2015 · 2017

SUNY Potsdam Graduate Catalog

CENTER FOR GRADUATE STUDIES

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THE CENTER FOR GRADUATE STUDIES 1816

Potsdam

THE STATE UNIVERSITY OF NEW YORK

The State University of New York at Potsdam is accredited by the Middle States Commission on Higher Education. Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Crane School of Music is accredited by 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
ISTE	MSED Educational Technology Specialist

The College is authorized to award the Bachelor of Arts, the Bachelor of Fine Arts, the Bachelor of Music, the Bachelor of Science, the Master of Arts, the Master of Music, the Master of Science, the Master of Science in Education and the Master of Science for Teachers degrees – as established by the Board of Regents of the University of The State of New York.

The information in this publication is accurate as of April 30, 2015. Names of instructors for courses, and days and times of class sessions are given in the class schedule, available online. 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. The College reserves the right to change its policies without notice.

NOTICE: The provisions of this bulletin are not to be regarded as a contract between any student and the College. Course content and regulations are under constant review and revision. The College reserves the right to change any program, provision, regulation, or requirement set forth herein; and the right to withdraw or amend the contents of any listed courses as may be required or desirable.

NONDISCRIMINATION NOTICE/POLICY: Pursuant to the State University of New York policy, SUNY Potsdam is committed to fostering a diverse community of outstanding faculty, staff, and students, as well as ensuring equal educational opportunity, employment, and access to services, programs, and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction. Employees, students, applicants, or other members of the campus community (including, but not limited to, vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely or retaliated against based upon a protected characteristic.

The University's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

Inquiries regarding the application of Title IX and other laws, regulations, and policies prohibiting discrimination may be directed to Title IX Coordinator & Affirmative Action Officer Stacey Basford at (315) 267-2516 / basforsl@potsdam.edu. Inquiries may also be directed to the United States Department of Education's Office of Civil Rights, 32 Old Slip 26th Floor, New York, NY 10005-2500; Tel. (646) 428-3800; email OCR.NewYork@ed.gov.

DISCLAIMER: The State University of New York and SUNY Potsdam reserve the right to revise the existing rules and regulations, academic programs and organizational structures within their respective jurisdiction. A student is expected to be governed by the information on programs, organizational structures, rules and regulations herein published or subsequently revised.

Notwithstanding anything contained in this catalog, 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 catalog 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 reference to the Schedule of Classes and by consultation with the student's adviser and major department as well as other appropriate College offices. In preparing this catalog, every effort has been made to provide accurate and current information; however, SUNY Potsdam assumes no liability for catalog errors or omissions.

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Graduate Programs

SUNY Potsdam offers courses and programs in the traditional liberal arts disciplines in the humanities, science, fine arts and performing arts, as well as teacher education, music and professional programs. The College also focuses on the student's need for the best possible preparation for specific professional and vocational goals.

SUNY Potsdam's graduate programs seek to encourage academic achievement and to provide each student with a sense of personal and social responsibility. SUNY Potsdam grants graduate degrees at the master's level with programs in mathematics, English, music, technology, community health and education.

School of Arts and Sciences

Master of Arts (MA)

English and Communication 29
Mathematics 30

The Crane School of Music

Master of Music (MM)

Performance 32
Music Education 33

School of Education and Professional Studies

Master of Science in Education (MSEd)*

Curriculum and Instruction 36
Educational Technology Specialist 38
Literacy 39
  Literacy Specialist Program 39
  Literacy Educator Program 40
Special Education 41

* *The MSED programs are primarily geared for candidates who already hold a teaching credential. For these candidates, the completion of an MSED program will assist with completing the academic requirements needed for New York State Professional certification. Some MSED programs will allow candidates to earn certification in an additional area (Educational Technology Specialist, Literacy Specialist, Special Education). Candidates seeking to earn a master's degree not linked to teacher certification may pursue the Educational Technology Specialist, Curriculum and Instruction or the Information and Communication Technology programs.*

Advanced Certificate

Inclusive and Special Education 42

Master of Science for Teachers (MST)*

Childhood Education (Grades 1–6) 43
Adolescence Education (Grades 7–12)
  English 44
  Mathematics (with Grades 5–6 extension) 45
  Science (biology, chemistry, earth science or physics) 47
  Social Studies (with Grades 5–6 extension) 48

** *The MST programs prepare candidates holding a baccalaureate degree in an academic area other than education to become certified to teach.*

Master of Science (MS)

Community Health 49
Organizational Performance & Technology 51
Concentrations in:
  Organizational Performance, Leadership & Technology 51
  Organizational Leadership 51

Academic Calendar*

Summer Session 2015

Session 1 .....Thurs., May 21-Thurs., June 25
(no class Memorial Day)
Session 1A.....Thurs., May 21-Mon., June 8
(no class Memorial Day)
Session 1B.....Wed., June 10-Thurs., June 25
Session 2.....Mon., July 6-Fri., Aug. 7
Session 2A .....Mon., July 6-Tues., July 21
Session 2B .....Thurs., July 23-Fri., Aug. 7

Fall Semester 2015

New Students Move In.....Fri., Aug 28
Welcome Week Activities .....Sat., Aug. 29-Fri., Sept. 4
Returning Students Move In ...Sat. & Sun., Aug. 29 & 30
Classes Begin .....Mon., Aug 31
Last Day to Add/Drop .....Fri., Sept 4
Early Alerts Due .....Fri., October 9
Fall Recess Begins .....Fri., October 9 (10 p.m.)
Classes Resume.....Wed., October 14 (8 a.m.)
Last Day to Withdraw .....Fri., Nov 6
Last Day to Elect S/U.....Fri., Nov 6
Thanksgiving Recess Begins .....Tues., Nov 24 (10 p.m.)
Classes Resume.....Mon., Nov 30 (8 a.m.)
Last Day of Classes.....Fri., Dec 11
Academic Preparation.....Sat. & Sun., Dec. 12 & 13
Final Examinations.....Mon.-Fri., Dec. 14-18
Final Grades Due .....Tues., Dec 22 (10 a.m.)

Wintertim 2016 (tentative)

Online Session .....Mon., Dec. 28-Thurs., Jan. 14
Campus Session .....Mon., Jan. 4-Thurs., Jan. 15

Spring Semester 2016

Students Move In .....Sat. & Sun., Jan. 23 & 24
Classes Begin .....Mon., Jan 25
Last Day to Add/Drop .....Fri., Jan 29
Early Alerts Due .....Fri., March 4
Spring Recess Begins .....Fri., March 4 (10 p.m.)
Classes Resume.....Fri., March 14 (8 a.m.)
Last Day to Withdraw .....Fri., April 8
Last Day to Elect S/U.....Fri., April 8
April Recess Begins.....Fri., April 8 (10 p.m.)
Classes Resume.....Wed., April 13 (8 a.m.)
Last Day of Classes.....Fri., May 13
Academic Preparation.....Sat. & Sun., May 14 & 15
Final Examinations.....Mon.-Fri., May 16-20
Master's Commencement .....Sat., May 21
Final Grades Due .....Wed., May 25 (10 a.m.)

Summer Session 2016 (tentative)

Session 1 .....Thurs., May 26-Thurs., June 30
(no class Memorial Day)
Session 1A.....Thurs., May 26-Mon., June 13
(no class Memorial Day)
Session 1B.....Wed., June 15-Thurs., June 30
Session 2.....Mon., July 11-Fri., Aug. 12
Session 2A .....Mon., July 11-Tues., July 26
Session 2B .....Thurs., July 28-Fri., Aug. 12

Fall Semester 2016

New Students Move In…….....Fri, Aug 26
Welcome Week Activities…….Sat., Aug 27 - Fri., Sept 2
Returning Students Move In…Sat. - Sun., Aug 27 - 28
Classes Begin……Mon, Aug 29
Last Day to Add/Drop……Fri, Sept 2
Early Alerts Due……...Fri, Oct 7
Fall Recess Begins……Fri, Oct 7 (10 p.m.)
Classes Resume……Wed, October 12 (8 a.m.)
Last Day to Withdraw……Fri, Nov 4
Last Day to Elect S/U……..Fri, Nov 4
Thanksgiving Recess Begins.….Tue, Nov 22 (10 p.m.)
Classes Resume……Mon, Nov 28 (8 a.m.)
Last Day of Classes……Fri, Dec 9
Academic Preparation……Sat. - Sun., Dec 10 - 11
Final Examinations……Mon. - Fri., Dec 12 - 16
Final Grades Due……..…Tue, Dec 20 (10 a.m.)

