUCATION: SOCIAL STUDIES

### *Master of Science in Education (MSED)*

The MSED Adolescence Education, Social Studies program has been designed to meet the New York State Education Department's regulations for teacher education, the National Council for the Accreditation of Teacher Education (NCATE) standards, and the National Council for the Social Studies (NCSS) standards, and to respond to Advisory Board recommendations and alumni feedback. This program satisfies the academic requirements for Professional certification in Adolescence Social Studies Education (7-12).

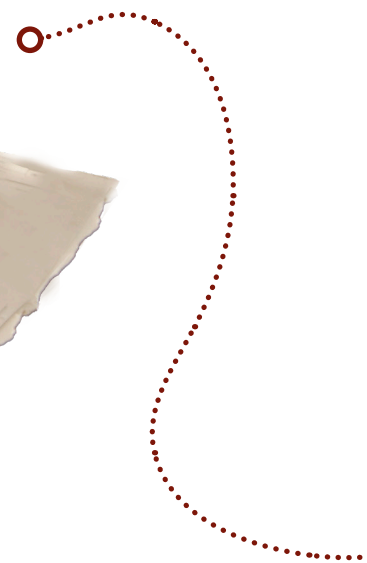
### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

Additional Admission Requirements

1. Submission of a copy of a current New York teaching certificate in 7-12 Social Studies.
2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
3. Three letters of recommendation, including at least two from previous professors, focusing on academic ability.

[potsdam.edu/academics/  
SOEPS/secondaryed](http://potsdam.edu/academics/SOEPS/secondaryed)



REPLACE - SOCIAL STUDIES FACULTY

ADOLESCENCE EDUCATION: SOCIAL STUDIES 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, Adolescence Education: Social Studies.

The 33 credit hours are divided as follows:

Required Courses	15
GED 600	Philosophical Foundations of Education
GED 618	Curriculum & Evaluation in Secondary Schools
GED 660	Educational Research
GED 682	Research in Social Studies Education
GED 670	Culminating Experience

Social Studies Content/Pedagogy	12
GED 690	Special Social Studies Education Content Topic
HIST 540	Readings in American History

Plus TWO of the following with adviser approval:

GED 516	Diversity and Advocacy in Education
GED 552	Teaching Vietnam: Cultural/ Historical Travel Program
GED 574	The Navajo Cultural Exchange Program
GED 595	Perspectives in Schooling, Culture & Ethnicity: A Caribbean Experience
GED 595	Caribbean Studies: Rhythm, Rhyme, Reason & Resistance
EMRE 595	Contemporary Issues in Employment Relations
HIST 641	Readings in European History
SOCI 570	Readings in the Sociology of Education or other social studies content or content/pedagogy courses selected with prior adviser approval

Electives	6
Graduate education or liberal studies courses selected with prior approval by the adviser.	

All courses are 3 credits.



## SPECIAL EDUCATION

### *Master of Science in Education (MSED)*

SUNY Potsdam offers four 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)
- Middle Childhood Special Education (grades 5–9, generalist)
- Adolescence Special Education (grades 7–12, Subject Area)

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

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. The Letter of Intent must clearly answer 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.
5. Prerequisites:
  - a. general education reading methods (6 credit hours)
  - b. an introductory course in exceptionality/special education (3 credit hours)
  - c. evidence of 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) or Middle Childhood (Grades 5–9, generalist) levels.
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.

# potsdam.edu/academics/ SOEPS/special

## SPECIAL EDUCATION (MSED) 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 to be divided as follows:

Required Courses	30
GRDG 638 Teaching Reading for Students with Special Needs (Su, Sp)	
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 (Sp)	
SPED 637 Diagnosis and Assessment of Educational Disabilities (F)	
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 (Su, F, Sp) (6 credits)	
SPED 670 Culminating Experience (Su, F, Sp) (1 credit)	

Program-Specific Course Requirements selected from I, II, III or IV: 6

- I. Early Childhood Special Education (Birth–Grade 2)
  - SPED 648 Strategies for Early Childhood Special Education (Sp)
  - Elective course selected with adviser approval
- II. Childhood Special Education (Grades 1–6)
  - SPED 646 Strategies for Teaching Elementary Students with Disabilities (Sp)
  - Elective course selected with prior adviser approval
- III. Middle Childhood Special Education (Grades 5–9, generalist)
  - SPED 646 Strategies for Teaching Elementary Students with Disabilities (Sp)
  - SPED 647 Strategies for Teaching Secondary Students with Disabilities (Sp)
- IV. Adolescence Special Education (Grades 7–12, subject area)
  - SPED 647 Strategies for Teaching Secondary Students with Disabilities (Sp)
  - Elective course selected with adviser approval

(Courses offered: Su = Summer, F = Fall, Sp = Spring)  
All courses are 3 credits unless noted.

## Full-time Sample Schedule

### MSED Special Education Program

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

Alternative for Summer I or Fall II study: take a 3 credit elective course before beginning special education courses, elective must be selected with prior adviser approval.

## Part-time Sample Schedule

### MSED Special Education Program

Fall I	Spring I	Summer I
SPED 601	SPED 607	Elective
SPED 650	SPED 612	GRDG 638
SPED 609		

Fall II	Spring II	Summer II or Fall III
SPED 637	SPED 649	SPED 669
SPED 640	Program Courses	SPED 670

## Completion of MORE THAN ONE Certification Program

Most students will complete one of the above degree programs at the level of their original general education certificate; however, because of the design of the special education degree programs, it is 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.

*For candidates pursuing Early Childhood Special Education:*

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

*For candidates pursuing Childhood Special Education:*

To add Early Childhood certification; complete SPED 648.  
To add Middle Childhood certification; complete SPED 647.

*For candidates pursuing Middle Childhood Special Education:*

To add Childhood certification; there are no additional course requirements; SPED 647 replaces the elective.  
To add Adolescence certification (subject area): there are no additional course requirements; SPED 646 replaces the elective.  
Note: a major in an acceptable academic discipline is required.

*For candidates who are pursuing Adolescence Special Education:*

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



## 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 42)

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.
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)
  - **Technology** (3 credit hours)
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).

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.



## [potsdam.edu/academics/SOEPS](http://potsdam.edu/academics/SOEPS)

### CHILDHOOD EDUCATION (MST) COURSE REQUIREMENTS

A minimum of 47 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Teaching, Childhood degree. Additionally, candidates will complete HLTH 230 (2 credits) to satisfy certification requirements for a total of 49 credit hours.

#### The 49 credit hours are divided as follows:

Required Courses	27
GED 530	Classroom Management and Discipline
GED 558	Literacy I: Methods-Childhood
GED 559	Literacy II: Methods-Childhood
GED 565	Elementary Mathematics: Content & Methods
GED 566	Elementary Science: Content & Methods
GED 567	Elementary Social Studies: Content & Methods
GED 607	Foundations of Education (B-6)
GED 664	Practicum in Childhood Education
SPED 505	Introduction to Special Education or adviser approved Special Education course

Graduate Education elective course selected w/adviser approval	3
Certification Requirement	2
HLTH 230 School Health (CA, SAVE)	
Student Teaching & Culminating Experience	17
GED 613	Teaching Internship, Grades 1-3 (6 credits)
GED 669	Professional Development Performance Portfolio
GED 676	Student Teaching Seminar: Policies & Practice in American Education (2 credits)
GED 696	Teaching Internship, Grades 4-6 (6 credits)

#### Sample Full-time Schedule for MST Childhood Education

Term I	Term II	Term III
	Practicum	Student Teaching
GED 530	GED 559	GED 613
GED 558*	GED 565	GED 676
GED 567	SPED 505	GED 696
GED 607*	GED 566	GED 669
Graduate Elective	GED 664	

\* Must be taken in first semester

Candidates considering part-time study should contact the adviser.

*All courses are 3 credits unless noted.*





## CHILDHOOD INSTRUCTION (Part-time Program in Ottawa)

### *Master of Science in Teaching (MST)*

The MST degree in Childhood Instruction, leading to Ontario certification at the Primary/Junior Division levels, is a part-time program with the exception of the final practicum semester, which requires full-time commitment. The program of studies is designed to allow completion over a three-year period, with classes held in Ottawa.

The program has been approved by the Ontario Ministry of Training, Colleges, and Universities, and it is accredited by the Ontario College of Teachers. This program was designed in accordance with the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession of the Ontario College of Teachers, and the Curriculum Policies and literacy and numeracy initiatives of the Ontario Ministry of Education.

### *Program Scheduling*

Candidates for this program may begin study only in the fall semester. Students wishing to make continuous progress through the program will enroll in two courses each semester. Classes are typically scheduled to meet once a week (weekdays, beginning around 5:00) during fall and spring semesters; during the summer session, classes may also be offered in a weekend format. Students must keep in mind that although courses are pursued on a part-time evening/weekend basis for most of the program, the final semester involves a semester-long, full-time placement in Ontario schools, requiring full-time day-time availability and commitment (Monday through Friday). Students are also advised that successful completion of GRCN 664 (Field Experience in JK-6 Education) will require a minimum of 100 clock hours of time spent in a JK-6 classroom during the fall semester preceding Student Teaching (Practicum).

### *Important Dates*

- April 1** Application Deadline: All required documents must be received by the Office of Graduate Studies
- June 1** Notification Date: Applicants will be notified of admission decisions
- July 15** Acceptance Deadline: a non-refundable \$200 deposit (U.S. funds) is due, along with the student's signed letter of acceptance, to reserve a place in the program



### Requirements for Full Admission

1. Submission of an official transcript of an earned baccalaureate degree in an appropriate academic discipline from an accredited college or university.
2. A minimum undergraduate GPA of 3.0 in the most recent 60 semester hours of undergraduate study (based on a scale of A=4.0).
3. A letter of intent written by the applicant expressing professional goals as applied to the program.
4. Submission of three letters of recommendation, including one which focuses on teaching potential and two from previous professors, if possible, which focus on academic ability.
5. A non-refundable processing fee of \$50 (U.S. funds).
6. Successful completion of prerequisite academic courses with a grade of at least 2.0 (on a 4.0 scale) in each of the following required areas:
  - **Artistic Expression** – at least three credit hours in coursework related to dance, music, theater, and visual arts.
  - **Communications** – at least six credit hours in coursework related to listening, reading, writing (composition), speaking (public), information retrieval, critical analysis, expression, and evaluation.
  - **Concepts in history** – at least three credit hours in coursework related to Canadian history, world history, and history of Ontario.
  - **Social Studies** – at least six credit hours, from two different areas, in coursework related to geography, economics, civics, citizenship, and government.
  - **Humanities** – at least three credit hours in coursework related to Children's Literature.
  - **Language other than English** – at least six credit hours in coursework related to modern languages.
  - **Science Processes** – at least six credit hours from two different areas, including one with a lab, in coursework related to physical and life sciences.
  - **Math Processes** – at least six credit hours in coursework related to number sense and numeration, measurement, geometry and spatial sense, patterning and algebra, data management and probability.
  - **Technology** – at least three credit hours in coursework related to engineering design, tools, resources, and technological processes, computer technology, technological systems, history and evaluation impact, and management.

Program prerequisites may be taken prior to enrollment (as part of the candidate's undergraduate work or after its completion) or concurrently with the proposed program. All prerequisites must be completed prior to the student teaching semester. Students should seek prerequisite course approval prior to enrolling in any such course.

### CHILDHOOD INSTRUCTION IN OTTAWA (MST) COURSE REQUIREMENTS

The 55 credit hours are divided as follows:

Required Courses	41
GRCN 505	Introduction to Special Education
GRCN 517	Integrating the Arts into the Elementary Classroom
GRCN 530	Classroom Management & Discipline
GRCN 558	Literacy I Methods
GRCN 559	Literacy II Methods
GRCN 565	Elementary Mathematics Content & Methods
GRCN 566	Elementary Science Content & Methods
GRCN 567	Elementary Social Studies Content & Methods
GRCN 587	Health & Physical Education (2 credits)
GRCN 607	Foundations of Education: Birth – Grade 6
GRCN 635	Educational Research in Curriculum & Instruction
GRCN 664	Field Experience in JK-6 Education
GRCN 669	Professional Development Portfolio
GRCN 677	Learning and Development
Student Teaching (Practicum) Semester:	14
Final spring semester	
GRCN 676	Student Teaching Seminar: School Policies in Ontario (2 credits)
GRCN 613	Student Teaching Grades JK-3 (6 credits)
GRCN 696	Student Teaching Grades 4-6 (6 credits)

*All courses are 3 credits unless noted.*

## ADOLESCENCE EDUCATION: ENGLISH

### *Master of Science in Teaching (MST)*

The MST Adolescence Education Program for teaching English is designed to meet the teacher certification regulations of the New York State Education Department, the National Council for the Accreditation of Teacher Education (NCATE) standards, the standards of the National Council of Teachers of English (NCTE), as well as Advisory Board recommendations and alumni feedback. This program is nationally recognized by the National Council of Teachers of English (NCTE). The program leads to Initial/Professional Adolescence Education, English (grades 7–12) certification.

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and who seek to earn Initial certification for teaching English in Adolescence Education (grades 7–12).
2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in English (a minimum of 36 credits, excluding freshman composition), as well as six credits of a foreign language, is required for admission. A review of the candidate's transcript will determine the need for completion of prerequisite courses.
3. A minimum overall grade point average of 3.0 (A=4.0) in undergraduate study.
4. A minimum undergraduate grade point average of 3.0 in the English major.
5. 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, etc.).
6. This program currently begins only in the fall semester. Candidates are strongly advised to consult with the program coordinator concerning their degree completion plans.

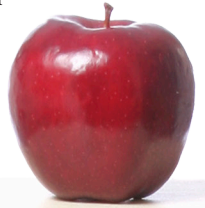
### *Additional Degree Information*

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. In this program, GRED 671 Developing a Professional Portfolio, will fulfill the Culminating Experience requirement.

While not required for degree completion, candidates will be required to complete all New York State teaching requirements to earn Initial certification.

This will include completion of HLTH 230 School Health (CA, SAVE) (2 credits) and achieving passing scores on the following 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: English).

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.



[potSDam.edu/academics/SOEPS/secondaryed](http://potSDam.edu/academics/SOEPS/secondaryed)

**ADOLESCENCE EDUCATION: ENGLISH (MST) COURSE REQUIREMENTS**

A minimum of 48 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Teaching, Adolescence Education, English degree. Additionally, candidates will complete HLTH 230 (2 credits) to satisfy certification requirements for a total of 50 credit hours.

**The 50 credit hours are divided as follows:**

Required Courses	31
GRED 549 Adolescence Literature & Teaching of Reading/Literacy GRED 550 Introduction to Teaching English Language Arts Grades 7–12 GRED 555 Classroom Management/Leadership: Middle/Secondary Schools GRED 582 Teaching Writing/Language/Communication Grades 7–12 GRED 584 Teaching Literature & Literacy Grades 7–12 GRED 588 Practicum I: Teaching English Language Arts in Secondary Schools (2 credits) GRED 589 Practicum II: Teaching English Language Arts in Secondary Schools (2 credits) GRED 600 Philosophical Foundations of Education GRED 671 Developing a Professional Portfolio: Culminating Experience GRED 677* Development & Learning in Adolescence SPED 505 Introduction to Special Education	
Graduate Education elective course selected w/adviser approval	3
Student Teaching	14
GRED 676 Student Teaching Seminar: Policies & Practice in American Education (2 credits) GRED 692 Student Teaching in the Jr. High School (7–9) (6 credits) GRED 697 Student Teaching in the Senior High School (10–12) (6 credits)	
Additional Certification Requirement	2
HLTH 230 School Health (CA, SAVE)	

\* GRED 677 is required if the candidate's undergraduate work does not include a course in developmental, adolescent or educational psychology. If the candidate has previously satisfied the GRED 677 requirement, then a second elective will be selected with prior adviser approval.

*All courses are 3 credits unless noted.*



## ADOLESCENCE EDUCATION: MATHEMATICS

### *Master of Science in Teaching (MST)*

The Adolescence Education Program with Middle Childhood Extension for teaching mathematics is designed to meet the certification regulations of the New York State Education Department, the National Council of Accreditation for Teacher Education (NCATE) standards, and the National Council of Teachers of Mathematics (NCTM) standards, along with Advisory Board recommendations and alumni feedback. The Mathematics Education MST program is nationally recognized by the National Council of Teachers of Mathematics (NCTM). The program leads to Initial/Professional Adolescence Education, Mathematics (grades 7–12) with an extension for Middle Childhood Mathematics Education (grades 5–6) certification.

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and who seek to earn certification for teaching Mathematics in Adolescence Education (grades 7–12) with an extension for Middle Childhood Mathematics Education (grades 5–6). Candidates will undergo a transcript review in order to determine the completion of prerequisites.
2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in mathematics, as well as six hours of a foreign language, is required for admission.
3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
4. A minimum undergraduate grade point average of 2.75 in the mathematics major.
5. 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, etc.).
6. Candidates may begin enrollment in the summer term only.

### *Additional Degree Information*

All degree candidates are required to create a comprehensive portfolio, modeled after the National Board for Professional Teaching Standards Certification process. The purpose of this culminating experience is to give students an opportunity to document and synthesize their professional development, as well as to lay the foundation for future professional growth. The Portfolio/Culminating Experience (GRED 670) may be taken for 0 or 3 credits and used to fulfill elective credit hours with prior approval of the adviser.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn certification. This will include completion in HLTH 230 School Health (CA, SAVE) (2 credits) and passing of 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: Mathematics).

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.



## ADOLESCENCE EDUCATION: MATHEMATICS (MST) COURSE REQUIREMENTS

A minimum of 48 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Teaching, Mathematics, Adolescence Education degree. Additionally, candidates will complete HLTH 230 (2 credits) to satisfy certification requirements for a total of 50 credit hours.

The 50 credit hours are divided as follows:

Required Courses	28
GED 556 Reading in the Middle & Secondary School I	
GED 557 Writing in the Middle & Secondary School II	
GED 568 Teaching Mathematics in the Middle School	
GED 569 Teaching Mathematics in the Secondary School	
GED 578 Practicum in Middle School Mathematics (2 credits)	
GED 579 Practicum in Secondary School Mathematics (2 credits)	
GED 600 Philosophical Foundations of Education	
GED 667 Topics and Research in Mathematics Education	
GED 677* Development and Learning in Adolescence	
SPED 505 Introduction to Special Education	
Technology Elective	3
GED 534 Teaching Math in a Technological World or adviser approved Technology course	
Graduate Education elective course selected w/adviser approval	3
Certification Requirement	2
HLTH 230 School Health (CA, SAVE)	
Student Teaching	14
GED 676 Student Teaching Seminar: Policies & Practice in American Education (2 credits)	
GED 694 Student Teaching in the Middle /Jr. High School (7–9) (6 credits)	
GED 697 Student Teaching in the Senior High School (10–12) (6 credits)	

\*GED 677 is required if the candidate's undergraduate work does not include a course in developmental, adolescent or educational psychology. If a candidate has previously satisfied the GED 677 requirement, then a second elective will be selected with prior adviser approval.

*All courses are 3 credits unless noted.*

$$3x^2 + 5 - 1 = 0$$

### *Full-time Sample Schedule*

Summer I	Fall I Practicum	Spring 1 Student Teaching	Summer II
GED 556	GED 534	GED 676	GED 667
GED 568*	GED 557	GED 694	Elective
GED 578*	GED 569	GED 697	
GED 600	GED 579		
GED 677	SPED 505		

\*These courses are prerequisites for courses taken in the fall and must be completed in the summer. Candidates considering part-time study should contact the adviser.







## ADOLESCENCE EDUCATION: SCIENCE

### *Master of Science in Teaching (MST)*

This program is currently being revised. For information on current requirements, please contact the Office of Graduate Studies or the Department of Secondary Education.

The Adolescence Education Program for teaching science is designed in accordance with the New York State Education Department's certification regulations, the National Council of Accreditation for Teacher Education (NCATE) standards, and the National Science Teachers Association standards, along with Advisory Board recommendations and alumni feedback. The program leads to Initial/Professional certification in Adolescence Education, Science (biology, chemistry, earth science or physics).

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)

1. This program is intended for candidates who do not hold a teaching certificate and who seek to earn certification for teaching Science in Adolescence Education (grades 7–12). Candidates will undergo a transcript review in order to determine the completion of prerequisites.
2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in biology, chemistry, geology or physics, as well as six hours of a foreign language, is required for admission.
3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
4. A minimum undergraduate grade point average of 2.75 in the science major.
5. 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 profes-

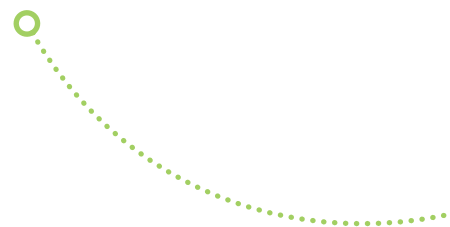
- sors, school administrators, etc.). At least one letter must be from a college instructor in the candidate's science major.
6. This program is a competitive program and allows 20 students to enroll annually. Candidates are encouraged to apply early. Notification of admission acceptances may not occur until April 1 and will continue until the program begins.
7. Candidates may enter the program in the summer term only. Study begins with the required course GRED 672 Science Program, Curricula and Standards.

### *Additional Degree Information*

All degree candidates are required to complete successfully a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn 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: Physics, Biology, Earth Science or Chemistry).

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.





**ADOLESCENCE EDUCATION: SCIENCE (MST)  
COURSE REQUIREMENTS**

A minimum of 49 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Teaching, Adolescence Education, Science degree. Additionally, candidates will complete HLTH 230 (2 credits) to satisfy certification requirements for a total of 49 credit hours.

**The 49 credit hours are divided as follows:**

Required Courses	30
GED 502	Issues in Science–Technology–Society
GED 556	Reading in the Middle & Secondary School I
GED 557	Writing in the Middle & Secondary School II
GED 571	Science Education Instruction in Secondary Schools
GED 603	Seminar: Teaching in the Secondary School
GED 677*	Development & Learning in Adolescence
GED 672	Science, Curricula, Programs & Standards
GED 673	Secondary Science Field Work
SPED 505	Introduction to Special Education
ONE of the following courses selected with prior approval of the adviser:	
GED 610	Advanced Secondary Science Education
GED 533	Outdoor Activities for Teaching Science w/prior adviser approval
ONE Education Elective course selected w/adviser approval	3
GED 530	Classroom Management and Discipline
GED 544	Co-operate to Educate
GED 670	Culminating Experience
IT XXX	Technology course
Certification Requirement	2
HLTH 230	School Health (CA, SAVE)
Student Teaching	14
GED 676	Student Teaching Seminar: Policies/ Practice in American Education (2 credits)
GED 692	Supervised Clinical Experience/ Student Teaching (7–9) (6 credits)
GED 697	Student Teaching in the Senior High School (10–12) (6 credits)

\* GRED 677 is required if the candidate's undergraduate work does not include a course in developmental, adolescent or educational psychology. If the candidate has previously satisfied the GRED 677 requirement, then a second elective will be selected with prior adviser approval.

*All courses are 3 credits unless noted.*

**Full-time Sample Schedule**

Summer I	Fall I	Spring I	Summer II
	<b>Practicum</b>	<b>Student Teaching</b>	
GED 556	GED 502	GED 676	GED 610
GED 672	GED 557	GED 692	Elective
GED 677	GED 571	GED 697	
SPED 505	GED 603		
	GED 673		

Candidates considering part-time study should contact the adviser.

Note: Undergraduate students interested in pursuing one of the BA/MST options to secure certification in secondary science should consult the program coordinator or the Undergraduate Catalog for details on this combined program.



## ADOLESCENCE EDUCATION: SOCIAL STUDIES

### *Master of Science in Teaching (MST)*

The Adolescence Education Program for teaching social studies is designed in accordance with the New York State Education Department's certification regulations, the National Council for the Accreditation of Teacher Education (NCATE) standards, and the National Council for the Social Studies (NCSS), along with Advisory Board recommendations and alumni feedback. The MST Social Studies program is nationally recognized by the National Council for the Social Studies (NCSS). The program leads to Initial Adolescence Education, Social Studies (grades 7–12) with an extension for Middle Childhood Social Studies Education (grades 5–6) certification.

### *Requirements for Admission*

General Graduate Admission Requirements (see page 42)  
Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and who seek to earn certification for teaching Social Studies in Adolescence Education (grades 7–12) with an extension for grades 5–6. Candidates will undergo a transcript review in order to determine the completion of prerequisites.
2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in anthropology, economics, geography, history, politics or sociology, as well as six hours of a foreign language, is required for admission. Candidates planning to teach in Ontario are advised that a major in history is required for certification in Ontario.
3. A minimum undergraduate grade point average of 2.75 in the academic major.
4. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.
5. 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, etc.).
6. Adolescence Education, Social Studies program prerequisites:
  - Introduction to Cultural Anthropology
  - A course in geographic literacy
  - An introductory-level history or historical research course
  - Psychology of Middle Childhood/Adolescence
  - Introduction to Sociology
  - An upper division Economics course
  - An introductory Politics course
  - A course in world cultures or world history with emphasis on global cultures
  - U.S. Politics and/or American Government
  - A U.S. history course (in addition to the introductory history course stated above)
  - An upper level U.S. or World geography/history course
  - History of New York State
7. Candidates begin enrollment during the summer term only.

### *Additional Degree Information*

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 670 Culminating Experience). A content portfolio is also required.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn certification. This will include enrollment in HLTH 230 School Health (CA, SAVE) (2 credits) and successful passing of 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: Social Studies).

Student progress is carefully monitored throughout the MST Social Studies, Adolescence 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.



[potsdam.edu/academics/SOEPS](http://potsdam.edu/academics/SOEPS)

**Full-time Sample Schedule**

Summer I	Fall I Practicum	Spring I Student Teaching	Summer II
GED 556	GED 557	GED 676	GED 606
GED 600	GED 682	GED 694	Elective
GED 681	GED 688	GED 697	GED 670
SPED 505	GED 689		GED 690
	IT Elective		
	GED 684		

Candidates considering part-time study should contact the program coordinator.

**ADOLESCENCE EDUCATION: SOCIAL STUDIES (MST)  
COURSE REQUIREMENTS**

A minimum of 54 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Teaching, Adolescence Education, Social Studies degree. Additionally, candidates will complete HLTH 230 (2 credits) to satisfy certification requirements for a total of 56 credit hours.

**The 56 credit hours are divided as follows:**

Required Courses	31
GED 556	Reading in the Middle & Secondary School I
GED 557	Writing in the Middle & Secondary School II
GED 600	Philosophical Foundations of Education
GED 606	Advanced Secondary Social Studies Education
GED 681	Social Studies Curriculum in Middle/Secondary School
GED 682	Research in Social Studies Education
GED 684	Social Studies Content Portfolio (1 credit)
GED 688	Social Studies Instruction in Middle/Secondary School
GED 689	Practicum in Middle & Secondary School Social Studies Instruction
GED 690	Special Social Studies Education Content Topic
SPED 505	Introduction to Special Education
GED 670	Social Studies (Culminating Experience)
Technology Elective	3
IT XXX	Course selected with prior adviser approval
Graduate Education elective course selected w/adviser approval	3
Certification Requirement	2
HLTH 230	School Health (CA, SAVE)
Student Teaching	14
GED 676	Student Teaching Seminar: Policies/ Practice in American Education (2 credits)
GED 694	Student Teaching in the Middle/Jr. High School (7–9) (6 credits)
GED 697	Student Teaching in the Senior High School (10–12) (6 credits)

*All courses are 3 credits unless noted.*





## ADMISSIONS REQUIREMENTS

[www.potsdam.edu/admissions/graduate](http://www.potsdam.edu/admissions/graduate)

The admissions process at SUNY Potsdam is highly individualized. Each application is thoroughly evaluated with respect to the wide variety of skills and talent sought in prospective graduate students. Applications are judged on criteria such as grade point average, personal statement and letters of recommendation.

Unless otherwise noted, Potsdam operates on a rolling admission policy whereby applications are reviewed as soon as all required credentials have been received. Students are then informed of acceptance upon completion of the application review.

### *General Graduate Admission Requirements*

The following requirements apply to all graduate programs at SUNY Potsdam:

- Evidence of an earned baccalaureate degree from a regionally accredited college or university;
- Submission of the Graduate Application;
- Submission of a typed Letter of Intent written by the applicant and expressing the applicant's professional goals as related to the program for which application is made;
- Submission of official transcripts from all colleges and universities attended, even if a degree was not earned. Official transcripts involve no student intervention and are forwarded directly from the Registrar's Office of the institution to the Office of Graduate Studies. Transcripts submitted in an admissions package will only be considered "official" if they are received in a sealed envelope bearing the signature of the Registrar across the seal. Canadian students who have attended high school in Ontario should also forward an official high school transcript, documenting OAC courses;
- Submission of a non-refundable \$50 (U.S. funds) application processing fee made payable to SUNY Potsdam;
- A minimum undergraduate grade point average as indicated within each specific program of study.





### *Additional Admission Information*

- Specific programs may require additional materials such as letters of recommendation, submission of proof of current teaching certificate consistent with that of the proposed graduate study, and/or other requirements. Candidates should refer to the Additional Admission Requirements within the specific program of study;
- Canadian and other international students must provide: certification of finances, and for non-native English speaking candidates a minimum TOEFL score of 550 (paper) or 213 (computerized) or the equivalent.

### *Graduate Admission Classifications*

#### **Matriculated Students**

Matriculated students have completed the SUNY Potsdam application, paid an application fee, had credentials reviewed by the Office of Graduate Studies and the appropriate academic area, been accepted as degree candidates in a particular curriculum, registered for classes and attended class at least one day. Candidates are considered matriculated until they graduate or are dismissed.

Matriculated students will be granted one of two enrollment statuses:

1. Provisional Admission – Granted to qualified applicants who do not yet meet certain admission requirements; e.g., undergraduate prerequisites.
2. Full Admission – Granted to applicants who have satisfied all admission requirements.

#### **Non-matriculated Students**

Students who have an interest in graduate study but who have not yet applied for admission into a master's degree program may under certain circumstances enroll as non-matriculated at SUNY Potsdam. A maximum of six (6) semester hours may be taken under a non-matriculated graduate status with departmental approval. Courses taken on a non-matriculated basis will not apply to a graduate program unless approved by the Dean of Graduate Studies.

Non-matriculated admission requirements:

1. Meet the minimum grade point average for admission to graduate study;
  2. Submit an official undergraduate transcript confirming the awarding of a bachelor's degree;
  3. Submit the Non-Matriculated Graduate Student Application;
- Upon completion of the six (6) graduate credits, if not before, the student is required to apply for formal admission to a master's degree program. The candidate must be granted Provisional or Full Admission before being allowed to register for further coursework. You can find additional information concerning: important dates and deadlines, cost of attendance, tuition and fees, the admissions review process, appeals, and deferments, advisement, transfer credit, health requirements, graduation requirements, prerequisite courses, international student programs by visiting [www.potsdam.edu/admissions/graduate](http://www.potsdam.edu/admissions/graduate) or contacting the Office of Graduate Studies at 800-458-1142, ext. 1 or 315-267-2165.