Wintertim 2017 (tentative)

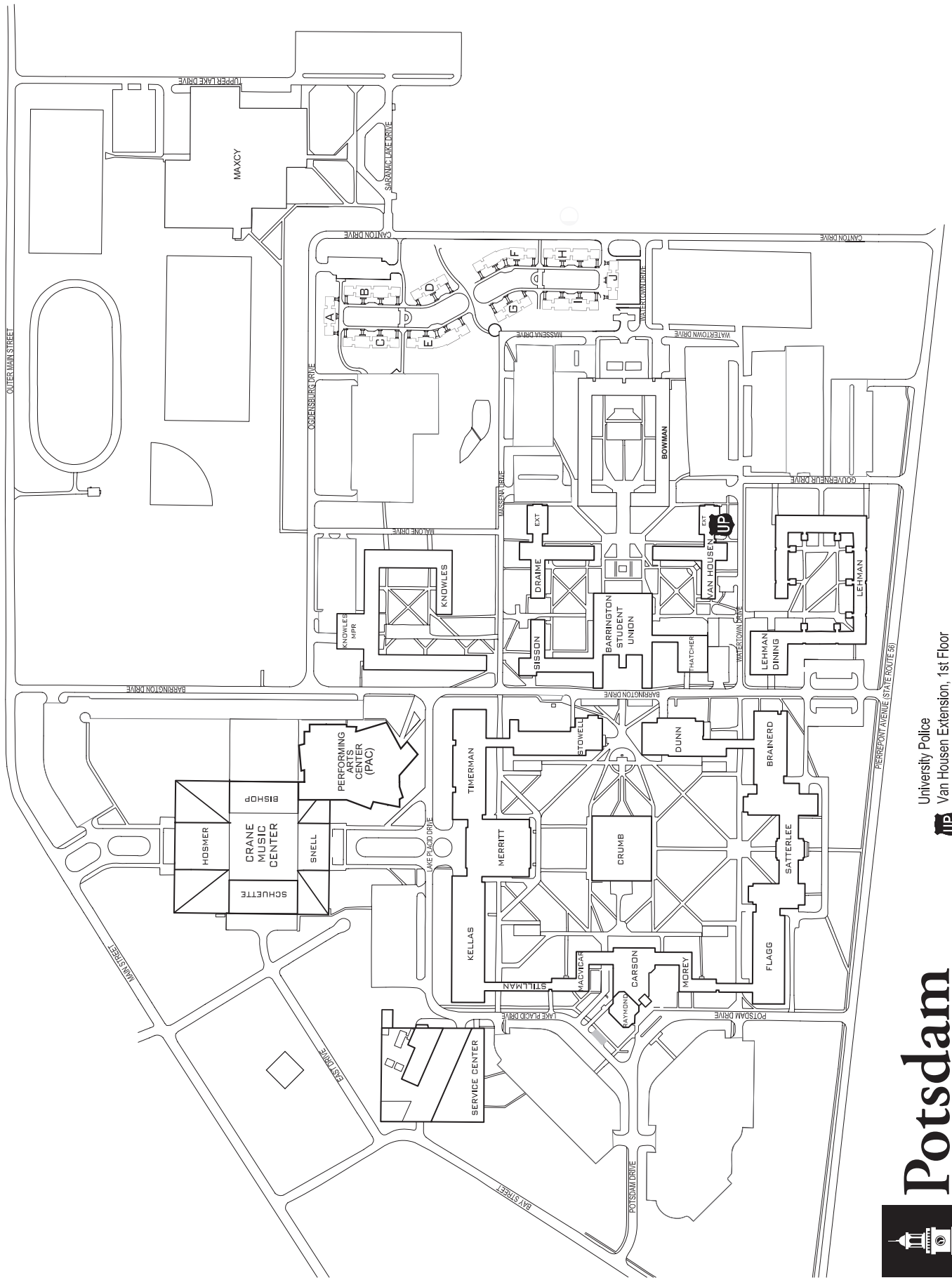
Online Session .....Tues., Dec. 27-Fri., Jan. 13
Campus Session .....Tues., Jan. 4-Fri., Jan. 18 (no class MLK Day)

Spring Semester 2017

Students Move In……..Sat. - Sun., Jan. 21 - 22
Classes Begin……Mon Jan 23
Last Day to Add/Drop……Fri, Jan 27
February Recess Begins…….Fri, February 17
Classes Resume……..Wed, Feb 22
Early Alerts Due……Mon, March 6
Spring Recess Begins……Fri, March 24 (10 p.m.)
Classes Resume……..Mon, April 3 (8 a.m.)
Last Day to Withdraw……Fri, April 7
Last Day to Elect S/U……Fri, April 7
Last Day of Classes……Fri, May 12
Academic Preparation……Sat. - Sun., May 13 - 14
Final Examinations……Mon. - Fri., May 15 - 19
Commencement Ceremonies…..Sat. May 20
Final Grades Due……Wed, May 24 (10 a.m.)

** Pending Faculty Senate Action*

**Dates subject to change. New York State Education Law Section 224-a requires campuses to excuse without penalty individual students absent from class because of religious beliefs and to provide equivalent opportunity to make up study or work requirements missed because of such absences. Faculty are advised not to give examinations or require that papers be due on those holidays. Students are required to notify faculty of their impending absence for religious purposes at least one class session in advance so arrangements can be made for making up missed assignments, quizzes or tests. Students are responsible for material presented during their absence.*



University Police
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Potsdam
THE STATE UNIVERSITY OF NEW YORK
1816

SUNY POTSDAM PROFILE

History

The State University of New York at Potsdam is one of 64 units of The State University of New York 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 and of New York State.

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.

Locale

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, fishing or relaxing beside quiet streams and lakes. In winter, skiing the beautiful trails of Whiteface Mountain in Lake Placid (scene of the 1980 Winter Olympics) and Titus Mountain in Malone, or cross-country skiing the numerous scenic trails, are popular pastimes.

The world-renowned Thousand Islands region is also an hour's drive away. There, visitors can take a boat tour, fish, swim or visit one of the many quaint little shops.

For those who prefer the cultural atmosphere of large cities, Ottawa and Montréal are 70 and 80 miles away, respectively. While in Ottawa, students can visit the National Art Gallery or Museum of Natural History; attend a concert or theatrical production at the National Arts Center; tour the Houses of Parliament and witness the changing of the guard in the summer. Montréal provides the opportunity to indulge in the European experience.

Of course, it is not necessary to travel. The Village of Potsdam has much to offer. Local stores carry the latest in merchandise, and there are a variety of restaurants, as well as a movie theater.

People

While location is a definite plus for SUNY Potsdam, the people who make up the College community are its greatest asset. The students, faculty, staff along with community neighbors make Potsdam a unique village.

Our enrollment is approximately 4,300 – including about 4,000 undergraduate and 300 graduate students.

Our students are interesting and diverse. They come to us from all over the United States with students from more than 20 foreign countries. Students come from farms, small towns, the suburbs and large cities. They are traditional students (those who come to us straight from undergraduate programs) and non-traditional students (those who enroll after raising a family, teaching for a few years, serving in the military or deciding to switch careers in mid-stream). Wherever they come from, whatever their ages or backgrounds, our students are a warm and friendly group.

SUNY Potsdam also has a diverse faculty. They hold degrees from such prestigious universities as Harvard, Stanford and Yale. They 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 many facets of their students' lives. Many of our students say they learn as much through professional interaction with their professors as they do through classroom instruction.

Public Service and Outreach Activities

Faculty, staff and students have always taken an active role in public service activities through the different schools and departments. The College has long served as a major center for the arts in the North Country through its extensive music programs performed by the students and faculty of The Crane School of Music, the Roland Gibson Art Gallery and dance and theater productions.

Over the years, the College has increased, diversified and made more accessible a variety of educational services to the North Country. The North Country Migrant Education Program housed in Van Housen Hall provides educational services to migrant workers and their families. The Sheard Literacy Center in Satterlee Hall offers literacy tutoring for area children and our Youth Theatre Touring Ensemble visit thousands of students in area schools.