## Financial Aid

[www.potsdam.edu/admissions/financial](http://www.potsdam.edu/admissions/financial)

There are three major types of financial aid available to students: Grants and Scholarships (awards which do not have to be repaid); Loans (which must be repaid); and Employment (allows students to earn money to be used toward educational expenses). Please note that to be considered for government aid, a student must be matriculated (that is, accepted into a degree program). The primary responsibility for meeting college costs rests with the student; however, SUNY Potsdam has numerous scholarships designed specifically for graduate students. Find out more about general financial aid procedures, summer session aid, prerequisite course assistance, federal, state, work study and scholarship opportunities at: [www.potsdam.edu/admissions/financial](http://www.potsdam.edu/admissions/financial)

For a summary of fees, please visit:

[www.potsdam.edu/admissions/graduate/cost\\_of\\_attendance](http://www.potsdam.edu/admissions/graduate/cost_of_attendance)

## Student Services

SUNY Potsdam prides itself on having a very accessible campus in all ways. We rank #1 in access to faculty and have developed student services that serve as models for the SUNY system. Visit our Web site to learn more about:

- *Accommodative Services*
- *International Education Program*
- *Career Planning*
- *College Counseling Center*
- *Student Health Services*
- *The University Police Department and more*

[www.potsdam.edu](http://www.potsdam.edu)



## Technology

[www.potsdam.edu/cts](http://www.potsdam.edu/cts)

Computing & Technology Services (CTS) provides support and leadership for SUNY Potsdam in all areas of information technology including desktop computing, networking, telephone services, administrative systems and instructional technology.

### *Wireless Network at SUNY Potsdam (W@SP)*

The wireless network at SUNY Potsdam is a standard 802.11b/g implementation of wireless. This service is free to all students. For more information and an up-to-date map of wireless campus locations, go to <http://wireless.potsdam.edu>.

### *Blackboard®*

Every registered student has access to Blackboard®, the web-based campus learning management system. For courses with a Blackboard® component, students can gain access to course information, a task list, and a personal calendar, twenty-four hours, seven days a week. A wide variety of activities and information provided by their professors is also available.

### *BearPAWS*

BearPAWS is a web-based student record and registration system. Students will receive login information in their student packets, distributed by the Admissions Office. Visit the BearPAWS home page at <http://bearpaws.potsdam.edu> to log in.

### *BearMail (e-mail service)*

Communicating with students is an integral part of life at SUNY Potsdam. Faculty and administrative personnel use this e-mail address to contact students with important announcements and information. It is required that every student use their SUNY Potsdam e-mail account on a regular basis throughout their educational experience. Your SUNY Potsdam e-mail address is [username]@potsdam.edu. To access BearMail go to <http://bearmail.potsdam.edu>.

### *Residential Cable Television & High-Speed Internet Services*

Time Warner Cable provides video and high-speed internet service to all students living in our Residence Halls. For information on other services offered by Time Warner Cable, go to [www.potsdam.edu/TW](http://www.potsdam.edu/TW).





## Facilities

### *College Libraries*

Spacious, comfortable, and friendly, the Crumb Memorial Library, conveniently located in the center of the academic quadrangle, is an important avenue to knowledge for all graduate students. Working collaboratively, teaching faculty and librarians select a wide range of print, audio-visual, and electronic information sources to support the learning needs of students in each graduate program.

The Libraries subscribe to a variety of databases and other electronic resources, which students may access through the Libraries' web page, either from library computers or from personal computers on or off campus. A responsive interlibrary loan service provides students with ready access to materials from other libraries. The Crumb Library houses a children's literature collection and other K-12 curricular materials that support learning for students in teacher education programs.

The Crane Music Library, is a specialized music library with an extensive collection of music books, scores and sound recordings as well as providing access to all of the Libraries' electronic resources, listening facilities, and a MIDI computer laboratory. Library faculty with expertise in music guide and encourage students in using these facilities and materials.

The Sheard Literacy Center houses a collection of juvenile and young adult literature as well as professional materials related to literacy education. These materials are used by education students tutoring area children and are also available for loan. Library faculty are readily available to assist students to become effective users of information resources both through individual or small group consultations and in formal course-related instruction. Special services are also provided to support students who are enrolled in distance learning programs, whether on-line or in locations other than Potsdam.

### *General Technology Classrooms and Labs*

Throughout the campus, you will have the opportunity to experience numerous technology-enhanced facilities that include Macintosh and Window computer labs, "smart" classrooms, projection, music technology classrooms and MIDI labs as well as Distance Learning Classroom facilities. The design of the facilities allows for Internet connections, productivity software, e-mail, multimedia, Blackboard®, and specialty software utilized by the various disciplines. Unique digital images, with text descriptions of our evolving technology-enhanced facilities, can be explored at [www.potsdam.edu/CTS](http://www.potsdam.edu/CTS).

## Life at Potsdam

### *Potsdam Auxiliary and College Educational Services, Inc. (PACES)*

Potsdam Auxiliary and College Educational Services, Inc. (PACES) is a not-for-profit corporation operating under contract with SUNY Potsdam. Established in 1950, PACES operates Dining Services, The College Store, and The Union Market. It also manages vending services, a microwave/refrigerator rental program and a variety of administrative services. Beyond the services and job opportunities it provides to the campus, PACES supports the SUNY Potsdam community by returning a portion of their net revenues to the College to sponsor student scholarships and other programs.

### *Eating Well*

PACES Dining Services, consistently recognized for its excellence as one of the best dining in all of SUNY, operates seven distinctly different restaurants on campus. Lehman Dining Center is a traditional all-you-care-to-eat facility featuring nine dynamic food stations. A la Carte products are available at the Student Union Dining Court, Dexter's Café, Minerva's Café, and the Crane Snack Bar.

Becky's Place at Pratt Common has bistro style foods including brick oven pizzas and a fireside lounge. PACES offers a variety of meal plans designed to meet residential and commuter student needs. Each plan is designed to provide maximum choice and/or value for your dollar. Meal Plan contracts are valid for the academic year.

### *Living On-Campus*

The Department of Residence Life is ready to help students with their on-campus housing needs. Potsdam students can choose from among five modern, fully-equipped residence halls where living options range from traditional single or double rooms to apartments, townhouses or suites. All student rooms in the residence halls have campus network/Internet connections for each student. Separate residence areas for graduate students are provided in Sisson and VanHousen Halls. Graduate students receiving international initiative grants will be housed in designated locations. For more information, students can call (315) 267-2350, by fax at (315) 267-2351 or by e-mail at [campuslife@potsdam.edu](mailto:campuslife@potsdam.edu).





## Sport and Fitness

Maxcy Hall Sports Complex and Fitness Center is a full service recreation center with a state-of-the-art exercise facility, hockey arena, field house, swimming pool, racquette ball and tennis courts. Students have numerous fitness options to pursue, including free weight stations and a Cybex Eagle circuit as well as 38 state of the art cardio machines, which feature:

- Precor Teadmills
- Precor Ellipticals
- Cybex Arc Trainers
- Precor Steppers
- Precor Upright Bikes
- Precor Recumbent Bikes
- First Degree Fluid Rowers
- SciFit Pro1 Upper Body Ergometer

In addition to the fitness center's equipment, The Fitness Director, is certified to design personal exercise program tailored to individual goals. Numerous group fitness classes are available throughout the year as well.



## Activities and Outreach

A good way to learn more about the over 1000 activities and events annually is to visit [www.potsdam.edu/studentlife](http://www.potsdam.edu/studentlife). Faculty, staff and students have always taken an active role in public service activities through the different schools and departments with work through the Rebecca V. Sheard Literacy Center, St. Lawrence Valley Teachers Learning Center, Teacher/Leader Quality Partnerships (TLQP), Teacher Opportunity Corps (TOC), Grant-funded Outreach Services and the Potsdam Akwesasne Talent Search Program (PATS).

The College also serves as a major center for the arts in the North Country through its extensive musical programs performed by the students and faculty of The Crane School of Music, the Roland Gibson Art Gallery, and dance and theatre productions, as well as outreach and arts programming through the Gibson Gallery Art Partnership and the Community Performance Series (CPS).





## HOW TO APPLY

Download application form online:

[www.potsdam.edu/academics/GradStudies](http://www.potsdam.edu/academics/GradStudies)  
and click on Graduate Application (PDF)

*Canadian students:*

[www.potsdam.edu/admissions/graduate/  
international](http://www.potsdam.edu/admissions/graduate/international)

or e-mail Peter Cutler, Graduate Admissions Counselor at  
[cutlerpj@potsdam.edu](mailto:cutlerpj@potsdam.edu)

## NEED MORE INFORMATION?

[www.potsdam.edu/academics/GradStudies](http://www.potsdam.edu/academics/GradStudies)

e-mail: [graduate@potsdam.edu](mailto:graduate@potsdam.edu)

call: (315) 267-2165  
toll-free (800) 458-1142, ext. 1

SUNY Potsdam • Office of Graduate Studies  
Satterlee 117 • 44 Pierrepont Avenue  
Potsdam, NY 13676





SCOTT HALL

## COURSE DESCRIPTIONS SCHOOL OF ARTS AND SCIENCES

*Courses are listed alphabetically by academic department.*

### *Anthropology Courses*

#### **ANTH 615 Archeological Field Techniques (3)**

Through excavations in historical and pre-historical settlements in Northern New York, the principal methods of archeological field research are practiced. Independent research project and report culminate the course. Prerequisite: graduate standing and permission of instructor. Ordinarily taken concurrently with ANTA 616. Summer session.

#### **ANTH 616 Archeological Laboratory Techniques (3)**

The results of excavation are preserved, prepared for analysis, and analytic techniques are demonstrated. An independent laboratory analysis project concludes the course. Prerequisite: graduate standing and permission of instructor. Ordinarily taken concurrently with ANTA 615. Summer session.

#### **ANTH 698 Tutorial (3)**

Readings selected and assigned on the basis of the individual's background, professional needs and interest. Prerequisite: permission of instructor.

### *Art Courses*

#### **ARTS 685 Special Problems – Art Studio (3)**

Individualized studio research in a selected art studio area. Project ideas developed on the basis of students' needs and professional interests in conjunction with the instructor. Prerequisite: 34 undergraduate hours in art studio and permission of the instructor.

#### **ARTH 691 Readings in the History of Art (3)**

Individualized study and research on projects and problems in the history of art. Project ideas developed on the basis of student needs and professional interests in conjunction with the instructor. Prerequisites: 31 hours in art history and permission of the instructor.

### *Economics Courses*

#### **ECON 595 Special Topics (1–4)**

This is a special topics course which includes one or more modules of material in specialized areas which are not covered in the department course offerings. The content is determined by the instructor. Prerequisites: ECON 105/305 and ECON 110/310. Offered as schedule permits.

### *English and Communication Courses*

#### **COMM 595 Special Topics (1-12)**

#### **COMM 598 Tutorial (1-3)**

#### **COMP 507 Composition Theory (3)**

The course covers current theories and theoretical principles of necessity involving consideration of the psychology and pedagogy of composition. Prerequisite: COMP 301 or Graduate standing. Yearly.

#### **COMP 530 Theory of Rhetoric (3)**

An examination of some of the important contributors to rhetorical theory beginning with Plato and Aristotle with particular emphasis on how the theories have influenced the shaping of contemporary rhetoric. Prerequisite: COMP 301 or Graduate standing. Yearly.

#### **COMP 595 Special Topics (1-12)**

#### **COMP 598 Tutorial (1-6)**

#### **GECD 598 Tutorial (1-4) (3)**

#### **GECD 601 Introduction to Research Methods (3)**

Practice in the skills and processes necessary to the graduate student, including compiling and evaluating sources, writing literature reviews, generating research topics, conducting research, and presenting one's findings within a discourse community.

#### **GECD 602 Introduction to Discourse Studies (3)**

Surveys major theories in the field, including discourse analysis, sociolinguistics, and ethnography of communication.

#### **GECD 603 Semiotics (3)**

Semiotics is the study of signs and symbolic systems, especially in relation to verbal and nonverbal communication. This course investigates the relationship between signs and their symbolic systems, with specific attention to the culture and media in which they are produced: from language and its generic structures, to such nonverbal media as images (artwork, tattoos, money, fashion, and landscapes), sounds and music, and gestures (both conscious and unconscious).

#### **GECD 604 Professional Writing (3)**

Practice in writing texts for professional publication in which students refine their understanding of form and style. Projects and readings are shaped by class interests and may include: 1) articles and essays for academic, professional, or mass media, 2) fiction or poetry, 3) technical communications.

#### **GECD 605 Rhetoric and Society (3)**

Examines important contributions to rhetorical theory, with particular emphasis on how those theories have influenced contemporary rhetoric.

#### **GECD 610 Theories of Interpretation (3)**

Examines the interpretative methods leading to the perception, interpretation, and understanding of texts. This course explores recent theories of interpretation by literary critics, philosophers, and other scholars. Consideration will also be given to the role of interpretation in students' writing, speaking, teaching, and research.

#### **GECD 615 Narratology (3)**

Narratology is the study of the structural components of a narrative. Drawing upon the works of various theorists—from Russian formalists to French structuralists—this course examines narrative as a distinct system of rules, exploring literary and cultural productions as embodiments of these rules.

#### **GECD 620 Poetics (3)**

Poetics is concerned with the principles and rules of poetic composition. This course examines how such principles relate to various rhetorical and aesthetic theories about poetry.

#### **GECD 625 Psychology and Discourse (3)**

Examines theories of the human mind and their effects on personal, cultural and literary constructions. While the specific subject matter may vary, recent topics have included the study of writing as a vehicle for psychological healing; the study of archetypal and myth criticism; and the study of shame-based literature.

#### **GECD 640 Discourses of Nationalism (3)**

The purpose of this course is twofold: to explore discourses of nationalism and to examine the role that literary and non-literary texts have played in fostering, complicating, and resisting nationalist

sentiments.

#### **GECD 645 Discourses of Humanism (3)**

Examines the history and development of humanism, its relation to the divine, to the world as a scientifically observable phenomenon, to the individual, and to social and cultural institutions.

#### **GECD 650 Discourses of Culture (3)**

Examines the varied discourses of culture, with particular attention given to forms of cultural production and networks of cultural dissemination.

#### **GECD 655 Discourses of Ecology (3)**

Examines the discourse of ecological movements. Particular concerns are the shifts in aesthetic and communicative discourses as they respond to and influence community action, public policy, and scientific inquiry.

#### **GECD 660 Gender and Identity in Discourse (3)**

Examines the discourse of gender and how such discourse serves to construct, reify, or challenge gender identities.

#### **GECD 680 Special Topics (3)**

Topics will vary. Recent courses include Discourses of Modernism, Epic and Empire, and Shakespeare on Film.

#### **GECD 690 Thesis Credits (1–6)**

#### **LITR 511 Advanced Topics: Literary Non-Fiction (3)**

This course studies non-fiction (biography, autobiography, the essay, new journalism) of literary value. Integrates close analysis of primary texts, secondary criticism, and critical theory. Focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing.

#### **LITR 512 Advanced Topics: Short Story (3)**

The course studies the short story as a specific modern genre, beginning with examination of the form's emergence in the early nineteenth century and concluding with readings of contemporary texts. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing.

#### **LITR 513 Advanced Topics: Drama (3)**

The course studies the forms and traditions of drama. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing.

#### **LITR 695 Special Topics**

#### **LNGS 610 Studies in English Linguistics: Seminar (3)**

Problems and topics in the study of English linguistics. Pre-requisites: course study in linguistics or history of the English language; proficiency in phonemic transcription may be required.

#### **LNGS 698 Tutorial (1-3)**

#### **LITR 514 Advanced Topics: Poetry (3)**

The course studies the forms and traditions of poetry. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Open to

graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing. As demand warrants.

**LITR 515 Advanced Topics: The Novel (3)**

The course studies the novel from a variety of foci—though genre, period, theme or topic-based constraints. Integrates close analysis of primary texts, secondary criticism, and critical theory. Authors and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing. As demand warrants.

**LITR 520 Special Topics (3)**

An examination of a special topic in literature, focusing on a genre, literary movement, or specific author(s). Topic course will vary from semester to semester. Student may take this seminar more than once, as long as topics differ. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing. Yearly.