The College sponsors many activities that serve the residents and communities of the North Country. The Center for Lifelong Education and Recreation (CLEAR) coordinates conferences, workshops, summer camps, non-credit programs, and trainings both on and off-campus. These include an annual "Managing Local Government Conference," which provides education for community officials from all over the region, the NY State Teacher Certification Exams, the Science Olympiad for local high school students, in conjunction with College science departments. CLEAR sponsors noncredit courses in adult fitness, recreation, children and youth activities, and professional development year-round, and coordinates summer overnight and day camps for children and youth, such as Crane Youth Music, an International Summer Basketball Camp, and creative arts camp. CLEAR also assists SOAR, which offers peer learning opportunities for area residents of retirement age, such as courses on computers, contract bridge, agriculture, North Country, science, religion, and the arts. The Potsdam Institute for Applied Research (PIAR) is a university-based research institute which provides high quality, cost effective data collection, evaluation, survey, reporting and other research services to North Country communities, schools, and agencies. The Office of the Provost coordinates the T. Urling and Mabel Walker Research Fellowship Program, a competitive funding program that supports research on critical issues confronting North Country communities, with the objective of making recommendations for their solutions, by faculty from the region's 11 institutions of higher education.

ADMISSIONS, ENROLLMENT AND ACADEMIC POLICIES

The following Admissions, Enrollment and Academic Policies are accurate and current at the time by which this catalog was produced. Any changes, (deletions, additions, etc.) will be presented in digital format on the College website and shall act as the most up-to-date version of the catalog in between its bi-annual production schedule.

Responsibility of the Graduate

Program

The supervision and conduct of graduate education is the responsibility of the Center for Graduate Studies. The overall administration of the program is delegated to the Director of the Center for Graduate Studies. College policies regarding graduate programs are developed in consultation with the Faculty Senate. The Graduate Affairs Committee serves in a recommendatory capacity to the Faculty Senate.

Admissions Policies

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

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

1. Evidence of an earned baccalaureate degree from an accredited college or university (or anticipated prior to the intended enrollment). If anticipated, an official transcript showing conferral of said degree must be submitted by the end of the fourth week of classes. Failure to do so may result in dis-enrollment from the program (see proof of Bachelor's Policy on page 11).
2. A minimum undergraduate grade point average as indicated within each specific program of study – refer to the individual programs.
3. Completion of the following application materials:
   a) Submission of the Graduate Application; **Submission of a non-refundable $50 (U.S. funds) application processing fee** (current SUNY Potsdam students, faculty/staff, alumni, and U.S. military personnel and their families are exempt from this fee).
   b) Submission of a typed Letter of Intent written by the applicant expressing the applicants' personal/professional goals as it relates to program pursuit, with attention to any specific program guidelines. The Letter of Intent should be a minimum of one full page and a maximum of three pages typed. The letter should address the following:
      i) What is your motivation for applying to a graduate program
      ii) How does your degree program relate to your long-term career or professional objectives, and specifically how the program at Potsdam will assist you in achieving the goals you have described.
   c) Submission of official transcripts from all colleges and universities attended, even if a degree was not earned. Official transcripts are requested by the student and are forwarded directly from the Registrar's Office of the institution to the Center for 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(s). Unofficial transcripts may be submitted for the purpose of evaluation and rendering of an admissions decision. Students must submit original transcripts in the timeframe indicated on their confirmation of enrollment.
   d) Professional letters of recommendation with cover sheets. Two or three are required depending on program of study. See each program for specific requirements.
   e) Current Resume
   f) GRE Exam (or equivalent): Required only for teacher preparation programs that lead to initial certification (MST Childhood and Adolescent programs only). All

other graduate programs do not require an exam. More information on the GRE exam can be found by visiting www.gre.org. SUNY Potsdam's code for sending score reports is 2545. Note: Dual certificate (initial and professional) candidates will be required to submit official scores.

Additional Admission Information

Specific programs may require additional materials.

Refer to the subsequent pages of the catalog or online at **www.potsdam.edu/admissions/graduate**.

International Student Admission Requirements

English Language Proficiency

Our programs require students to engage in group discussions, class participation, and oral presentations. In order to be successful in our programs, students must possess a high proficiency in written and oral English. As such, applicants are required to submit on of the following test scores as demonstration of their English language proficiency. All applicants must request the testing center to send a current official score report to the Center for Graduate Studies. Applicants may also upload a copy of their unofficial score to their application to assist in matching scores and providing initial admissions decisions. Below are the current language exams we will accept and minimum score requirements:

1. Test of English as a Foreign Language (TOEFL): An overall score of 79 or higher is required on the Internet-based (iBT) exam. Older formats such as computer-based and paper-based equivalencies are 213 and 550 respectively. Visit https://www.ets.org/toefl for additional information on this exam. SUNY Potsdam's institutional code for score reports is 2545.
2. International English Language Testing System (IELTS): An overall score of 6.0 or higher with no less than 5.5 in any subsection. Visit www.ielts.org for additional information on this exam.
3. Cambridge English Exams (CEA/CEP): Two specific tests will be accepted (Cambridge English: Advanced or the Cambridge English: Proficiency). Minimum score requirement on either exam is 169. Visit www.cambridgeenglish.org for additional information on this exam.

For additional information, contact the Center for Graduate Studies at 800-458-1142, ext. 1, 315-267-2165 or graduate@potsdam.edu.

Equivalency to a U.S. Bachelor's

Applicants who studied at colleges and universities outside the U.S. should have a degree or diploma that is the equivalent of a U.S. bachelor's degree or higher. International credentials are assessed in terms of the educational pattern of the country, the type of institution attended, and the level of study completed before the expected date of enrollment at Potsdam. In general, the degree should represent a minimum of four years of college-level study, which follows at least 12 years of schooling at the elementary and secondary level.

You may also submit a credential evaluation report to verify that your degree is equivalent to a U.S. bachelor's degree (Credential evaluations are accepted by any organization that is recognized by the National Association of Credential Evaluation Services (NACES). Additional information may be found at www.naces.org). Additional general guidelines for equivalents to a U.S. bachelor's degree can be found online in admissions webpages.

Application Filing Deadlines

Admissions for most graduate programs operate on a rolling basis as space is available after the following deadlines;

Crane School of Music Applicants

Enrollment entry is primarily in the summer or fall terms. The admission application and graduate assistantship applications must be submitted together by March 2 for students wishing to be considered for Graduate Assistantships or Scholarships in Music. For other students, application deadlines are:

Fall – April 1 Summer – May 1 Spring – Nov 15

For more information go to **www.potsdam.edu/crane** and click on Prospective Students (Graduate).

School of Education and Professional Studies Applicants

Applicants for the Master of Science in Education and Master of Science for Teachers programs are strongly encouraged to submit all admission materials by the following recommended application filing dates to ensure full consideration of their application for the semester of desired entry:

Summer – March 1 Fall – April 1 Spring – October 15

Admission Review Process

The overall admission process is structured as follows: once a candidate has submitted all of the required application materials, the Center for Graduate Studies will forward the materials to the appropriate School and academic department for an admission decision. The Graduate Admissions Committee of the selected program of study reviews the candidate's application and forwards a recommendation to the Dean of Graduate Studies. The Dean of Graduate Studies communicates to the prospective graduate candidate the rendered decision.

Appeals of Graduate Admission Decisions

School of Arts and Sciences or School of Education and Professional Studies

Applicants to programs in the School of Arts and Sciences or School of Education and Professional Studies may request reconsideration of an admission decision by submitting an appeal letter to the Chair of the Department, indicating the basis on which the appeal is made (e.g., records of performance, supporting letters, papers, evidence, etc.). Requests must be filed within 30 calendar days of the date of the action being appealed. Each appeal is considered strictly on its particular merits. Exceptions will be allowed only for unusual or extenuating circumstances.

The Crane School of Music

Applicants to The Crane School of Music may request reconsideration of an admission decision by contacting the Associate Dean of the Crane School of Music in writing within 30 days of the date of the admissions letter. Letters of appeal must include specific information as to why the decision should be reviewed. Each appeal is considered strictly on its particular merits. Exceptions will be allowed only for unusual or extenuating circumstances.

Graduate Admission Classifications

Degree Seeking Students

Matriculated students have completed the Graduate application and have had their credentials reviewed by the Center for Graduate Studies and the appropriate academic area. The student has been accepted as a degree candidate in a particular curriculum, and has indicated their intent to enroll. Candidates are considered matriculated until they graduate or are dismissed.

Matriculated students will be granted one of two enrollment statuses:

1. Conditional Admission – Applicants must successfully meet all conditions to their admission to be granted full admission and the ability for their degree to be awarded. Granted to qualified applicants who do not yet meet certain admission requirements; e.g., undergraduate content-core.
2. Full Admission – Granted to applicants who have satisfied all admission requirements.

Non-degree Seeking Students

Students who have an interest in graduate study but who have not yet applied for admission into a master's degree program may with approval 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. In some cases, a student may be approved for additional coursework as a non-matriculated student by special permission of the Dean and by signing the Lifelong Learning Agreement. However, only six (6) credits may be transferred into a degree program upon approval.

Non-matriculated admission requirements:

1. Meet the minimum grade point average for admission to graduate study.
2. Submit an official undergraduate transcript confirming the receipt/conferral of a bachelor's degree; (or anticipated prior to the intended enrollment)
3. Submit the Non-Matriculated Graduate Student Application

Deferred Admission

Students admitted to the College who elect not to enter in the semester for which they are admitted may request that admission be deferred. Request for deferral may be granted for a maximum of one year – two consecutive academic semesters. Application files will be held in inactive status during periods of deferral and will be reactivated without payment of additional application fees. Students who wish to defer must also submit a tuition deposit to hold their spot in the future term. After one year has passed, applicants will be required to submit a new application.

Proof of Bachelor's Policy

All graduate students granted conditional admission with the outstanding requirement of providing proof of a conferred bachelor's degree (or U.S. Equivalent) will have up to the end of the fourth week of class to furnish an official transcript conferring said degree. Failure to do so will result in dis-enrollment from the college in the form of a withdrawal (this withdrawal will also follow the college's financial liability schedule). This does not prohibit the student from applying for re-admission in future terms once proof can be met. In some cases, a letter from the student's undergraduate registrar may serve as a temporary document should the conferral policies of the college overlap with admission and enrollment at SUNY Potsdam. Students pursuing financial aid will be required to provide proof of undergraduate degree before aid could be certified and disbursed. Additionally, all required documentation must be submitted and reviewed prior to or during the academic year (summer, fall, spring) for which it is intended; aid cannot be process retroactively for a previous aid year.

Enrollment Policies

Students who have been admitted for graduate study will want to carefully review and consider the following enrollment policies.

Exceptions to Enrollment policies are made for summer only and special programs.

International Student Enrollment Policies and Guidelines

Generally, international students who wish to study in the U.S. have a valid F-1 visa that allows them to legally enter, live, and study in the U.S. (Canadian citizens are not required to have an F-1 visa in their passport to enter the United States to study; however, Canadians are required to have a valid passport, Form I-20, and supporting documentation.) International students, including Canadians, who have been admitted to SUNY Potsdam must provide original and official financial documentation proving they and/or their families have sufficient financial resources to cover their educational expenses including living and personal expenses. The Form I-20 is normally issued during the admission process and is required to complete the visa process. For more information about F-1 status and visa, please contact staff in International Education & Programs, international@potsdam.edu, 315-267-2507.

International graduate students, including Canadians, are required by F-1 U.S. immigration regulations to 'maintain status'. By signing the Form I-20, an F-1 status student is indicating s/he has read and understands the terms and conditions of F-1 status. Students must pursue a full course of study each

semester; international graduate students must be registered for a minimum of 9 credits at all times throughout the semester. F-1 status students must follow both immigration and campus policies and procedures to transfer schools or change programs of study, change educational levels, and extend or shorten his or her program. In addition, international F-1 status students must abide by grace period rules, report a change of address in a timely manner, and receive proper authorization before engaging in any type of internship, practicum, placement, or other paid or unpaid employment activity off-campus. It is the responsibility of every international student to know and understand the F-1 immigration regulations in order to maintain legal status, and staff in the International Education & Programs office are available to educate, inform, and assist international students with immigration questions and concerns. International Education & Programs staff, are also available to assist students with cultural and academic transitioning related to living and studying in the U.S. For more information and assistance, please contact staff in International Education & Programs, international@potsdam.edu, 315-267-2507.

Academic Performance of Graduate Students

Graduate students are personally responsible for familiarizing themselves with the requirements of admission, registration, matriculation, and the application for their degree. They are also expected to become familiar with academic regulations regarding effective standards of communication, maintain academic integrity in the submission of their work, and show evidence of the ability to use research tools. The maintenance of competencies in these areas is requisite for satisfactory completion of any graduate course in any master's degree program. In addition, Master of Science for Teachers students are expected to read, and agree to follow policies in the Guide to Student Teaching **www.potsdam.edu/academics/SOEPS/fieldexperiences/resources.cfm**.

Advisement

As part of the graduate experience at SUNY Potsdam, students will be assigned an academic program adviser. Graduate students are required to read, understand and retain all materials sent to them during the admission and onboarding process. They are also required to meet with their adviser upon acceptance into the program in order to plan a timeframe for completion of the program and to complete the Approved Program of Studies form. *Advisement forms must be completed and submitted to the Center for Graduate Studies by the end of the first semester. Failure to submit this form will result in registration holds for future semesters.* The purpose of this is to help with planning and scheduling student coursework and educational experiences so that students might best accomplish their professional goals. The Advisement forms are also utilized in the degree audit process. To make the most of the advisement process, it is strongly recommended that students contact their adviser as soon as possible after assignments have been made. Due to limited availability of advisers during the summer, it is strongly recommended that students attempt to meet with advisers during the academic year.

Candidates will only be considered fully matriculated after the Approval Program of Studies form has been completed with the student's adviser and filed with the Center for Graduate Studies.

Course Substitutions

There are multiple instances whereby a specific course may be substituted or waived based upon a student's prior academic or work experiences. Each instance is outlined below. In all instances, a course substitution form must be completed (can be obtained by visiting the Center for Graduate Studies or by going online at **www.potsdam.edu/graduate**) with proper documentation and approvals of the substitution being sought.

1. Potsdam to Potsdam course substitutions: A program course requirement is being substituted with another existing Potsdam course or independent study. This substitution scenario also includes a designation of what requirement of a program will be met with completion of a specific course if it is not predetermined.
2. Program course requirement waiver: A program course requirement is waived based upon prior academic or professional experiences. Note that in this instance, another course must substitute this waiver so that total required program hours may be met.
3. Transfer courses (external coursework): All master's degree students are required to complete a minimum of 24 credit hours of degree study through SUNY Potsdam (based on a minimum 30 credit hour program). A total of no more than nine hours of transfer credit may normally be approved for the Master of Science, Master of Science in Education or Master of Science for Teachers programs at SUNY Potsdam. No more than six hours of transfer credit may be used to satisfy Master of Arts and Master of Music degree requirements.

Credits transferred from another institution are accepted at the discretion of the department granting the degree and must meet the following conditions: upon evaluation, courses to be transferred are judged to be equal in scope and content to those offered by this College. Only graduate credit earned at accredited institutions is acceptable for transfer credit. The grades earned must be at the 3.0 level or above (based on a system where A=4.0). The transfer grade is not included in the student's SUNY Potsdam GPA. Students must contact the Center for Graduate Studies to begin transfer requests.

Matriculated students planning to enroll in transfer courses at another institution must obtain prior approval for such courses from their adviser. Evaluation and approval must be requested in advance of registration for the course. A catalog description for each course must accompany requests for transfer credit. Transfer credit is not formally applied to the degree program until the student has achieved Full Admission. An official transcript confirming completion of the work must be submitted to the Center for Graduate Studies. This policy applies whether or not courses have been used to satisfy another

graduate degree from SUNY Potsdam or elsewhere. Courses taken to complete a previous Master's Degree at SUNY Potsdam will be treated as transfer courses in accordance with this policy.