**LITR 523 Major Authors (3)**

For each offering a major author from English, American or World literature will be chosen for detailed study. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing.

**LITR 530 Advanced Topics in Film (3)**

This course studies film as a specific modern genre, beginning with examination of the form's emergence in the late nineteenth century and concluding with readings/viewings of contemporary films. Integrates close analysis of primary films, secondary criticism, and film theory. Films and focus will vary from semester to semester. Open to graduate students and upper-division undergraduate students. Prerequisites: LITR 200, 201 or 330 and LITR 300 or Graduate standing. As demand warrants.

**LITR 580 Literary Theory (3)**

Theoretical approaches to literature and literary criticism. Prerequisites: LITR 200 or LITR 201, and LITR 300 or Graduate standing. As demand warrants.

**LITR 595 Special Topics (1-12)**

**LITR 598 Tutorial (1-8)**

**LNGS 595 Special Topics (1-4)**

**LNGS 598 Tutorial (1-3)**

**Geology Courses**

**GEOL 575 Geology Laboratory Techniques (1)**

Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 104, graduate standing and permission. Graded S\*/U\*. Fall and spring.

**GEOL 598 Tutorial (3-6)**

Geological study projects generally limited to topics that are not part of the regular course offerings. Prerequisite: departmental approval.

**GEOL 698 Geology Research (1-3)**

Original research designed to give practical experience in any area of geology. The student, under advisement, must present a research proposal in writing to the supervising professor. If approved, the research must be conducted in close cooperation with one or more graduate faculty members in geology.

**History Courses**

**HIST 540 Readings in American History (3)**

Programs of individual study, designed with the advice of the instructor, on selected topics in American history. (May be taken more than once.) Prerequisite: 12 hours in history.

**HIST 641 Readings in European History (3)**

Programs of individual study, designed with the advice of the instructor, on selected topics in European history. (May be taken more than once.) Prerequisite: 12 hours in history.

**Mathematics Courses**

**MATH 522 Number Theory (3)**

Divisibility, simple continued fractions, congruencies, diophantine equations and quadratic residues. Prerequisite: MATH 152 and MATH 340, or permission. As demand warrants.

**MATH 524 Modern Algebra II (3)**

Topics in the theory of groups, rings and fields, such as factorization and Galois theory. Prerequisite: MATH 423. (MATH 375 recommended.)

**MATH 526 Linear Algebra II (3)**

Selected topics: inner product spaces, canonical forms, bilinear and quadratic forms. Prerequisites: MATH 375 and permission. As demand warrants.

**MATH 541 Introduction to Topology (3)**

Open and closed sets, continuous functions, compactness, connectedness, separation properties and product spaces. Prerequisite: MATH 451 or permission. Spring only.

**MATH 542 Introduction to Algebraic Topology (3)**

Concept of homotopy, fundamental group, covering spaces, integral homology and cohomology. Prerequisite: MATH 541. As demand warrants.

**MATH 543 Topics in Topology (3)**

Topics such as surfaces and manifolds, knot theory, geometry of the hyperbolic plane, dimension theory, geometry in higher dimensions. Prerequisites: MATH 375, MATH 423 and MATH 451 or permission. May not be repeated for additional credit. As demand warrants.

**MATH 547 Theory of Sets (3)**

Theoretical set concepts, axioms of set theory; axioms of choice and Zorn's lemma, ordinals and cardinals, transfinite induction. By invitation only. Prerequisites: MATH 340 and permission. Spring only.

**MATH 553 Concepts of Geometry (3)**

Topics from Euclidean and non-Euclidean geometries: theory of transformations of the plane, elements of projective geometry, etc. Prerequisites: MATH 375 and MATH 423 or permission. Spring only.

**MATH 562 Probability and Mathematical Statistics II (3)**

Sampling distributions, tests of hypotheses, linear regression, non-parametric methods, sufficient statistics and further topics in statistical inference. Prerequisite: MATH 461. As demand warrants.

**MATH 567 Complex Variables with Applications (3)**

Complex numbers, analytic functions, contour integration, power series, conformal mapping, residues and poles. Prerequisite: MATH 451. Spring only.

**MATH 661 Topology I (3)**

Ordinals and cardinals, topological spaces, metric spaces, Cartesian products, connectedness, identification topology, weak topologies, separation axioms.

Prerequisite: MATH 451 or permission. Spring only.

**MATH 662 Topology II (3)**

A continuation of MATH 661. Second countable spaces, filter bases, compactness and function spaces. Prerequisite: MATH 661 or permission. As demand warrants.

**MATH 671 Abstract Algebra I (3)**

Groups, Sylow theorems, rings, modules. Prerequisites: MATH 375 and permission. Fall only.

**MATH 672 Abstract Algebra II (3)**

A continuation of MATH 671. Galois theory, structure theorem for semisimple rings, injective and projective modules, introduction to homological algebra. Prerequisites: MATH 671 and permission. Spring only.

**MATH 681 Complex Variables I (3)**

Complex numbers, holomorphic functions, Cauchy's integral theorem and formula, Taylor and Laurent series, residue calculus, analytic functions and analytic extension. Prerequisite: MATH 451 and permission. Spring only.

**MATH 682 Complex Variables II (3)**

A continuation of MATH 681. Conformal mapping, Riemann mapping theorem and Dirichlet problem, representation of entire functions and meromorphic functions. Prerequisites: MATH 681 and permission. As demand warrants.

**MATH 691 Real Variables I (3)**

Real number system, comparison of Riemann integral and Lebesgue integral, measurable functions, Lebesgue Dominated Convergence Theorem. Prerequisites: MATH 451 and permission. Fall only.

**MATH 692 Real Variables II (3)**

A continuation of MATH 691. Normed linear spaces, Hilbert spaces, modes of convergence, Radon-Nikodym theorem, Riesz representation theorem, Fubini's theorem. Prerequisites: MATH 691 and permission. Spring only.

**MATH 696 Advanced Topics (3)**

Seminars in advanced topics from various branches of mathematics. May be repeated if content changes. Prerequisite: permission. As demand warrants.

**MATH 698 Tutorial (3)**

Study of current topics in mathematics as found in research articles or reference texts. Prerequisites: four of the 600-level graduate mathematics courses required for the M.A. degree and permission of the department chair. May be repeated if content changes. As demand warrants.

**Philosophy Courses**

**PHIL 601 Studies in Normative Problems (3)**

Graduate students desiring to pursue studies in ethical theory, social and political philosophy, aesthetics, or philosophy of law should consult with the chair of the philosophy department. Students may pursue their interests through coursework or through tutorial study.

**PHIL 603 Logic, Foundations of Knowledge and Metaphysics (3)**

Graduate students desiring to pursue studies in symbolic logic, theory of knowledge, philosophy of history, philosophy of science, philosophy of the social sciences, philosophy of language, philosophy of religion, or metaphysics should consult with the chair of the philosophy department. Students may pursue their interest either through coursework or through tutorial study.

**PHIL 605 History of Philosophy (3)**

Graduate students desiring to pursue studies in the philosophy of a historical period or in the philosophy of an individual thinker should consult with the chair of the philosophy department. Students may pursue their interest either through coursework or through tutorial study.

*Sociology Courses***SOCI 510 Readings in Sociological Theory (3)**

Individualized study consisting of a critical review of major works in sociological theory.

**SOCI 520 Readings in Sociological Methods (3)**

Individualized study consisting of a critical review of major works in research methods.

**SOCI 540 Readings in Urban Sociology (3)**

Individualized study consisting of a critical review of major works in the field of sociology.

**SOCI 550 Readings in Sociology of the Family (3)**

Individualized study consisting of a critical review of major works in the field of sociology of the family.

**SOCI 560 Readings: Deviance and Corrections (3)**

Individualized study consisting of a critical review of major works in the fields of sociology of deviance and corrections.

**SOCI 570 Readings in the Sociology of****Education (3)**

Individualized study consisting of a critical review of major works in the area of sociology of education. SOCI 600 Readings in Sociology (3) Individualized study consisting of a critical review of major works in a subfield of sociology.

**SOCI 661 Sociology of Human Services (3)**

Individualized study consisting of a critical review of human services as social phenomena.

**THE CRANE SCHOOL OF MUSIC**

*Courses are listed alphabetically by course number within each music concentration area: education, history and literature, performance and theory.*

**MUAC 630 Production Techniques for Music Theatre (3)**

Development of basic skills in music theatre production management. Includes practical hands-on experience working on a Crane School of Music opera production. The course is designed for music performers, as well as music educators.

**MUAP XXX Performance Ensembles (1)**

By arrangement and/or audition with instructor. Graduate students may enroll for credit in performance groups. Course number varies with type of ensemble.

*Music Education Courses***MUCE 501 Curriculum Development in the School Music Program (3)**

Examination of the systematic process of program development. Focus upon the development of general goals, program objectives, and instructional objectives, as well as the design and sequence of musical experiences and materials. Final project involves the development of a program for a specific course of study; school music teachers are encouraged to gear projects toward their own specific teaching situations.

**MUCE 508 Advanced Woodwind Techniques (3)**

Performance on each of the primary woodwind

instruments – flute, oboe, bassoon, clarinet, alto saxophone. Discussion of pedagogical issues and survey of instructional materials for the school instrumental music teacher. Students should bring a supply of reeds; instruments will be provided.

**MUCE 509 Advanced Brass Techniques (3)**

Performance on each of the primary brass instruments – trumpet, horn, trombone, euphonium, tuba. Discussion of pedagogical issues and survey of instructional materials for the school instrumental music teacher. Instruments will be provided.

**MUCE 520 Topics in Music Technology (3)**

A seminar exploring computer, MIDI and Multimedia technology as it might be applied in a music education setting. The hands-on sessions in the Crane MIDI Lab will include the following: use of a generic office software for managing classroom records, tasks and class presentations; MIDI sequencing and auto-accompaniment generating software, and possible uses in music education; utilization of music notation software; introduction to multimedia programming for creating interactive classroom materials; and accessing and creating simple documents for the musical World Wide Web. Although prior knowledge of computer/MIDI technology will be helpful, it is not required.

**MUCE 523 Advanced Issues in Music Education (3)**

Examination of critical issues which impact music in the schools, including curriculum development, the use of technology in the music class, multicultural music, and classroom management skills. Students will have an opportunity to evaluate instructional techniques and develop program goals for their particular teaching situation.

**MUCE 524 Rehearsal Techniques and Repertoire for the Instrumental Ensemble (3)**

Examination of methods and materials for the development of the school band or orchestra program. Areas of concentration include score study and analysis, rehearsal procedures, and repertoire.

**MUCH 540 Wind Band Literature (3)**

An exhaustive survey of the serious wind orchestra literature composed for mixed combination of more than 20 performers from the French Revolution to the present. An overview of the history of wind instruments, reading and listening assignments, and biographical and historical information about each composer and his or her work.

**MUCE 541 Marching Band Techniques (3)**

This “hands on” course is designed for the teacher with some or no experience with marching band. It will cover such topics as program development, teaching/rehearsal methods, marching fundamentals for parade, traditional style and competitive corps style marching, and an introduction into contemporary computer show design and charting techniques. Basic mouse and Windows skills are a prerequisite. Summer only.

**MUCE 601 Philosophy and Issues in Music Education (3)**

Survey of educational philosophies which have influenced current thought. Discussion of issues regarding public school music instruction, administration, and supervision including curricular structure and evaluative techniques.

**MUCE 602 Developmental Psychology of Music: Implications for Classroom Instruction (3)**

Examination of the psychological processes that underlie musical learning. Emphasis given to under-

standing these processes within a developmental framework. Additional attention given to examining psychological processes involved in listening, performing, and composing/improvising. Both theory and research are examined for classroom application.

**MUCE 608 Curriculum Development in the School Music Program (3)**

Examination of the systematic process of program development. Focus upon the development of general goals, program objectives, and instructional objectives, as well as the design and sequence of musical experiences and materials. Final project involves the development of a program for a specific course of study; school music teachers are encouraged to gear projects toward their own specific teaching situations.

**MUCE 609 Evaluation in Music Education (3)**

An investigation of rationales for evaluation, problems facing the evaluator and possible solutions to the problems. Existing methods and instruments for evaluation in music are studied.

**MUCE 640 Projects and Readings in Music Education (3)**

Individual investigation and analysis through reading of selected topics in music education. The student writes analytical and critical papers on selected basic sources in music education, concluding with a comprehensive paper summarizing the readings. The course is intended to allow the student to investigate subject topics not included in regular coursework.

**MUCE 645 Music in Special Education (3)**

Acquaints music education students with the individualized education program (IEP) process, music materials and techniques for teaching special learners in self-contained classrooms or mainstreamed into music classes. Readings, observations, music activities and originally designed materials a part of this class. Fall only.

**MUCE 660 Piano Pedagogy and Practicum I (3)**

Introduction to the field of piano pedagogy, with an emphasis on teaching beginning piano students. Course topics include career opportunities in piano teaching, survey of early-age, average-age and adult beginning piano methods and repertoire, techniques of group and private piano teaching for beginners, preparing students for recitals, and the application of learning theories to piano teaching. Students gain supervised group and private teaching experience for elementary students.

**MUCE 661 Piano Pedagogy and Practicum II (3)**

Emphasis on teaching intermediate piano students. Course topics include survey of intermediate-level piano solo and duet repertoire, writing lesson plans and assignments for intermediate students, teaching repertoire, technique and musicianship skills, preparing students for competitions, teaching transfer students, managing an independent piano studio, and resources for piano teachers. Students gain supervised group and private teaching experience for intermediate and/or elementary students.

**MUCE 663 Project in Piano Pedagogy (3)**

Advanced project in piano pedagogy completed under faculty supervision. Prerequisite: Instructor consent.

**MUCE 699 Thesis/Graduate Research Project in Music Education (3)**

Completion of a major research project in the field of music or music education. Working with a faculty adviser on a tutorial basis, the student will develop a proposal for a study which must be approved by faculty committee before the student embarks upon the project. The project culminates in the preparation of a written report of the research project (in thesis format) and an oral defense of the report before a faculty committee. The student will register for Thesis/Graduate Research Project each semester that the student is actively working on the project with the assistance of the adviser. A copy of the document becomes part of the College library.

### *Music History and Literature Courses*

#### **MUAH 650 Women in Music (3)**

History of women in music, including teachers, administrators, and patrons, as well as composers, performers, and conductors from ancient Greece to the present.

#### **MUCH 604 Music of the Nineteenth Century (3)**

Examination of the principal composers and musical repertoire of the Romantic period, including the influence of contemporary philosophy, literature, and social climate upon 19th century musical life.

#### **MUCH 605 The German Lied (3)**

Development of the German Lied from Reichardt to Webern. Style characteristics of the major exponents of the German Lied with emphasis on the interrelationship among poetic scansion, literary content, and musical analysis.

#### **MUCH 611 Introduction to Graduate Study (3)**

Survey of bibliographic and resource materials in music, education, and music education. Examination of basic research methodologies, techniques and procedures and their practical applications. Core course for all Master of Music degrees.

#### **MUCH 614 Symphonic Literature (3)**

Examination of symphonic works in the standard repertoire. Emphasis will be placed upon the aesthetic, stylistic, and historical aspects of the literature.

#### **MUCH 621, 622, 623 Seminar in Music History and Literature I, II, III (3)**

Achievement in and knowledge of essential materials for a comprehensive study of the fields inherent in musicology. Consideration of such topics as: stylistic development within historical periods and among salient composers; problems of notation and its growth.

#### **MUCH 624 Music of the Nineteenth Century (3)**

Music literature from Beethoven to Debussy. Consideration of stylistic and formal elements together with aesthetic principles and historical perspectives.

#### **MUCH 638 Music in America (3)**

Survey of the variety of musical experiences in the United States, including Native-American music, early American psalmody, and the respective developments leading to jazz and the commercial genres. Special emphasis will be given to major movements and composers of the cultivated tradition and the avant-garde.