Auditing Courses

Regularly enrolled students or other members of the community may audit courses on a space- available basis and the permission of the instructor. Auditors attend without credit or formal recognition. They are not enrolled or listed as registered for the course. To be approved to audit a course, a student must formally apply. Applications may be obtained in the Center for Graduate Studies.

Graduate Studies students auditing courses are not responsible for meeting requirements of the course, nor will they be charged tuition or fees. No one may be an auditor in a foreign study program or in courses in which studio, observation or other participation is involved.

Independent Studies (Tutorials)

In some cases, students may complete an independent study in lieu of registering for a specific class with a faculty member. Courses taught in this fashion may not be identical to a regular class being offered in the same term. Completing an independent study may satisfy or substitute a specific program requirement. Faculty members must agree to conduct an independent study first before proceeding to the following steps:

1. Students must complete, with the faculty member, a "Proposal for Banner Tutorial" form (Can be picked up in the Center for Graduate Studies or online at **www.potsdam.edu/ graduate**). A signed copy must be submitted to CGS with each component of the form completed.
2. A course substitution form must also be completed and submit- ted with the form in step 1. This must be completed with the student's academic adviser (Form can be located in the same fashion). The form must include specific justification for completion of the independent study.
3. CGS and the sponsoring faculty member will complete the appropriate form to create the course and register the student after all approvals have been met.

Student Teaching Eligibility

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

Candidates must also fulfill the equivalent of two clock hours of instruction in the Recognition and Identification of Child Abuse, two clock hours of School Violence Intervention and Prevention training, drug abuse prevention, child abduction, and fire safety and arson prevention by completing HLTH 230/530 School Health (CA, SAVE,DASA).

Length of Time to Complete Degree

All requirements prescribed for the degree shall be completed within six years from the date of admission. In certain cases, a graduate student's studies may be interrupted or work toward a degree prolonged beyond the normal time required for a degree program. In such cases, the following time limit applies: no credit will be allowed for a course after 10 years from the date of registration for the first graduate course. However, a student affected by this rule may apply to the Dean of Graduate Studies for exemption of particular courses. Extension requests may be formally completed by contacting the Center for Graduate Studies.

Insurance and Health Requirements

Graduate students are eligible to use Student Health Services (SHS), but are also required to comply with the following health requirements. Please read this entire section carefully. The information it contains is complex, specific, and applies to every student at SUNY Potsdam.

All domestic, matriculated, graduate students taking 12 or more credit hours are required to have health insurance coverage. Students without health insurance are encouraged to explore all available options to get coverage. Those who remain without health insurance when the semester starts are required to purchase the SUNY Potsdam Insurance Plan (SPIP). Students who have health insurance should submit an online waiver to remove the SPIP premium from their bill. Waivers must be submitted each semester, by the first Friday of the semester.

For more information on this requirement, how to submit a waiver, the premium amount, coverage details, and how to enroll in the SPIP, go to: **www.potsdam.edu/studentlife/healthservices/insuranceplan.cfm**

All SUNY Potsdam students, including graduate students, are required to submit medical information to Student Health Services. This requirement applies to every new, transfer, and readmitted student, without regard to the number of credit hours being taken. The information you send is kept in a confidential medical chart, is only available to the staff of Student Health Services, and is due when you send your deposit to SUNY Potsdam. Failure to complete the health requirements may lead to your disenrollment as a student.

There are two steps to take to satisfy the health requirements:

STEP 1: Mail or fax proof of immunization to Measles, Mumps, and Rubella to:

Student Health Services, 44 Pierrepont Avenue, Potsdam, NY 13676, Fax: 315-267-3260

STEP 2: Complete the following online forms:*

- Medical Information Form
- Meningitis Response Form
- Tuberculosis Questionnaire

*The forms must be completed using a PC computer, not an Apple product or mobile phone.

Detailed information, including who is exempt from these regulations, what constitutes "proof" of immunization, and instructions on how to complete the online health forms is available on the "Health Requirements for Attending" page of the Student Health Services website: **www.potsdam.edu/studentlife/healthservices/requirements/index.cfm**.

Grading Policies

Graduate Grading System

The numeric grading system: grades are entered on the student's permanent record and calculated into the cumulative GPA. Levels of achievement (see Note 1) are indicated as follows:

4.0	Excellent (A)
3.7	
3.3	
3.0	Good (B)
2.7	
2.3	
2.0	Satisfactory (C)
	(minimum grade that may be applied to a graduate degree; see Note 2 below)
0.0	Failure (F)
S	Satisfactory (student-elected)
S*	Satisfactory (College-designated)
U	Unsatisfactory (student-elected)
U*	Unsatisfactory (College-designated)
INC	Incomplete
IP	In Progress
W/W*	Withdrawal

Note 1: This grading scale took effect in the fall 2002 semester. The previous numeric grading scale permitted the following graduate grades: 4.0, 3.5, 3.0, 2.5, 2.0, and 0.0.

Note 2: Although grades of 2.0 may be applied toward the degree, graduate students must have a final GPA of 3.0 or higher to be eligible for graduation from a degree program (see page 15, Graduate Grade Requirements).

An alternate grading system: students may select a maximum of six credit hours of elective courses to be graded by an alternative grading system (S/U).

"S" is recorded for a grade of 3.0 or higher. "U" is recorded for a grade lower than 3.0.

Both "S" and "U" are recorded on the permanent record, but neither is calculated in the cumulative grade point average. "S" confers credit for a course; "U" does not.

Graduate students may consider this S/U option only for elective courses within their master's degree program. Graduate students may not choose this option when repeating a class. To select the S/U grading option, students must file a form with the Center for Graduate Studies before the end of the withdrawal period (the end of the eighth week of classes). Instructors will continue to report achievement in the numerical system. Disclosure of this grading option to the instructor is at the student's discretion.

In certain courses the College itself may award an S* or U* (e.g., P.E. experiences, student teaching, music studio courses). An S* denotes satisfactory performance; U* denotes unsatisfactory performance.

Incompletes

The grade of Incomplete, noted as "INC" on the grade report, may be reported by an instructor only under the following circumstances:

1. The student has submitted and the professor has approved an "Incomplete Request Form" available at the Center for Graduate Studies.
2. Course requirements have not been completed for reasons beyond the student's control (e.g., illness or family emergency).
3. The student has completed the majority of the work for the class, and the student can accomplish the remaining requirements without further registration. The conditions for changing the grade of "Incomplete" to a final grade must be met by the end of the next regular semester following issuance of the grade. "Incompletes" not completed by the appropriate time will automatically be converted to 0.0, or "U" or "U*," depending upon the student's choice of grading option or the designation of the course at the time of the original registration.

The conditions for changing the grade of "Incomplete" to a final grade must be met by the end of the next regular semester following issuance of the grade.

"Incompletes" not completed by the appropriate time will automatically be converted to 0.0, "U" or "U*", depending upon the student's choice of grading option or the designation of the course at the time of the original registration.

In Progress Grades

The grade of In Progress, noted as "IP" on the grade report, indicates that the course has not yet been completed and that a final grade will be recorded by the instructor upon completion of the course.

The conditions for changing an "In Progress" to a final grade must be met by the end of the second semester (or equivalent in the academic program) following issuance of the grade. An extension may be granted on a case-by-case basis by the issuing faculty member. An "In Progress" not completed by the appropriate time will automatically be converted to a 0.0, U, or U*, depending on the student's choice of grading option or the designation of the course at the time of the original registration.

Repeating Courses

Students may repeat a course only once. Permission to repeat a course will be further limited by available space, providing priority for first-time registrants. In extraordinary circumstances, students may repeat a course more than once with the permission of the appropriate dean.

Students who drop a course during the Add/Drop period, or who formally withdraw before the end of the tenth week of classes, have not earned a grade. Accordingly, if they choose to register for the same course in another semester, this does not constitute a repeat. However, a second registration will also be limited by available space.

The following rules govern the recomputation of grades and credits earned:

All courses repeated at Potsdam will be graded on a numeric basis—the S/U grading option may not be chosen. This rule does not apply to those courses which may be taken only for S*/U* grades.

A numeric grade replacing a numeric grade: If the new grade is higher than the original grade, the student earns the differential in quality points but no additional semester hours (unless the original grade was 0.0). If the new grade is equivalent to or lower than the original grade, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.