#### **MUCH 641 J. S. Bach (3)**

Examination of the music of Johann Sebastian Bach. Historical and biographical factors which influenced Bach's composition will receive major consideration. Class performance will be included.

#### **MUCH 695 Special Topics 1-12 (3)**

A study of the life and works of Brahms, that

focuses on his stylistic development and uniquely successful combination of characteristics from the Baroque, Classic, and Romantic Periods, which in turn became the point of departure for twentieth century composers like Schoenberg.

#### **MUCH 695 Post-romantic Music (3)**

European art music and its cultural context at the turn of the twentieth century.

#### **MUCH 670 Post-Romantic Music:1870-1914 (3)**

European art music and its cultural content at the turn of the twentieth century. Emphasis on the stylistic features and aesthetics that informed late-romanticism, impressionism, exoticism, expressionism and primitivism. Listening, analysis, papers, presentations required. Prerequisites: MUCB 402, 456, 301 and 312.

### *Music Performance Courses*

#### **MUCP 518 Vocal Coaching (1)**

Coaching for advanced vocal students. In-depth musical work on interpretation and performance of Vocal repertoire.

#### **MUCP 541 Advanced Conducting (2)**

Study of advanced conducting problems. Special emphasis on 20th century works and recitatives.

#### **MUCP 603 Music Theater Performance I (3)**

Scene and costume construction directed and supervised by the instructor and professional technical staff. One full production of an opera, operetta or musical comedy is undertaken each semester.

#### **MUCP 640 Literature and Pedagogy (2)**

Etude and solo literature in the student's major performing medium; study and discussion of teaching methods and strategies appropriate for the medium.

#### **MUCP 648 Flute Orchestral Studies (3)**

Study of ensemble concepts and major flute and piccolo excerpts from the orchestral literature through the study of complete parts, scores, and recordings. Orchestral routine and the responsibility of each section member will be discussed. Some memorization of materials is required. Designed for flute students pursuing the MM degree in Performance.

#### **MUCP 681 Chamber Music (1)**

Study and rehearsal of representative chamber works in the student's major performance medium under the guidance of an instructor.

#### **MUCS 610 Performance Concentration (1)**

#### **MUCS 620 Performance Concentration (2)**

#### **MUCS 630 Performance Concentration (3)**

Private studio instruction on student's principal performance medium. Prerequisite: availability and consent of instructor.

### *Music Theory Courses*

#### **MUCT 514 Modal Counterpoint (3)**

Materials of 16th century vocal polyphony examined from three sides: appreciation, performance, creativity. Study of sacred and secular music literature of the period. Composition motets and madrigals for two, three, four and/or five voice parts.

#### **MUCT 515 Tonal Counterpoint (3)**

Contrapuntal music of the Baroque era with emphasis on works of J. S. Bach. Study of two- and three-voice counterpoint, invention, forms based on chorale, invertible counterpoint and fugue.

#### **MUCT 517 Analytical Techniques (3)**

Study of selected analytical approaches to tonal music, including issues of form, harmony, and style.

#### **MUCT 520 Theory and Analysis of Twentieth Century Music (3)**

Study of selected analytical approaches to 20th century music, including pitch-class, set theory and twelve-tone (serial theory).

#### **MUCT 521 Orchestration (3)**

Techniques of orchestration for various instrumental ensembles at an advanced level culminating in the scoring of a work for full symphony orchestra.

#### **MUCT 601, 602, 603 Composition I, II, III (3)**

Application of devices and techniques used in contemporary composition. Work in larger homophonic, contrapuntal, and symphonic forms.

#### **MUCT 611, 612, 613 Electronic Composition I, II, III (3)**

Study of, and experience in, the art of composing with electronically-generated sound. Examination of major works in the repertoire. Working independently, students will create their own electronic compositions.

#### **MUCT 695 Special Topics (1-12) (3)**

#### **MUCT 697 Thesis in Music Composition (3)**

Extended original composition with an accompanying analytical paper, developed with approval of the student's adviser and a guidance committee. A performance is suggested.

#### **MUCT 699 Thesis in Music Theory (3)**

Detailed stylistic analysis of a major composition, developed with approval of the student's adviser and a guidance committee.

## **SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES**

*Courses are listed alphabetically by course prefix: GRCN (childhood instruction:Ottawa), GRDG (literacy), GRED (education), HLTH (community health), IT (information and communication technology), and SPED (special education). Where possible, the academic term the course is generally taught has been provided. For courses where no specific term of teaching is provided, students should contact the chair of the department, the Office of Graduate Studies or their adviser for guidance.*

### *Childhood Instruction Courses (Ottawa) (GRCN)*

#### **GRCN 505 Introduction to Special Education (3)**

This course provides an overview of the educational, psychological and social needs of learners with disabilities. It discusses the impact of special education law on the public school program and provides background for designing appropriate interventions for students with a range of special learning needs. The course covers the principles of the Universal Design for Learning in planning instruction that meets diverse student needs. For MST part-time Ottawa program only.

#### **GRCN 517 Integrating the Arts into the Elementary Classroom (3)**

This course will help teacher candidates gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. The Ontario Ministry of Education Curriculum for the Arts will serve as a guide as activities are developed to enhance children's cognitive social, and emotional growth. Teacher candidates will gain experience, familiarity, and comfort with various aspects of the arts (dance,

theater, and visual arts). For MST part-time Ottawa program only.

### **GRCN 530 Classroom Management and**

#### **Discipline (3)**

This course will address how teachers create and act on thousands of decisions each day – decisions regarding classroom management, discipline, pedagogy, curriculum and the culture of classroom and society. Teacher candidates will explore these notions from a proactive stance. A basic premise of the course is that teacher behaviors are at least as important as student behaviors. For MST part-time Ottawa program only.

### **GRCN 558 Literacy I Methods (3)**

This course will examine the historical, cultural, political, and social foundations of literacy and their implications for teaching and acquiring literacy in Ontario schools today. Teacher candidates will engage in critical study of research and current trends in literacy education —assessment, curriculum and instructional strategies. The course will also explore instruction in research-based pedagogy for prospective educators who will be serving in roles as elementary classroom teachers. For MST part-time Ottawa program only.

### **GRCN 559 Literacy II Methods (3)**

This is the second literacy course in the program. Teacher candidates will apply their understandings about literacy acquired in GRED 558 (Literacy I) in the design of literacy curriculum and instruction for students in the elementary grades. They will continue to learn how to use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking and to help children apply their developing literacy competencies to many different situations, materials, and ideas. For MST part-time Ottawa program only.

### **GRCN 565 Elementary Mathematics Content and Methods (3)**

In this course, mathematics currently involved in grades JK-6 curriculum as recommended by Ontario Ministry of Education will be highlighted as a dynamic discipline, built on progressively connected ideas and mutually related concepts. Students will be introduced to current issues and trends in mathematics education including the use of concrete materials and computing technology. The course will attempt to increase the confidence level of a future elementary teacher by creating learning situations in which simply stated questions about familiar mathematical concepts and objects can generate a sophisticated inquiry and challenge to thought. For MST part-time Ottawa program only.

### **GRCN 566 Elementary Science Content and Methods (3)**

This course is designed to assist teacher candidates in developing competency in teaching science in grades JK-6 in Ontario. It emphasizes the importance of science education as a foundation of elementary curriculum. It examines scientific methodology, emphasizing the need for the development of appropriate knowledge, skills, and attitudes. For MST part-time Ottawa program only.

### **GRCN 567 Elementary Social Studies Content and Methods (3)**

This course will examine factors essential to social studies curriculum and instruction in grades JK-6 in Ontario. Teacher candidates will develop compe-

tencies in specific social studies related skills and become acquainted with current directions and research in elementary social studies education. This course will focus on current conceptions of what should be taught and learned in schools, with particular emphasis on the social studies facet of the curriculum. The course work will include the study of Ontario Curriculum for Social Studies as well as trends and controversies in current scholarly literature about curriculum reform in the schools. For MST part-time Ottawa program only.

### **GRCN 587 Health and Physical Education (2)**

This course is designed to teach methods, techniques, learning styles, and skills necessary to recognize the developmental, physical, mental, emotional, and social growth of the elementary-age child. Emphasis will be placed on the importance of health and physical education as an integral part of the elementary curriculum and the impact on child development. Teacher candidates will participate in class activities and discussions of topics in the specialized field of health and physical education. For MST part-time Ottawa program only.

### **GRCN 607 Foundations of Education: Birth – Grade 6 (3)**

In this course, teacher candidates will be introduced to the historical, cultural, religious and economic forces that have helped mold contemporary educational practice and theory. They will learn about the Ontario College of Teachers Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession. The course will include the discussion of Ontario school legislation and regulations and the Ontario Ministry of Education Curriculum Policies for elementary education. The contribution of leading educators from Ancient Greece to the present will also be examined. For MST part-time Ottawa program only.

### **GRCN 613 Student Teaching/Practicum Gr. JK-3 (6)**

This course provides the student teacher with a time and place where the theory of course work at the College can be put into the actual practice of teaching at JK-3 division level in Ontario. The course is designed to focus the student teacher's attention on the complete range of teacher functions and responsibilities found within a real school setting in Ontario, including immersion in curriculum and long range planning, such as units. The practicum provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. For MST part-time Ottawa program only. Co-requisites: GRCN 676 and GRCN 696.

### **GRCN 635 Educational Research in Curriculum and Instruction (3)**

The content of this course is situated in the context of four content areas studied in the program: literacy, mathematics, science, and social studies. Teacher candidates will be introduced to the excitement that accompany the discovery and creation of new knowledge in each of the areas, demonstrate potential and limitations of empirical research, describe the tools and methods used in general and content-specific educational research. Through project-based assignments teacher candidates will learn how to become intelligent consumers of and contributors to educational theory and practice. For MST part-time Ottawa program only.

### **GRCN 664 Field Experience in JK-6 Education (3)**

The future teacher will be provided with a su-

pervised classroom experience in an Ontario JK-6 classroom. This experience (at least 100 clock hours in the field) will involve all aspects of elementary school curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment, and implementation. Offered fall to part-time students in Ottawa, Ontario. For MST part-time Ottawa program only. For MST part-time Ottawa program only.

### **GRCN 669 Professional Development Portfolio (3)**

The Professional Development Portfolio (PDP) is an intentional grouping of work that shows teacher candidate's progress in professional growth over the period of his/her pedagogical preparation. Evidence of the achievement and reflection on that achievement is expected. The PDP is a collection of select artifacts and reflections that represent one's experiences, knowledge, and growth during the field experience and practicum. The course fulfills the culminating experience requirement. For MST part-time Ottawa program only.

### **GRCN 676 Student Teaching Seminar: School Policies in Ontario (2)**

This course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Teacher candidates will critically examine various perspectives of a topic through reading and research. Attendance at professional development workshops is mandatory. For MST part-time Ottawa program only.

### **GRCN 677 Learning and Development (3)**

This course will examine child learning and development from birth through adolescence. Teacher candidates will be provided with an overview of corresponding key concepts and theories. The major physical, cognitive, and socio-emotional milestones that occur in each age group will be discussed. Attention will be paid to the contextual and environmental factors that influence developmental and learning outcomes at various ages. The course will establish links between scientific study of child development, teaching, and educational practices. Teacher-child interactions in relation to the development of motivation and educational achievements of all children will also be emphasized. For MST part-time Ottawa program only.

### **GRCN 696 Student Teaching/Practicum Gr. 4-6 (6)**

This course provides the student with the initial opportunity to student teach in the publicly funded school setting in Ontario. Student teachers are assigned to an elementary (4-6) classroom in which the induction process leads to full teaching responsibilities under the direction and supervision of an associate teacher and college supervisor. Student teachers are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. For MST part-time Ottawa program only. Co-requisites: GRCN 613 and GRCN 676.

### **Literacy Courses (GRDG)**

#### **GRDG 595L Special Topics (1-6)**

Workshops, seminars and/or institutes designed to meet special needs of teachers, or others interested in initial 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.

**GRDG 600 Foundations of Literacy (3)**

This course surveys the history of literacy and theoretical foundations of literacy education. Students will examine the ideological underpinnings of varied approaches to teaching literacy including the teaching of reading, language arts, writing and media. Landmark research of literacy education will be studied in historical contexts and in conjunction with major theories of language development, cognition, and literacy acquisition. Offered summer, fall and spring.

**GRDG 605 Literacy Assessment and Evaluation (3)**

This course includes in-depth study of individual and group techniques for literacy assessment and evaluation of children (B–12). Theoretical understanding and assessment of the literacy process will be developed through readings, class discussions, demonstrations and case studies. Students will gain experience in the administration and interpretation of a variety of formal and informal assessment tools, culminating in written literacy assessment reports. Offered summer, fall and spring.

**GRDG 610 Seminar: Literacy Research (3)**

The purpose of this seminar is to acquaint students with research methods and current topics, studies and writings in the area of literacy. The objectives of this course include preparing students to be consumers of literacy research and enhance their ability to find information, studies, and data in a variety of research journals and texts both on-line and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course. Offered summer, fall and spring.

**GRDG 615 Literacy: Family/School/Community Collaboration (3)**

In this course students examine the role that community and family literacy programs, and parent-school partnerships have played in the literacy development and education of children. Students will evaluate practices of these social institutions and their effectiveness in light of current research concerning literacy education and diverse families and communities. Students will discuss current practices and future trends of collaboration between diverse literacy models of development of schools, families, and communities to support children's literacy development. Offered summer and fall.

**GRDG 620 Literacy and Linguistically Diverse Learners (3)**

This course explores the many challenges to literacy achievement that confront linguistically diverse learners (speakers of non-standard English varieties and English speakers of other languages). From a contemporary perspective, the course examines the characteristics of linguistically diverse learners in B–12 classrooms and focuses on instructional responses that foster literacy competencies and achievement in school. Offered fall and spring.

**GRDG 625 Using Technology to Teach Literacy (3)**

This course involves a case-based approach to teaching literacy and the use of technology in literacy education. Authentic literacy situations are presented to the students for observation and analysis. Applications of software and the Internet are created

by students for enhancing literacy instruction. Samples of classroom work and a variety of assessment records form an important part of this course in order to present a comprehensive picture of literacy development and needs among children with a range of abilities. Based on cumulative records, current assessment, classroom work and multi-media cases, students will gain insight into instructional decision-making with technology for the purpose of enhancing literacy abilities among children. Offered summer (even years) and fall (even years).

**GRDG 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.

**GRDG 640 Literature-based Literacy Instruction (3)**

Selected examples of children's and young adult literature are utilized in demonstrating methods of developing literacy using a literature based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs, individualizing student literacy development, and designing literacy intervention programs. This course involves extensive reading of literature, developing of strategies for teaching reading, writing, speaking, and listening through the use of literature, and focusing curricula development to represent the multiple levels, broad interests, cultural and linguistic backgrounds of all learners. MSED Literacy only.

**GRDG 655 Literacy Intervention Strategies Birth–6 (3)**

The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (B–6). The course includes frameworks and philosophies of intervention strategies in early childhood and childhood literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties. Offered summer, fall and spring.

**GRDG 656 Literacy Intervention Strategies 5–12 (3)**

The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (5–12). The course includes frameworks and philosophies of intervention strategies in middle childhood and adolescence literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties. Offered summer, fall and spring.

**GRDG 660 Teaching Writing Birth–6 (3)**

This course integrates theory and practice for teach-

ing writing in elementary school. The reciprocal relationship between writing and reading is emphasized. Topics include writing development, responding to and evaluating student writing, and strategies for teaching the writing processes in elementary classrooms. Offered summer and spring.

**GRDG 661 Teaching Writing Grades 5–12 (3)**

In this course students learn and apply the process approach to writing. They will learn how to teach students drafting, revising, proof reading and editing their writing; they will learn how to teach strategies for writing across the content areas; they will reinforce the skills needed for the conventions of standard written English. Writing portfolios, peer review, and publishing also will be addressed. Offered summer and spring.