A numeric grade replacing an "S" grade: If the new grade is 3.0 or higher, the student earns the quality points but no additional semester hours. If the new grade is less than 3.0, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.

A numeric grade replacing a "U" grade: If the new grade is 3.0 or higher, the student earns the quality points and the additional semester hours. If the new grade is 0.0, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.

On the permanent academic record, repeated course grades that are included in the GPA calculation will be noted with an "I" for "include"; those not included in the GPA calculation will be noted with an "E" for "exclude."

Students repeating a course which previously had a 595 or 695 number or which was taken at another college must notify the Registrar's Office so that the repeat can be correctly coded on their academic record. Other repeated courses will be coded by an automated process. Note that while the grades of courses taken at another college are not included in the Potsdam GPA, if a student repeats a course at another college and earns a higher grade, the lower grade will be excluded from the Potsdam GPA.

Changing Recorded Grades

Grades submitted to the Registrar's Office are final. The only permissible reasons for changing a grade are a) to correct an error in recording or computation, b) to remove a grade of "Incomplete," or c) to reflect the judgment of a department acting in accordance with established College procedures concerning grade appeal.

Changes in grades already recorded in the Registrar's Office can be made only a) by the instructor who awarded the grade with the approval of the department chair, b) by the department chair in cases where the instructor is unable to do so (because of leave, resignation, etc.), or c) by the department chair acting in accordance with established College procedures concerning grade appeal.

All grade changes for a given semester must be submitted by the end of the next regular Fall or Spring semester. Any grade changes submitted after the stated deadline require the additional approval of the dean of the appropriate school.

Graduate Grade Requirements

The overall or cumulative grade point average is determined by dividing the total number of quality points by the total number of credit hours earned on a numerical basis.

A cumulative average of 3.0 or "B" is required for the awarding of the degree itself. This includes all SUNY Potsdam graduate work taken in residence or at one of the off-campus sites. Candidates must also be familiar with and work to meet additional standards for progress established by the degree program.

Graduate students who have two grades of less than 3.0 must meet with their adviser and the Dean of Graduate Studies to review their program of study.

Graduation with Honors

Students completing master's degree requirements at SUNY Potsdam with a cumulative grade point average of 3.90 or higher are granted the degree with distinction.

Early Alert System

At the end of the sixth week of each semester, SUNY Potsdam contacts class instructors regarding the achievement of students. Instructors are requested to complete an Early Alert for any graduate student with a course grade of 3.0 or below at that time. On the Early Alert roster, instructors may record the student's grade, make the suggestions for academic improvement, and/or make additional comments if desired. This information is then reported to students and their advisers through BearPAWS.

Course Schedule Adjustments

Add/Drop Period

The Add/Drop period for graduate students extends five class days after the first class meeting. A student may adjust courses during this period without a permanent record notation of "W" (withdrawal) for courses dropped.

To add or drop a course after the stated Add/Drop period a student must obtain special permission from the Center for Graduate Studies (or the Crane Dean's office for Crane students). Late drops are permitted only under emergency circumstances. Students may add a course late only with the instructor's signature.

Procedures for Formal Withdrawal or Academic Leave

Matriculated graduate students who decide to interrupt or terminate their studies at SUNY Potsdam because of a personal or family emergency, to pursue a different curriculum at another university, or other appropriate reasons should contact the Center for Graduate Studies to obtain a Graduate Academic Leave/Withdrawal request form.

Difference Between Leaves and Withdrawals

An Academic Leave of Absence should be selected if you expect to return to SUNY Potsdam within a year's time. You will need to indicate the semester you plan to return. Before returning, contact the Center for Graduate Studies, graduate@potsdam.edu or (315) 267-2165, to obtain a Graduate Reinstatement Application and return the completed application by July 15 for the Fall semester, December 15 for the Spring semester, and May 1st for the Summer semester. Failure to request an academic leave will result in a fee of $100 during the reinstatement process.

A Program Withdrawal should be selected if you are not planning to return to SUNY Potsdam or if you are uncertain about your future plans. If you later decide to return to the College, you should contact the Center for Graduate Studies to obtain a Graduate Reinstatement Application.

Course Withdraws indicates intention to remain matriculated as a student, with an intention to leave a class for a specific semester (see Course Withdraws below).

Academic Leave of Absence

Students must apply to the Center for Graduate Studies for either a one or two semester academic leave (semesters identified as consecutive semesters as appropriate for each program of study). If a student does not obtain permission for an academic leave, he/she will be deemed inactive at the end of one non-enrolled semester and will be required to apply for reinstatement with no guarantee that he/she will be accepted back into the program. In addition, a reinstatement fee in the amount of $100 will be collected in lieu of a submission of a formal leave of absence request.

Students taking an academic leave or withdrawing without completing the necessary process may encounter unexpected complications or difficulties with their enrollment and financial status. In addition to completing a request, ALL students must contact the Office of Student Accounts and the Financial Aid Office before leaving the College to check on the status of their accounts. Unresolved bills may result in serious consequences such as the delinquent account being sent to the State Attorney General's Office for collection.

International students must consult with the Office of International Education & Programs, 130 Sisson Hall before withdrawing or choosing a leave of absence.

Course Withdraws

Course Withdraw

Students may elect to withdraw from courses for any reason for a maximum of 9 semester hours in their graduate degree program. Students may exercise this right only before the end of the tenth week of classes in the current semester (see Office of Extended Education website for deadlines for winterim/summer coursework). In such cases, a "W" is noted on the permanent record. For full-time students, dropping below 12 semester hours due to withdraw may have an effect on financial aid eligibility.

Program Withdraw

Students who are not planning to return to SUNY Potsdam or are uncertain about future plans and wish to leave their degree program as a matriculated student will select this option.

Emergency Withdrawal

If you are forced to leave the College during a semester due to reasons beyond your control, such as a severe medical or emotional condition or a serious family emergency, and you can provide clear and complete documentation of the situation from a qualified professional (such as a doctor or psychological counselor), you may apply to Graduate Studies for Emergency Withdrawal grades (W*s) regardless of your last day of attendance. To apply, you need to complete the Graduate Emergency Withdrawal Application, specifying your emergency circumstances and supplying written documentation to support your request. If you receive W*s for all of your courses, your academic standing will be carried forward from the previous semester. In addition, W*'s will not count towards the 9 credit hour withdraw maximum. However, receiving W*s does not absolve you of financial liability to the College. All students must contact the Office of Student Accounts and the Financial Aid Office before leaving the College to check on the status of their accounts. Unresolved bills may result in serious consequences such as the delinquent account being sent to the State Attorney General's Office for collection.

Military Withdraw

Withdraw due to a call to active military duty will be noted on the permanent record as "M*" and will not count towards the 9-hour limit.

How Leaves or Withdrawals Can Affect Grades and Academic Standing

If you leave the College during a semester but the last day you attend class is before the last day to Add/Drop (the fifth working day after the first class begins), your classes will be dropped and not appear on your official transcript. If the last day you attend class is after the last day to drop but before the last day to withdraw (the end of the eighth week of classes), your grades will be reported as W's (withdrawals), and your academic standing will be carried forward from the previous semester. Note that this will count against the 9 credits of coursework you can choose to withdraw from while actively

enrolled at SUNY Potsdam. If the last day you attend classes is after the last day to withdraw in that semester, you will receive a grade your instructors report for you (most likely 0.0's if you have not been regularly attending your classes). After the last day to withdraw, a Leave of Absence or Withdrawal will not be processed until after grades are entered at the end of the semester. Academically dismissed students are not eligible for a leave of absence or withdrawal from the College.

Requesting a leave of absence or withdraw does not interrupt the time to degree completion timeframe (see timeframe completion guidelines).

Reinstatement to the College

Any student who leaves the College and wishes to return must file the Graduate Reinstatement Application through the Center for Graduate Studies. International students must also contact International Education & Programs.

Upon approval, the student is responsible for contacting his/her academic adviser for advisement prior to registration. All College holds must be cleared before the student will be eligible to register. Students who complete coursework at another college are required to have official transcripts sent to the Center for Graduate Studies at SUNY Potsdam, and all policies pertaining to transfer coursework will be adhered to.

Graduate Academic Credit Load

An appropriate load for students pursuing graduate study as a primary goal is 9-15 semester hours. Decisions about classes and the number of classes/credits should be made under advisement within the appropriate Graduate Program.

As of the Summer 2012 academic term, 9 semester hours constitutes full-time enrollment status for loan repayment, insurance policies, veteran's benefits and other common enrollment verification purposes. (see Financial Aid packaging rules on page 75).

It is the responsibility of students to verify the number of credit hours that may be required for any financial aid programs in which they may be participating to avoid losing financial aid. It is also the responsibility of international students to be aware of any regulations related to credits that may be associated with their immigration status.

Students holding Graduate Assistantships or Graduate Advantage Positions must be registered for at least nine (9) credits but no more than 15 credits (see Graduate Assistantship Policies on page 79).

Academic Year Course Load Regulations

A credit load above 15 credit hours in an academic year session requires special permission and completion of an Overload Request Form (available through the Center for Graduate Studies) with the signature of the student's adviser and the Dean of Graduate Studies. Students must state their reasons for the overload request.

The maximum overload for graduate students is typically 18 credit hours. Students requesting an overload must have a minimum grade point average of 3.0 in their graduate studies or a minimum grade point average of 3.5 in the last 60 hours of their undergraduate study, if the request is during their first semester of graduate study.

Summer School and Intersession Course Load Regulations

The maximum course load for any Summer School Session lasting four weeks or more is seven credit hours. The maximum course load for any session shorter than four weeks is four credit hours. Such shorter session enrollments also count toward the maximum of seven credits in any summer session. In exceptional circumstances, overload hours may be approved with written permission from the Dean of Graduate Studies.

Graduate Course Levels

All master's degree programs require completion of courses at the 500 level and 600 level.

500-level courses designed specifically for offering at the graduate level, but may include a select enrollment of highly qualified undergraduate students who will receive upper-division credit.

600-level courses designed specifically for offering at the graduate level.

Under certain conditions, seniors may enroll in graduate coursework for graduate credit (see Graduate Courses for Undergraduate Students).

For Music Education students, at least 50% of all graduate degree coursework must be at the 600 level. Only three- and four-credit-hour courses may satisfy education and music education electives.

Graduate Courses for Undergraduate Students

Courses at the 500 level are designated as graduate courses but may, with permission of the instructor, be taken for undergraduate credit by advanced undergraduates (students who have earned 57 or more semester hours of credit) on a space-available basis.

Courses at the 600 level are limited to students seeking graduate credit only. Seniors wishing to enroll in courses for graduate credit must complete an application to Graduate Studies. Seniors may enroll in graduate coursework for graduate credit under the following conditions and on a space-available basis. They must:

1. Have a cumulative GPA of at least 3.0, at least 75 hours earned in numerical grading;
2. Be within 9 hours of completing their undergraduate program;
3. Register for no more than 6 hours of graduate credit;

4. Register for no more than 15 credit hours of combined undergraduate and graduate courses; and
5. Be approved by the department offering the course(s).

Academic Policies

SUNY Potsdam Academic Honor Code

A. Academic Integrity

Throughout their history, institutions of higher learning have viewed themselves and have been viewed by society as a community of persons not only seeking the truth and knowledge, but also seeking them in a truthful and ethical fashion. Indeed, the institution traditionally trusted by the public and the one to which individuals most often turn for unbiased factual information is the university. Thus, how a university behaves is as important as what it explores and teaches. SUNY Potsdam expects all members of its community to conduct themselves in a manner befitting this tradition of honor and integrity. Enrollment at the College requires a commitment to the principles of the SUNY Potsdam Academic Honor Code both in spirit and in adherence to rules and policies.

The Academic Honor Code makes SUNY Potsdam a better and more enjoyable place as it affords to each member of the SUNY Potsdam community the trust and freedom that honesty promotes.

Personal honor, integrity and respect for the word and work of another are the basis of the Academic Honor Code. Thus, it is the responsibility of every student enrolled in SUNY Potsdam to adhere to and uphold this Code in pursuit of academic integrity. The Academic Honor Code furthers this effort by prohibiting lying, cheating and stealing.

This Code applies to all academic programs, faculties and departments at the College, both graduate and undergraduate. More detailed standards of academic conduct may be set forth by each of the schools and individual faculty members. It is the responsibility of every member of the academic community to be familiar with and supportive of the Academic Honor Code.

B. Academic Honesty Pledge

On all academic work done by students at SUNY Potsdam, the below listed pledge is either required or implied. Furthermore, this statement is regarded as an indication that the student understands and has complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

"On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor."

C. Basic Standards of Academic Integrity

Specific acts that are considered to be academic dishonesty and that are prohibited by this Code include, but are not limited to:

1. Cheating: using unauthorized notes, study aids or information on an examination; altering graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name.
2. Plagiarism: presenting, as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to exams, papers, any writing or printed text, computer programs, web sites, art, music, photography or video.
3. Fabrication: falsifying or inventing any data, citation, or information.
   a. Citation: Any attribution to, or use of, a source (real or invented) from which the referenced material was not obtained, including use of a quoted reference from a non-original source while implying reference to the original source.
   b. Data: Presenting data that were not gathered in accordance with standard guidelines defining appropriate methods for data collecting; generating data and failing to include an accurate account of the method by altered or contrived in such a way as to be deliberately misleading.
   c. Information: providing false information in connection with any inquiry regarding academic dishonesty.
4. Multiple submission: submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent of the course instructor(s) to whom the materials are being or have been submitted.
5. Obtaining or providing an unfair advantage:
   a. Gaining or providing access to examination materials prior to the time authorized by the instructor.
   b. Stealing, destroying, defacing or concealing library materials or other shared-use materials.
   c. Providing materials, information or other assistance on an academic assignment without authorization from the instructor(s).
   d. Gaining or providing access to previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination.
   e. Intentionally obstructing or interfacing with another student's academic work.
   f. Assisting others in the violation of this Honor Code.
6. Falsification of records and official documents: altering documents affecting academic records, forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, attendance list or any other official College document.

D. Procedures, Due Process and Student Rights

SUNY Potsdam's procedure for the enforcement of the Academic Honor Code lies within the Campus Judicial System. The College judicial procedures and students' rights within these procedures are listed in the Code of Student Rights, Responsibilities and Conduct" found in the Guide to Student Life (or at **www.potsdam.edu/studentlife/studentconduct/honorcode/**). The Campus Judicial System in consultation with the course instructor(s) will assign appropriate sanctions should it be determined that a student is responsible for a violation of the Academic Honor Code.

Note: The information and definitions listed in this Honor Code were adapted from The SUNY Potsdam Academic Integrity Policy, Northwestern University Principles Regarding Academic Integrity: www.northwestern.edu/uacc/uniprin.html, and The Rice University Honor Council http://honor.rice.edu.

Final Examination Policy

1. A final examination is a comprehensive written test administered at the end of a course. It is designed to assess a student's knowledge of, and familiarity with all or a substantial part of the content and/or skills associated with a given course in a given semester.
2. At the conclusion of every semester, a two-hour period will be arranged for each class to provide time for summation and evaluation. Except as specified below, a final examination may be administered only at this arranged two-hour period.
3. If a final exam is not given in a course, the class must meet during finals week for a culminating activity.
4. No test of any kind may be given during the last week of classes unless a final examination is also scheduled during the regular final examination period.
5. No student shall be required to take more than two examinations in one day.
    a. If a student has more than two examinations scheduled in one day, the middle examination(s) must be rescheduled if the student requests.
    b. A student must request rescheduling at least two weeks before the last day of classes. This request must be in written form and must be filed with the professor with copies to the department chair and the Dean of the School under whose jurisdiction the course in question is offered.
    c. The appropriate Dean has the final responsibility for the rescheduling of the examination. The rescheduled examination must normally occur at a time during the final examination week.
6. The above policy does not apply to take-home examinations or term papers. Questions relating to the possible applicability of the policy to oral examinations, studio classes, laboratory tests and other forms of testing should, in cases of doubt, be referred to the appropriate deans. The deans shall make exceptions to the policy wherever circumstances justify them.

Student Appeal Procedures

Purpose

The purpose of this procedure is to provide a prompt, equitable and efficient method for the resolution of a student grievance.