**GRDG 665 Emergent Literacy (3)**

This course examines the relationship of language and cognition, the effects of home and community environments on language acquisition, and the stages of oral and written language development in young children. Instructional practices for emergent literacy of this course include guided reading, shared reading/writing, reading aloud, the language experience approach, and explicit phonics instruction. Offered summer and fall.

**GRDG 670 Teaching Reading and Study Skills in the Content Area (3)**

Material and methods for teaching vocabulary, comprehension and study skills, with heavy emphasis on practical approaches to reading problems encountered in the content fields. Extensive practice is afforded in formal and informal testing, pupil interests and recreational reading. Offered summer (odd years) and fall.

**GRDG 681 Literacy Educator Portfolio (3)**

This culminating activity is an intentional grouping of samples of work completed throughout the concentration. The portfolio provides evidence of achievement and documents students' reflection on their learning experiences and professional growth as literacy educators as a result of those experiences. The portfolio also is a process designed for instructors to reflect on the program's ability to achieve its learning outcomes. Students receive general instructions on compiling evidence and assembling the portfolio initially in GRDG 600, Foundations of Literacy and are provided with additional instruction in each of the courses. MSED Literacy Educator only. Permission of Department Chairperson.

**GRDG 690 Literacy Practicum, Birth–Grade 2 (3)**

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in birth–grade 2 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

**GRDG 691 Literacy Practicum, Grades 3–6 (3)**

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports

on the pupils they tutor in grades 3–6 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

**GRDG 695L Special Topics (1-6)**

Workshops, seminars and /or institutes designed to meet special needs of teachers, or others interested in initial 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.

**GRDG 696 Literacy Practicum, Grades 5–8 (3)**

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 5–8 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

**GRDG 697 Literacy Practicum, Grades 9–12 (3)**

The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 9–12 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

**GRDG 699 Literacy Internship (6)**

MSED Literacy Specialist candidates intern at a school for an entire school year under the supervision of a NYS certified reading/literacy specialist. The focus of their work is on early identification of struggling readers and implementing intervention-based programs. The internship will complete the requirement for the practicum. Students are required to complete assignments designed to demonstrate evidence of competence in developing assessment-driven interventions, communicating assessment results, continuing to pursue professional development, and orchestrating professional development programs. Specific learning outcomes are drawn from the International Reading Association Standards for Reading Professionals (2003): Standards 3.3, 3.4, 5.2, and 5.4. Permission of Department Chair.

*Education Courses (GRED)*

**GRED 502 Issues in Science/Technology/Society (3)**

This course will examine how STS applies to teaching science in today's classroom. STS defines scientifically and technologically literate individuals as those who understand how science, technology, and society influence one another, and use this understanding in their every day decision-making.

**GRED 503 Educational Law (3)**

Study of principles and procedures underlying educational law in the United States with emphasis upon New York State. Analysis of critical current

issues, church-state relationships, transportation, discipline, liability and teacher rights and responsibilities.

**GRED 504 Using Spreadsheets in Teaching School Mathematics (3)**

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

**GRED 505 Topics in Mathematics for Elementary Teachers (3)**

This course is designed to improve mathematical preparation of elementary teachers. It fosters the development of profound understanding of mathematics taught to younger children through the in-depth study of basic mathematical ideas and concepts, emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of teachers and develop their confidence in doing and teaching mathematics.

**GRED 507 Developing a Positive Self-Concept (3)**

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

**GRED 510 Museums and Local Sites as Educational Resources (3)**

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

**GRED 511 Humanistic Education (3)**

Designed to focus on the discovery of meaning within teaching-learning situations and to explore the student's search for self-identity. The course will emphasize student-centered curricula, knowing students as unique individuals, classroom motivation and control, relevant knowledge, student creativity and self-evaluation. Inviting school success with the use of the invitational education model and Covey's principles of highly effective people will also be stressed.

**GRED 514 International and Global Education (3)**

Part I of the course examines the roles of values in elementary and secondary education: teaching values, teaching about values and values clarification. Part II builds upon this conceptual base and applies it to specific social and ethical issues in the elementary and secondary curriculum: war and peace, food and hunger, environmental stewardship.

Offered fall (odd years).

**GRED 515 Teaching Local History and Community Studies (3)**

Analysis of the role of local history and community studies in the elementary and secondary curricula of New York State with emphasis on the subject of social studies. Investigation of resources available in North Country local communities: persons, artifacts and sites. Several in-class resource guests and some class visits to selected sites.

**GRED 516 Diversity and Advocacy in Education (3)**

This course is designed to help increase teacher education students' awareness of cultural diversity and its relationship to advocacy in education. Upon completion of this course students will see themselves as advocates-utilizing equity pedagogy and prejudice reduction strategies-committed to developing school cultures that are socially just for all.

**GRED 517 Integrating the Arts into the Elementary Classroom (3)**

This course will help classroom teachers gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. New York State Standards for the Arts will serve as a guide as activities are developed to enhance children's cognitive, social, and emotional development. Participants will gain experience, familiarity, and comfort with various aspects of the arts (dance, music, theatre, and visual arts). Offered summer, fall and spring.

**GRED 521 Language Acquisition and Learning in a Linguistically Diverse Society (3)**

Students will gain knowledge and understanding concerning language acquisition and literacy development in a second language for young children (Birth–8 years). Students will apply the knowledge and understanding they gain to classroom situations. Students will plan, develop, and implement instructional practices.

**GRED 522 Creative and Affective Experiences in Early Childhood (3)**

This course is designed to focus on the value of play to develop the whole child in an environment that supports play. Students will plan and implement child-centered integrated learning experiences in play, music, drama, sensory, and art based on developmental needs of children. Offered summer.

**GRED 523 Child, Family and Teacher Relations (3)**

This course focuses on developing an understanding of traditional and non-traditional families, structural and life-style variations, and parenting in diverse and at-risk families. Implications from these understandings will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, and plan parent meetings and home visits.

**GRED 530 Classroom Management and Discipline (3)**

This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Offered summer (odd years), fall and spring.

**GED 531 Creative Problem Solving – Mathematics (3)**

This course is designed with the goal to provide teachers with the experience of mathematical discovery through creative problem solving. A variety of instructional approaches, including the use of computers, will be examined by solving open-ended problems relevant to school mathematics curriculum. Offered summer.

**GED 533 Outdoor Activities for Teaching Science (3)**

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

**GED 534 Teaching Math in a Technological World (3)**

Technology is changing the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS Math, Science and Technology Framework and the NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Offered fall.

**GED 535 School Mathematics from an Advanced Standpoint (3)**

This course is designed for pre-service and in-service school mathematics teachers and provides an advanced treatment of mathematical content typically associated with the secondary mathematics curriculum. The course activities involve the extension and generalization of mathematical propositions, informal and formal methods of justification, demonstration and proof, and the analysis of problems and concepts. Offered spring.

**GED 538 Mathematical Modeling in School Mathematics (3)**

An overview of mathematical modeling concepts oriented toward the goal of integrating modeling activities in the school mathematics curriculum. Provides pre-service or in-service teachers an introduction to the mathematical modeling process, including creative and empirical model construction, model analysis and model research. Discrete and continuous modeling methods will be discussed and employed within both empirical and theory-based approaches. Offered spring (odd years).

**GED 539 Explorations in Discrete Mathematics for Teachers (3)**

Discrete mathematics is an area of mathematics that has grown rapidly and taken on greater significance in the past few decades. Problems in discrete mathematics often involve real-world applications and can be posed to students at a variety of grade levels. National and state curricular standards are calling for a greater integration of discrete math topics into the K–12 math curriculum. This course will present

pre-service and in-service middle and secondary math teachers with an overview of discrete mathematics and explore (at an advanced level) a variety of problems suitable for use in the classroom. Offered spring (even years).

**GED 540 Project Wild (1)**

Project WILD is an interdisciplinary, supplementary environmental education program emphasizing wildlife for educators N-12. The goal of Project WILD is to assist students of any age in developing the awareness, skills and knowledge needed to make informed decisions and behave responsibly toward wildlife and the environment. Since it is interdisciplinary, Project WILD can be used to teach language arts, math, art, music and physical education as well as social studies and science. Project WILD is principally sponsored by the Western Association of Fish and Wildlife Agencies and The Western Regional Environmental Education Council.

**GED 541 Project Learning Tree (1)**

This course is an interdisciplinary environmental education program. The purpose is to encourage teachers to approach learning and teaching with an environmental perspective. The content centers around the interrelationships in natural and cultural communities between humans, land and renewable resources. Learnings develop from direct involvement with a number of PLT activities. While focusing mainly on trees and forest, participants can develop awareness, knowledge, attitudes and skills applicable to situations dealing with other natural resources as well.

**GED 542 Project Wild Aquatic (1)**

Project WILD Aquatic is an interdisciplinary environmental education program that emphasizes awareness, appreciation and understanding of wildlife in aquatic communities. Students gain an understanding of the dynamic relationships between aquatic creatures, their habitat needs and society's demands on these natural resources. At the same time students will develop problem-solving and decision-making skills in exploring responsible human actions toward wildlife and its aquatic environments.

**GED 544 Cooperate to Educate (3)**

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

**GED 548 Literacy and Literature for Young Children (3)**

Selected examples of literature for young children are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs and also individualizing student development. Special attention is given to literature that represents cultural diversity and literature that allows for the integration of literacy development with other content areas described in New York State Learning Standards.

Offered summer, fall and spring.

**GED 549 Adolescent Literature and the Teaching of Reading/Literacy (3)**

This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources on teaching adolescent literature, constructing reading data bases, and examining instructional uses of power point and electronic communication. Offered summer, fall and spring.

**GED 550 Introduction to Teaching English Language Arts, Grades 7-12 (3)**

A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for the English Language Arts of reading, writing, speaking, and listening will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. Co-requisite: GED 588. MST students only. Offered Fall.

**GED 551 Early Child Curriculum: Integrated Math, Science and Social Studies (3)**

Candidates will have opportunities to apply knowledge and skills in authentic field experiences and become objective observers of the development of young children. They concurrently will have lecture classes where they will develop an understanding of Science and Mathematical concepts for the appropriate stages of the cognitive development of young children. The emphasis will be placed upon how science and math can be integrated throughout the curriculum and become valued functional tools.

**GED 552 Teaching 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.

**GED 553 Childhood Literacy: Integrating Reading and Writing with Content (3)**

Guided by the NYS Standards, the purposes of this course are: to study reading and writing processes and how they are related, and to develop effective instructional strategies and programs that integrate and enhance children's reading and writing abilities in all areas of content.

**GED 554 Literature in Early Childhood (3)**

This course will provide pre-service teachers with greater knowledge of the literature for younger

children (Birth–8 years). It will build on GRED 581 and provide beginning teachers with further methodologies and strategies for the utilization of literacy in the different content areas of the curriculum. Prerequisite: GRED 581.

**GRED 555 Classroom Management/Leadership: Middle/Secondary School (3)**

This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Secondary Education students only.

**GRED 556 Reading in the Middle and 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, summer.

**GRED 557 Writing in the Middle and Secondary School (3)**

Explores the skills, strategies, and diverse text structures for writing across the disciplines. Application of teaching methods in the Secondary Education curriculum to support writing development of native English speakers and students who are English language learners. Includes practicum experience as needed to meet program requirements. Fall, summer.

**GRED 558 Literacy I: Methods–Childhood (3)**

This course is designed for the elementary pre-service teacher who will be responsible for teaching literacy in grades 1–6. It is assumed that persons enrolled in this course know little or nothing about the theories of reading and other literacy skills development. With this assumption in mind, this course will be geared to teaching pre-service teachers the “whys” and “hows” of teaching reading, writing, listening, and speaking to children. Offered summer, fall and spring.

**GRED 559 Literacy II: Methods–Childhood (3)**

This course is designed to help pre-service teachers understand and define the various components of a “balanced” literacy program for children in grades 1–6. Using quality children’s literature, pre-service teachers will be expected to design and implement balanced literacy instruction in a classroom setting. Pre-service teachers will also be expected to use various forms of assessment to measure the success of their instruction as well as individual progress in literacy development. Offered fall and spring.

**GRED 564 Practicum: Early Childhood Experience (3)**

The pre-service teacher will be provided supervised classroom experience at three different levels: Birth–4 years, Kindergarten, and 1 and 2 grades. Participation will involve working with all aspects of early childhood curriculum. Particular emphasis will be placed on the application of learning theory, curriculum development, assessment, and implementation.

**GRED 565 Elementary Mathematics: Content and Methods (3)**

Teaching mathematics effectively at the elementary level requires much more than the ability to “do” mathematics. The teacher must have a deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help elementary school teachers develop their own understanding of the mathematics, as well as explore strategies and models for teaching mathematics at the elementary level. A field experience is also required. Offered fall and spring.

**GRED 566 Elementary Science: Content and Methods (3)**

Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Includes observation/participation in elementary classroom. Offered fall and spring.

**GRED 567 Elementary Social Studies: Content and Methods (3)**

This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Appropriate field experiences are determined by the instructor. Offered summer, fall and spring.

**GRED 568 Teaching Mathematics in the Middle School (3)**

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

**GRED 569 Teaching Mathematics in the Secondary School (3)**

This course will introduce students to current research and issues related to teaching mathematics in grades 9–12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as an everyday citizen and to move successfully into programs that require the study of mathematics at the college level. Students in this course will become knowledgeable about the current NYS Learning Standards for Mathematics, Science and Technology and the NCTM Standards.

Students will concurrently take GRED 579. Offered fall.

**GRED 571 Science Education Instruction in Secondary School (3)**

This course begins with an introduction to the national science education teaching and assessment standards for junior high and high school. Topics include cooperative learning in the science classroom, student-centered learning environments, project-based teaching, and assessment of science knowledge and skills. Students will apply their knowledge to strategies of instruction as they teach the science unit that they develop in GRED 672. Prerequisite: GRED 672. Fall only. MST only.

**GRED 574 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 preservice teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Offered summer.

**GRED 576 Practicum I (3)**

This practicum is designed for the prospective teacher in pre-service training who is interested in teaching English in a country where English is not the primary language in grades K through 12. This practicum is to help the prospective teacher experience “teaching situations” which are believed to have four crucial features such as 1) teacher, 2) learner, 3) subject matter, 4) a social and physical context. MSED General Professional Education international students only. Offered fall.

**GRED 577 Early Childhood Development and Learning (3)**

This course provides an introduction and overview of current theories in early childhood development. It profiles the characteristics and needs of young children and focuses on developmentally appropriate practices in physical and motor, psychosocial, cognitive and language development for ages birth to eight. Strategies for learning assessment and evaluation also will be examined. Offered spring.

**GRED 578 Practicum in Middle School Mathematics (2)**

Students will observe, tutor and teach mathematics in a middle school (grades 5–6). Offered summer.

**GRED 579 Practicum in Secondary School Mathematics (2)**

Students will observe, tutor and teach mathematics in a secondary school (grades 9–12). Offered fall.

**GRED 581 Language, Literature and Emergent Literacy (3)**

The purpose of this course is to provide students with knowledge of language development and the process of emergent literacy. It will prepare pre-service teachers with an understanding of the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers. It will also develop knowledge of literature for younger children (Birth–8 years) as well as methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Offered summer (odd years), fall and spring.

**GED 582 Teaching Writing, Language and Communication, Grades 7-12 (3)**

This course extends study in GRED 550, Introduction to Teaching English Language Arts, Grades 7-12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts.) Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and non-print “texts” for teaching writing, language, and communication. MST students only. Prerequisite GRED 550 and GRED 588. Corequisite GRED 584. Spring only.

**GED 584 Teaching Literature & Literacy, Grades 7-12 (3)**

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

**GED 586 Practicum II (3)**

This practicum is designed to have students focus on making systematic observations that help to study and analyze the teaching-learning environment in a systematic and objective fashion. With systematic classroom observation, each student is required to produce an acceptable paper which describes and explains the standard skills for all teachers perceived in the classroom which are divided into five areas

such as: Classroom Environment, Preparation for Instruction, Interaction with Students, Management of the Learning Environment, and Professionalism. MSED General Professional Education international students only. Offered spring.

**GED 587 Leadership in Communities of Learners (3)**

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

**GED 588 Practicum 1: Teaching English Language Arts in Secondary School (2)**

Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7-12. Three consecutive days per week is allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Co-requisite: GRED 550. MST students only. Offered fall.

**GED 589 Practicum 2: Teaching English Language Arts in Secondary School (2)**

Students will observe, tutor, and teach in Secondary English Language Arts classrooms, grades 7-12. Three consecutive days per week is allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Co-requisites: GRED 582, GRED 584. Prerequisites: GRED 550, GRED 588. MST students only. Offered spring.

**GED 594 English Language Arts Practicum Seminar (3)**

This course will focus on reflective teaching practices through examination of students’ experiences in teaching and learning in the field-based practicum. The course will also include study and discussion of classroom management and behavior; professional roles and responsibilities; interdisciplinary/interdepartmental connections; teaching in diverse and inclusive classrooms; working with other members of the school community, including parents, administration, and the community; and, school reform and re-structuring. Prerequisites: GRED 550, GRED 582, GRED 584. Co-requisites: GRED 592. Offered fall.

**GED 595 Special Topics (1–6)**

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

**GED 600 Philosophical Foundations of Education (3)**

This course examines the contribution of leading educators from Ancient Greece to the present.

Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Offered summer, fall and spring.

**GED 603 Seminar: Teaching in the Secondary School (3)**

This course is designed to provide the student with an understanding of the principles, concepts and methods involved in teaching. The focus will be on the learning process, curriculum development, instructional strategies and materials, planning, grouping, classroom management, evaluation, and drug education. Offered summer and fall.

**GED 606 Advanced Secondary Social Studies Education (3)**

Examines curriculum and instruction in secondary school social studies. Attention is given to national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary social studies instruction are analyzed: inquiry, use of primary sources, structures of social science disciplines, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681/688. Prerequisite for BA/MST students: SECD 373/ GRED 688. Offered summer.

**GED 606E Advanced Economics Instruction (3)**

Examines curriculum and instruction in secondary school Economics. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary economic instruction are analyzed; Inquiry, use of primary sources, structures of the discipline of Economics, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681/GRED 688E; Permission of instructor. Summer only.

**GED 606G Advanced Secondary Geography Instruction (3)**

Examines curriculum and instruction in secondary school Geography. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary geography instruction are analyzed: inquiry, use of primary sources, structures of the discipline of geography, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681, GRED 688G. Permission of instructor. Summer only

**GED 606H Advanced Secondary History Instruction (3)**

Examines curriculum and instruction in secondary school History. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary history instruction are analyzed: inquiry, use of primary sources and documents, structures of the discipline of History, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681/GRED 688H. Permission of the instructor. Summer only.

**GED 606P Advanced Secondary Political Science/Government Instruction (3)**

Examines curriculum and instruction in secondary school Political Science/Government. Attention is given to international and national projects, recent developments at the state level, and selected locally

designed curricula. Selected aspects of secondary Political Science/Government instruction are analyzed: inquiry, use of primary sources and documents, structures of discipline of Political Science/Government, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681/GRED 688P; Permission of the instructor, Summer only.

**GRED 607 Foundations of Education – Birth–Grade 6 (3)**

This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education and a historical outline of the field. It prepares future teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as the goals of education, learning theories, and teaching and assessment strategies. Offered summer, fall and spring.

**GRED 608 Advanced Secondary Mathematics Education (3)**

Participants will become familiar with the most recent literature on teaching and mathematics; the organization and structure of professional organizations; the nature of research in mathematics education; goals, strategies, research and standards for the teaching of mathematics. Offered fall (odd years). GRED 609 Advanced Secondary English Education (3) The student reads in-depth and applies in practical ways materials related to the teaching of the nature of language, literature, and oral and written discourse. The student writes an extended and complete program of instruction (either a unit of instruction or a self-instructional program) suitable for a given level of secondary students. Offered summer.

**GRED 610 Advanced Secondary Science Education (3)**

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

**GRED 611 Foundations of Modern Education – Birth–Grade 2 (3)**

This course explores historical and philosophical development in early childhood and the philosophy of various early and contemporary early childhood leaders. Various early childhood programs will be researched, discussed and compared. During the semester, each student will be required to develop a personal philosophy of education. It prepares teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as learning theories as well as teaching and assessment strategies.

**GRED 613 Teaching Internship, Grades 1-3 (6)**

This course provides the student teacher with a time and place where the theory of coursework at the College can be put into the actual practice of teaching. The course is designed to focus the student teacher's attention on the complete range of teacher functions and responsibilities found within a real school setting, including immersion in curriculum and long range planning, such as units. The intern-

ship provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. (MST elementary students only: Co-requisites: GRED 676 and GRED 696.)

**GRED 616 Curriculum and Evaluation (3)**

Examination of basic elementary curriculum and evaluation concepts, principles and practices, including funded knowledge and conventional wisdom, aims and objectives; the cognitive, affective and psychomotor taxonomies; curriculum design, standardized and informal assessment. Special attention will be given to N.Y.S. requirements with respect to curriculum design and evaluation. Each educational professional's area of content will be studied and applied for the development of appropriate curriculum and evaluation. Offered summer and fall.

**GRED 618 Curriculum and Evaluation in Middle and Secondary Schools (3)**

Curriculum and evaluation concepts, principles, and practices in middle school and secondary school, including funded knowledge and conventional wisdom, aims and objectives, the cognitive, affective, and psycho-motor taxonomies; interrelationships among curriculum development, instructional design, and evaluation; models and methods of assessment and evaluation.

**GRED 623 Reflection and Inquiry in Teaching Secondary English Language Arts (3)**

This course will encourage participants to think about and reflect on the design and implementation of instruction that is appropriate to the schools, students and communities in which they will work. It will help participants develop and reflect on essential questions that arise in the teaching of secondary English in order to create lessons, units and activities that will help answer those essential questions while incorporating district, state and national standards (NCTE, INTASC, NCATE) and the SUNY Potsdam Teacher Education Curriculum Framework. Prerequisite: GRED 660.

**GRED 626 Zebra Stripes and Learning Types (3)**

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

**GRED 634 Philosophical Foundations of Curriculum & Instruction (3)**

This course is designed to provide students with an overview of the philosophical basis of education. It examines the contribution of leading educators from Ancient Greece to the present with an emphasis on modern educational philosophy. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Offered every semester.

**GRED 635 Educational Research in Curriculum & Instruction (3)**

This course is designed to meet the needs of Educational Professionals. The fundamentals of research design, data analysis, and evaluation are studied. Teachers become informed consumers of educational research and learn to conduct research in a number of environments including their own classrooms. Offered every semester

**GRED 646 Assessment, Evaluation and Reporting Progress of Young Children with Disabilities (3)**

Teachers of young children need a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective. This understanding will enable early childhood educators of children with disabilities to develop, implement, and evaluate effective instructional programs to enhance the development of competence in infants and young children with disabilities. The course will provide the teacher with the knowledge to plan assessments for the purposes of identification and diagnosis, program planning, and program evaluation for infants and young children with disabilities. A pre-requisite to this course is successful completion of GRED 521 and GRED 648. Offered fall.

**GRED 660 Educational Research (3)**

This is a basic course designed to provide the graduate student of education with the knowledge and analytical skills needed to: 1) understand and critically evaluate reports of research; 2) ask and attempt to answer questions in ways that are likely to increase the accuracy and validity of one's answers. Offered summer, fall and spring.

**GRED 661 Readings in Social Studies Education (3)**

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

**GRED 664 Practicum in Childhood Education (3)**

The future childhood teacher will be provided supervised classroom experience. This practicum (at least 100 hours in the field) will involve working with all aspects of childhood curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment and implementation. Offered fall and spring.

**GRED 665 Language and Culture (3)**

This course is designed for the prospective teacher in pre-service training who is interested in teaching English to students in a country where the primary language is not English in grades K through 12. The course is geared to teaching language in cultural context with a focus on "Proficiency-Oriented Instruction". MSED General Professional Education international students only. Offered spring.

**GRED 667 Topics and Research in Mathematics Education (3)**

Designed as a capstone course, for the secondary mathematics education masters degree programs, this course will allow students to review the research on a current issue related to secondary mathematics.

They will develop and present a research proposal. Students will also finalize their teaching portfolio as part of this course. Offered summer.

**GED 668 Professional Portfolio Development (1)**

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

**GED 669 Professional Development Performance Portfolio (3)**

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

**GED 670 Culminating Experience (Project) (Maximum of 3)**

The project may be an electronic or paper portfolio; a thesis; an empirical or library research project; a historical or philosophical study; a descriptive analysis; a curriculum design; a slide presentation; a module cluster; or something else of particular use to the student. The project must be related to and draw from the student's graduate program. Prerequisite: Full Admission in an MSED or MST degree program. (Graded S\*/U\* only.)

**GED 671 Developing a Professional Teaching Portfolio (3)**

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

**GED 672 Science Curricula, Programs and Standards (3)**

This course is designed to introduce future teachers to school science curricula and programs in grades 7–12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and

NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Offered fall.

**GED 673 Secondary Science Field Work (3)**

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

**GED 675 Secondary Science Teaching Research (3)**

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

**GED 676 Student Teaching Seminar: Policies and Practice in American Education (2)**

The course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Students will critically examine various perspectives of a topic through reading and research. Co-requisites: MST Elementary: GED 613 and GED 696; MST Secondary: GED 692 or GED 694 and GED 697.

**GED 677 Development and Learning in Adolescence (3)**

This course is designed to provide classroom teachers with a sufficient understanding of the principles and theories of both learning and human development to be better able to plan and carry out instruction. MST Adolescence only. Offered summer.

**GED 679 Student Teaching Seminar: Issues and Ideas in Early Childhood Education (1–2)**

This course will provide a forum for discussion of the broad range of contemporary educational and

professional issues in Early Childhood Education. Each seminar will have a portion of time set aside to examine a specific topic for discussion and research. A portion of each seminar will also consist of dialogue related to field assignments

**GED 680 Secondary Science Culminating Experience Portfolio (3)**

Students will create a portfolio of work and experiences demonstrating their competency for teaching Secondary Science in accord with the National Science Teachers Association Standards. They will critically evaluate their portfolio as it is constructed and reflect upon ways to further enhance preparedness for teaching.

**GED 681 Social Studies Curriculum in Middle/Secondary School (3)**

Introduction to the social studies curriculums of middle and secondary schools. Defines and analyzes the processes and products of funded knowledge and conventional wisdom, curriculum development, curriculum, instructional planning, instructional plan, instruction, and evaluation, as they are used in social studies. Also examines the interrelationships of these eight. Emphasizes concepts, their definitions, their uses, and their roles in social studies. Examines the substantive and syntactical contributions to social studies of the disciplines of anthropology, economics, geography, history, sociology, and political science. Studies definitions of citizenship; the roles of controversial issues in social studies; and the changing definitions of social studies. Offered summer.

**GED 682 Research in Social Studies Education (3)**

Review of selected research in middle and secondary school social studies education. Prerequisite: GED 681, 688, and 606. Offered fall.

**GED 684 Secondary Social Studies Content Portfolio (1)**

In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Fall only.

**GED 685 Secondary Science Teaching Research II (3)**

Continuation of research begun in GED 675 Secondary Science Teaching Research. Students will study current issues and trends in science education research, and relate those to local school issues. Students will design and defend a research proposal linking their study of national issues and trends with observations in local schools.

**GED 687 Action Research (3)**

With approval from the instructor, an action research topic will be selected by the student that is directly related to his/her content area and classroom setting. This is a field-based course so students will be conducting action research in their own schools and classrooms. A written paper and oral defense will be required for all students. A copy of the action research paper will be maintained in the School of Education and Professional Studies. Offered fall, spring, and summer.

**GED 688 Social Studies Instruction in Middle/Secondary School (3)**

Introduction to methods and materials of instruc-

tion and evaluation in social studies in the middle and secondary schools. Analyses and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: full admission into the MST or BA/MST Program (including all required undergraduate courses). For MST students only – GRED 681. For BA/MST students only – SECD 373. Co-requisite: GRED 689. Offered fall.

**GRED 688E Economics Instruction in Middle/Secondary Schools (3)**

Introduction to methods and materials of instruction and evaluation in Economics in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lesson plans designed to teach standards based Economics; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

**GRED 688G Geography Instruction in Middle/Secondary Schools (3)**

Introduction to methods and materials of instruction and evaluation in Geography in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lesson plans designed to teach standards based geographic literacy; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

**GRED 688H History Instruction in Middle/Secondary Schools (3)**

Introduction to methods and materials of instruction and evaluation in History in the middle and secondary schools. Analyses and practice in the development of integrated, inquiry and issues based lesson plans designed to teach standards based historical literacy; the designing of goals and objectives; the specific levels of the cognitive and affective domains, and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

**GRED 688P Political Science/Government Instruction in Middle/Secondary Schools (3)**

Introduction to methods and materials of instruction and evaluation in Political Science and Government in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lessons designed to teach standards based Political Science and Government; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program (including all required undergraduate courses). For MST

students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

**GRED 689 Practicum in Middle/Secondary School Social Studies Instruction (3)**

Students will observe and instruct social studies in the middle and secondary school. Prerequisites: permission of the instructor. Co-requisite: GRED 688. Offered fall.

**GRED 690 Special Social Studies Education Content Topic (3)**

Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional, and evaluation considerations for middle and secondary school learning/teaching in social studies. Field trips may be required. Prerequisite for MST students: GRED 681, GRED 688. Summer only.

**GRED 691 Student Teaching in Early Childhood Education (6–12)**

This course provides the future early childhood teacher with a time and place where theory of coursework at the College can be put into the actual practice of teaching. Experience will include three different placements in the following: Birth–4 years, Kindergarten, and grades 1 and 2. This course is designed to focus the future early childhood teacher's attention on the complete range of teacher functions and responsibilities found in authentic early childhood settings.

**GRED 692 Student Teaching: Jr. High 7–9 (6)**

This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7–9 experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. MST only. Co-requisites: GRED 676, GRED 697.

**GRED 693 Supervised Clinical Experience/Student Teaching, Grades 10–12 (6)**

Students will be assigned to a Grades 10–12 experience in a public school setting over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and evaluating pupil performance. MST only. Co-requisites: GRED 692 and GRED 676. GRED 694 Student Teaching in the Middle/Junior High School (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7 and/or 8, under the guidance of a sponsor teacher and a college supervisor. For MST & BA/MST secondary students only. Co-requisites: GRED 676 and GRED 697.

**GRED 695 Special Topics (1–6)**

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

**GRED 696 Student Teaching: Childhood Education 1–6 (6)**

This course provides the student with the initial opportunity to student teach in the public school setting. Students are assigned to an elementary classroom in which the induction process leads to full teaching responsibilities under the direction and supervision of a sponsor teacher and college supervisor. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. For MST students only. Co-requisites: GRED 613 and GRED 678.

**GRED 697 Student Teaching Sr. High 10–12 (6)**

This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. For MST and BA/MST students only. Co-requisites: GRED 692 or GRED 694 and GRED 676.

**GRED 699 Thesis Research (3)**

The thesis topic is selected by the student according to his or her interest, with the approval of his or her graduate adviser and thesis committee. An oral defense of the thesis is required. The original typescript of the final document, presented in standard thesis format, becomes part of the holdings of the School of Education and Professional Studies. Offered summer, fall and spring.

*Community Health Courses (HLTH)*

**HLTH 230 School Health (CA, SAVE) (2)**

This class provides an overview of the National Health Education Standards in order to assist Teacher Education students in achieving Health Literacy. Included in the course is information related to child abuse identification, reporting, and prevention. Additionally, course material will address issues regarding education to prevent school violence. The course will focus on health risk behaviors of the children as identified by the Federal Centers for Disease Control and Prevention, and on ways that teachers may help their students become critical thinkers, responsible and productive learners, and effective communicators, as these characteristics relate to the health of Americans in the 21st century.

*Information and Communication Technology Courses (IT)*

**IT 502 Organizational Development (3)**

The purpose of this course is to look at the principles and the nature of the organizational development field, and dominant methods, models and perspectives taken to conduct this work. Offered fall.

**IT 505 Organizational Communications (3)**

This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination. Offered fall.



**IT 506 Small Group Communication (3)**

The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Offered fall (odd years).

**IT 514 Computer Applications/Content Area Teaching (3)**

This course presents an introduction to computer applications used to support instruction in an instructional setting. Students gain experience with software suites, using the internet and electronic communications, and various other software applications. The emphasis in this course is on conveying teaching strategies for use when applying computers to instruction, as well as using technology to support current learning standards. This is an introductory course for secondary education students. Offered fall and spring.

**IT 515 Managing Innovation (3)**

This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

**IT 518 Computers in Education (3)**

This course presents an introduction to varied microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, data base, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary classrooms. No previous computer experience is required. This is an introductory course for elementary education students. Offered summer, fall and spring.

**IT 529 Computer Applications/Performance Improvement (3)**

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

**IT 544 Desktop Publishing (3)**

The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory course.

**IT 545 Preparing and Delivering Professional Presentations (3)**

The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered.

**IT 546 Preparing Performance Support Materials (3)**

This course provides a comprehensive overview of the computer-based preparation of instructional ma-

terials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and web pages.

Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project.

**IT 549 Web Page Development (3)**

The course is intended to provide students with experience in web page design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create web sites. Students will work with a variety of media, such as audio, video, text, and graphics to exploit the personal computer's ability to present information through the Internet. Introductory course.

**IT 601 Staff Development (3)**

This course examines ideas and models and programs related to the training, motivation, career paths, and professional growth of skilled staff.

**IT 605 Network Architecture (3)**

This course will examine telecommunications fundamentals including data, voice, image, and video and the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) will be examined. Regulatory and technical environments also will be reviewed. Offered spring.

**IT 607 Principles of Leadership (3)**

This course reviews issues and themes in the exercise of influence, power and authority by individuals within small and large groups and among groups in the context of an organization. Offered fall.

**IT 610 Change Processes (3)**

This course looks at models of change process, diffusion and implementation strategies and the skills needed to create and implement new ideas and technologies. Offered spring.

**IT 614 Technology in Education (3)**

This course is a survey of various technologies, both computer based and non-computer based, for use in instructional settings. Topics covered include sound capture and editing, video capture editing, computer graphics, applied learning theories, and various other technologies. Students will receive hands-on instruction in each area, and will create a project in each of these areas which reflect a theory of learning. Intermediate level - not an introductory level course.

**IT 615 Critical Issues with Technology Utilization (3)**

This course is intended to examine sociological and philosophical problems with the implementation of technological innovations in performance improvement settings. Topical areas will include implications of the use of selected learning theories, systematic processes, evaluation techniques and theories. Prereq: It 635 plus three other IT courses. Advanced level. Offered fall.

**IT 621 Authoring and Scripting for Multimedia (3)**

The goal of this course is to help students acquire a working knowledge of the Macromedia Flash authoring environment. Emphasis will be placed on

understanding the problem solving skills associated with production relating to business and/or educational products reflecting a client's needs. Intermediate level - not an introductory level course. Prerequisite: Permission of ICT Dept. Offered fall.

**IT 622 Computer Programming for Performance Support (3)**

This course will introduce students to the creation and modification of computer programs written in a selected computer programming language. Students will learn fundamental commands and syntax rules of a programming language and apply them to the development of a variety of applications. No previous programming experience is required. Intermediate level - not an introductory course. Prerequisite: Permission of ICT Dept.

**IT 623 Programming and Authoring for the Internet (3)**

The course will cover advanced web page development through the use of html and a variety of programming and authoring tools including JavaScript, and XML. Emphasis will be placed on the effective use of these tools to create interactive web pages. Offered summer.

**IT 624 Visual Basic Programming (3)**

This course will examine structured programming through a visual programming environment. Focus will be given to the use of Visual Basic in the development of a productivity application. Emphasis will be placed on the nature of object-oriented programming, structured procedures and the use of programming libraries.

**IT 625 History and Philosophy of Technology Utilization (3)**

This course is designed to help graduate students understand the rationale and development of the instructional technology movement in the United States during the last century. The implications for teaching and learning from various educational philosophies and theories will be analyzed and investigated as they relate to current practices in performance technology. Prerequisite: IT 635 plus three other IT courses. Offered spring.

**IT 635 Research & Theory on Communication and Performance Technology (3)**

This course explores current research and theory in the field of performance technology. Topics covered will be concerned with development and design theory, practices and procedures, including content structure, course organization, course sequence, and instructional strategies. It will include locating and interpreting information from published reports and using research to explore questions related to performance technology. Offered fall.

**IT 637 Computer Training (3)**

The purpose of this course is to prepare IT students to train adult learners in the use of a variety of computer programs and applications.

**IT 639 Network Management (3)**

The course is intended to provide graduate students in technology programs with a conceptual background and initial experience in computer network installation and management. The course will emphasize the nature and structure of both local area networks and wide area networks involving a variety of computer platforms and operating systems. Students will develop an understanding of how to work with networking hardware and software, and to plan, select, install, manage, and

maintain computer-based telecommunications networks including configuring and customizing the operating systems of computers and computer networks in various settings. Intermediate level - not an introductory level course. Offered fall.

**IT 644 Advanced Desktop Publishing (3)**

This course is based on using concepts from visual literacy and information design in print media. Typography, standards for digital publishing, the internet's impact on print and other topics will be covered. The class is project based, and class time will be divided between project development and discussion. Advanced level. Prerequisite: Permission of the ICT Dept. Offered fall.

**IT 648 Principles of Performance Technology (3)**

The purpose of the seminar is to develop an understanding of new ways of doing business by encouraging professionals to approach their work with broader, multi-disciplinary perspectives. Students will be exposed to work in performance analysis, information support, knowledge management, appraisal and other important themes and interventions. Offered fall.

**IT 649 Advanced Web Page Development (3)**

The course is intended to provide students with practical experience in web page design and development. The course will emphasize the understanding of the extensible hypertext markup language, CSS and WYSIWYG editors, to create web sites. Students will manipulate graphics to achieve professional level results to exploit the personal computer's ability to present information through the internet. Advanced level. Offered spring.

**IT 650 Seminar in Performance and Communication Technology (3)**

Seminar addressing topics and issues meeting the special needs of school systems, groups of teachers, or others interested in the study and application of technology for performance improvement.

**IT 651 Systematic Design For Performance Improvement (3)**

This is a course for educators interested in designing performance improvement systems, from classroom/lecture to individualized instruction. Students will explore the various components of the instructional design process including content analysis, sequencing, goal analysis and instructional strategies as they develop instructional sequences. Prerequisite: IT 635 recommended. Offered spring.

**IT 652 Computer Graphics (3)**

Students will produce computer graphics and integrate them into various computer applications. Topics include producing graphics, storyboarding, animation, resolution, commercial graphics, and integration of graphics into print and the world wide web. Intermediate level - not an introductory course. Prerequisite: Permission of ICT Department. Offered fall.

**IT 653 Instructional Planning & Development Process (3)**

This course involves students in practical training in instructional planning and development. Emphasis will be placed on understanding the relationship between planning and development theory and practice. The course will provide an opportunity for students to examine the planning process in the context of instructional environments.

**IT 654 Program Evaluation (3)**

This course involves students in practical training

in program evaluation. Topics will include audience identification, evaluation design, question formulation, data gathering, analysis, reporting and meta-evaluation. Prerequisite: IT 635 recommended.

**IT 655 Video Design & Production (3)**

This course involves students in practical training in the use of video equipment for instructional applications. Students will study the theoretical rationale behind video design and utilization, as well as receive hands-on instruction in the use of video equipment. Offered summer.

**IT 656 Multimedia Production (3)**

This course involves students in practical training in multimedia production. An emphasis is placed on the integration of a variety of delivery systems in the production of instructional products. Students will examine the use of a variety of media, including audio, video, text, and graphics to produce instructional multimedia products. Prerequisite: one technology course with approval of adviser; also recommended: IT 621 or IT 652. Advanced level. Offered spring.

**IT 657 Practicum in Technology (3)**

This course provides students in the ICT program an opportunity to synthesize technology knowledge and skills. Each student works in a selected field setting to improve the use of technology. Working from an approved plan of action, the student works with field staff, maintains a log of activities and accomplishments, and submits a final report. Prerequisite: permission of instructor and at least 5 IT courses.

**IT 658 Needs Assessment (3)**

This course will provide students with a look at the ideas and practices that should take place when decisions are first being made about instructional or program development. Students will focus on how they can use these concepts and skills in different work applications, from developing classes and preparing to implement State standards to analyzing organizations and institutions. In addition to presenting ideas and skills this course will provide an opportunity to analyze and practice them. Prerequisite: IT 654. Offered spring.

**IT 659 Technology Product Development (3)**

The purpose of this course is to provide students with the opportunity to apply the skills and knowledge that they have acquired from other courses in the instructional technology program into one complete project. Working from an approved plan, students will produce an electronic web portfolio in Task Stream as well as a customized presentation portfolio created outside Task Stream. Class meetings will provide students the opportunity to share work in progress and elicit and provide feedback from their colleagues and the instructor. Taken in final semester of coursework.

**IT 661 Advanced Systematic Design (3)**

This course will assist educators in applying Instructional Design Principles to curriculum, units and lessons. The focus throughout the course will be on practical applications of Instructional Design in K-12 settings.

**IT 666 Simulations and Games (3)**

This course is a seminar in simulations and games. The purpose of this course is for the students to acquire an understanding of the historical development of simulations and games and how they can (and have been) used. Students will apply their

knowledge in creating a simulation or game, as well as developing and carrying out a research study on an appropriate topic. Along with the course projects, students will be expected to discuss assigned readings.

**IT 667 Internship (3)**

This course emphasizes strategies for managing technology infrastructure, supporting training development and managing knowledge dissemination within organizations. In addition to regular class meetings, field work will be required. Prerequisite: At least 5 IT courses.

**IT 668 Distance Education (3)**

This course will introduce students to the history, research, practice and potential of distance education. Current controversies and problems such as increasing drop-out rates, questions of course ownership, and lack of interaction will be discussed and solutions proposed in a hands-on manner making use of online computer conferencing. Offered spring (even years).

**IT 669 Project Development (3)**

The purpose of this course is to provide students with the opportunity to apply the skills and knowledge that they have acquired from other courses in the instructional technology program into one complete project. Working from an approved plan, students will produce a project specific to their needs. Class meetings will provide students the opportunity to share work in progress and elicit and provide feedback from their colleagues and the instructor. Taken in final semester of coursework.

*Special Education Courses (SPED)*

**SPED 505 Introduction to Special Education (3)**

Provides an overview of the educational, psychological and social needs of learners with disabilities and gifted/talented students; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with a variety of special learning needs; this course may be applied to the prerequisite course requirement in the MSSED Special Education program. Offered 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/Master of Science in Teaching degree programs.

**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. Offered 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 qualita-

tive 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. Offered spring.

#### **SPED 609 Field Experience I (1)**

This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies will be conducted. A philosophy of service to students with disabilities will be developed. Offered fall.

#### **SPED 612 Technology in Special Education (3)**

This is a survey of the varied applications of recent technology, focusing on 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. Offered 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. Offered fall and 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. Offered fall.

#### **SPED 642 Communication and Early Literacy in Young Children with Disabilities (3)**

This course considers communication and emergent literacy skills in children (birth to Grade 2) from a developmental perspective; addresses the role of parents as the child's first language teachers; develops skills for diagnosing and remediating delays in language acquisition in young children with a variety of disabilities. Offered spring.

#### **SPED 646 Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3)**

Discusses selection, development and implementation of appropriate teaching strategies for use with elementary students 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 ongoing 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, SPED 637. Offered spring.

#### **SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3)**

Discusses selection, development and implementation of appropriate teaching strategies for use with secondary students 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 ongoing evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Program; discusses 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, SPED 637. Offered spring.

#### **SPED 648 Strategies for Early Childhood Special Education (3)**

Identifies the learning and behavioral needs of pre-school children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multidisciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601, SPED 637. Offered 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, SPED 637. Offered 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, SPED 637. Offered summer and fall.

#### **SPED 669 Practicum (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. Offered summer, fall and spring.

#### **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. Offered 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.

The State University of New York at Potsdam is authorized by the Board of Regents of the University of The State of New York to award the Bachelor of Arts, the Bachelor of Music, the Bachelor of Science, the Bachelor of Fine Arts, the Master of Arts, the Master of Music, the Master of Science in Education and the Master of Science in Teaching degrees.

The information in this publication is accurate as of May 2009. Names of instructors for courses, and days and times of class sessions are given in the Class Schedule, available to students during Registration and on the college website. All applicants are reminded that SUNY Potsdam is subject to the policies promulgated by the Board of Trustees of the State University of New York. Fees and charges are set forth in accordance with such policies and may change in response to alterations in policy or actions of the legislature, during the period covered by this publication.

Course content and regulations are under constant review and revision. The State University of New York and SUNY Potsdam reserve the right to make changes in any program, provision, regulation, or requirement set forth herein without notice, as well as the right to withdraw or amend the contents of any listed courses as may be required or desirable. All students are governed by the information on programs, organizational structures, rules and regulations herein published or as subsequently revised. Notwithstanding anything contained in this publication, SUNY Potsdam expressly reserves the right, whenever it deems advisable, 1) to change or modify its schedule of tuition or fees; 2) to withdraw, cancel, reschedule or modify any course, program of study, degree or requirements or policy in connection with the foregoing, and; 3) to modify or revise any academic or other policy. Please be advised that, due to printing deadlines, information contained in this publication may be outdated. It is the responsibility of each student to ascertain current information that pertains to individual academic programs, particularly with regard to satisfaction of degree requirements, through frequent consultation with the student's advisers and major department as well as other appropriate College offices. In preparing this publication, every effort has been made to provide accurate and current information; however, SUNY Potsdam assumes no liability for catalog errors or omissions.

## Accreditation

The State University of New York at Potsdam is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The School of Education and Professional Studies at SUNY Potsdam is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

The Crane School of Music is an accredited institutional member of the National Association of Schools of Music (NASM).

The following graduate education programs have received National Recognition by their respective specialized professional associations:

ACEI	MST Childhood Education
NCTE	MST Adolescence Education: English
NCTM	MST Adolescence Education: Mathematics
NSTA	MST Adolescence Education: Science
NCSS	MST Adolescence Education: Social Studies
IRA	MSED Literacy Specialist
CEC	MSED Special Education
AECT	MSED Educational Technology Specialist

The part-time MST Childhood Instruction program offered in Ottawa by the Department of Curriculum and Instruction is accredited by the Ontario College of Teachers and approved by the Ontario Ministry of Training, Colleges, and Universities.

## Affirmative Action/ Nondiscrimination Policy

The State University of New York at Potsdam has an affirmative action/equal opportunity policy that actively seeks a diverse faculty, staff and student body. Whether considering candidates for admission, financial aid, employment, or managing its policies and College-administered programs, Potsdam does not discriminate on the basis of race, sex, age, national origin, religion, marital status, disability, sexual orientation or veteran status. This policy is in accord with Title IX of the Education Amendments of 1972, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; and related administrative regulations and executive orders. Inquiries concerning the application of Title IX, Sections 503 and 504, and other nondiscrimination laws may be referred to the Affirmative Action Officer at (315) 267-3372, who is assigned the administrative responsibility for reviewing such matters.



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