Guidelines

1. Academic issues will be grieved, as appropriate, via
    a. Faculty or Professional Staff member
    b. Department Chair
    c. School Dean
    d. Provost (Vice President for Academic Affairs)
2. Student Affairs concerns will be grieved, as appropriate, via
    a. Professional Staff member
    b. Director of the Office concerned
    c. Vice President of Student Affairs
3. Appeals within the Administrative area will be grieved, as appropriate, via
    a. Professional Staff member
    b. Director of the Office providing the service
    c. Next supervisory level, as appropriate
    d. Appropriate Vice President overseeing the office
4. Matters which may be grieved or appealed include only those matters which are not covered by existing grievance procedures.
5. The student and the professional staff member may each represent him or herself or may seek an adviser to assist in the process. The adviser must be a member of the professional staff of the College.
6. In the case of a grade appeal:
    a. Only a final grade may be appealed
    b. Student shall allege that the course instructor assigned a final grade for reasons unrelated to the quality of the work in question.

Appeal Procedures

1. *Step One:* the grievance must be filed in writing with the first level in the appeals process (the faculty member) within 21 calendar days following the act or omission giving rise to the appeal. The appeal shall contain a brief, dated statement of the claim, the facts surrounding it, and the remedy sought. The student and the faculty member shall attempt an informal resolution of the grievance. A written response to the student from the initial level of appeal shall be issued within 21 calendar days after the receipt of the grievance. For the purpose of appeals, calendar days will exclude the time between semesters and official holidays/vacation periods as shown on the approved academic calendar.
2. *Step Two:* if the response to Step One does not resolve the matter, the student may appeal the Step One response by filing an appeal with the next higher level within 14 calendar days after the receipt of the Step One response. In

grievances where the Step One and Step Two individuals are the same, the appeal will be directly to Step Three. Such an appeal shall be in writing with a copy to the Step One faculty member, and will include a copy of the appeal filed at Step One, a copy of the Step One response, and a brief, dated statement of the reasons for the disagreement with the Step One response. The Department Chair at Step Two shall schedule where appropriate, a meeting with the student, the Step One faculty member, and the adviser(s). Such meeting is to take place no later than 14 calendar days after receipt of the Step Two appeal. A written response from the Step Two Department Chair shall be issued to the student within 14 calendar days after the meeting with a copy to the Step One faculty member.

3. *Step Three:* if the response to Step Two does not resolve the appeal, the student or the faculty member may appeal the Step Two response by filing an appeal with the appropriate office within 14 calendar days after the receipt of the Step Two response. Such appeal shall be in writing and shall include a copy of the appeals filed at Step One and Step Two, copies of the Step One and Step Two responses, together with a brief, dated statement of the reasons for the disagreement with the Step Two response. The Step Three official (or designee) shall schedule a meeting with the student, the faculty member, and as appropriate, Step Two officials and the adviser(s), within 14 calendar days after receipt of the appeal. The Step Three official (or designee) shall issue a written response to the student, and to the faculty member, with copies to Step One and Step Two officials, within 14 calendar days following this meeting. The Step Three decision shall be final as to the substance of the appeal.
4. *Step Four:* if the student claims failure by the College to follow the appropriate procedural steps outlined above, the student may request a review by the Provost (or designees). Such a request shall be in writing and shall include a brief, dated statement of the claimed procedural failure. The Provost (or designees) shall issue a written response to the student with copies to the Step One, Step Two and Step Three officials within 14 calendar days after receipt of the request for review. The Step Four decision shall be final as to procedural issues.

Timeliness

1. An appeal that is untimely is considered to be lost unless there is mutual agreement by both parties for a delay or where circumstances beyond an individual's control led to such delay. A late response or the absence of a timely response, at any level, will not prevent the appealing party from proceeding with an appeal to the next level no later than 14 calendar days from the date by which the response should have been made.
2. If neither party appeals the decision at any step, the decision stands.

Records Maintenance

1. Actions or decisions at any step may not be made until the appeal process has been completed.
2. The Office of the Vice President or Provost shall maintain a file on each grievance or appeal, which goes to Step Three or beyond. Such records shall be kept for a minimum of five years following the final action on the appeal.

Grade Appeal Policy

The purpose of this procedure is to provide a prompt, equitable and efficient method for the resolution of a student's grade appeal.

Only a final grade may be appealed. The student shall allege that the course instructor assigned a final grade for reasons unrelated to the quality of the work in question.

An appeal of a final grade by a graduate student must be submitted within 21 calendar days of the beginning of the semester subsequent to the one in which the course was taken. Academic issues will be grieved via: 1) the faculty member, 2) the Department Chair, 3) the School Dean, and 4) the Provost.

Additional Education Unit Appeals Information

Education program candidates should also refer to the Education Unit Fair Process Policies and Procedures found on page 25.

Course Syllabi Statement

Beginning on the first day of each class the instructor shall make available to each student (and deposit in the office of the respective academic dean and department chair) a current syllabus containing information on course objectives, general description of course material, listing of course activities, evaluation procedures, grading policy, attendance policy, office hours, office phone number and email address.

Class Attendance

Students are responsible for meeting all academic requirements of a course and following the attendance policy announced by individual instructors. This policy must be announced during the first class meeting and must be explicitly stated in the course syllabus.

Students are expected to attend the first meeting of their classes or to inform the instructor of the reason for absence within 48 hours of the first meeting. Should a student miss the first meeting without an explanation, the instructor may drop the student from the class roster.

In general, students are expected to attend all classes. Students are responsible for all work missed because of class absence. Instructors shall establish procedures to accommodate students who miss class work due to excused absences. An excused absence consists of an absence resulting from documented active participation in a College-sponsored activity, illness, family emergency or military obligation. Whenever possible, students must consult the faculty member in advance of their absence.

Instructors are responsible for determining the details of attendance for their courses according to their own philosophy and the nature of their courses. Students should be evaluated primarily on the basis of achievement. However, the College supports the following attendance guidelines:

1. The instructor may assess a penalty to a student's grade for any unexcused absence.
2. For excessive unexcused absences, the instructor may assign a grade of 0.0 for the course.
3. The instructor may count excessive tardiness as absence.
4. The instructor may determine that student absences, even those "excused," are so excessive as to prevent a student from gaining the essential educational experience of the class. In such cases, the instructor may assign a final grade of 0.0; the student may apply for withdrawal or emergency withdrawal from the course.

Note: If additional or more specific policies are to apply to a course, the instructor must state those policies in the course syllabus.

Disputes (other than final grade appeals) arising from this policy shall be referred to the appropriate department chair, and thereafter, if necessary, shall be referred for resolution to the appropriate academic dean under the established Student Appeals Procedures.

Under New York State Education Law (sub-section 224-A) the following is also applicable:

S224-A. Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.
6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

   6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school because of his or her religious beliefs must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.
7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of The University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose of propagating religious doctrines. As used in this section, the term "religious belief " shall mean beliefs associated with any corporation organized and operated exclusively for religious purposes, which is not disqualified for tax exemption under section 501 of the United States Code.

Policy and Procedure for Summer Sessions

Summer school at SUNY Potsdam is an integral part of the year-round graduate academic program. Summer Session courses typically begin at the end of May, conclude early in August, and include two six-week sessions and four three-week sessions. A wide variety of graduate courses are available to students who would like to either begin their master's degree during the summer or who are in the midst of completing their degree requirements. Online course offerings are also available. All course offerings will be posted no later than March 1 of each year. Students seeking first time enrollment should confirm within the specific degree program that summer is an available entry term.

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

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

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

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) provides current and former students with the right to inspect and review educational records, the right to seek to amend those records, the right to limit disclosure of information from the records and the right to file a complaint with the U. S. Department of Education. Applicants or students may also waive their rights to inspect confidential letters or statements of recommendation.

College officials may not disclose personally identifiable information about a student nor permit inspection of their records without the student's written permission unless such action is covered by certain exceptions permitted by FERPA. Under the provisions of the Act, a college may disclose information about a student if it has designated that information as "Directory Information." SUNY Potsdam has designated the following as Directory Information: student's name, date and place of birth, address, telephone number, email address, previous institution(s) attended, dates of attendance, enrollment status (full/part-time), class standing, major field of study, academic honors or awards received, past and present participation in officially recognized sports or activities, physical factors (height, weight of athletes), and degrees conferred (including dates).

In accordance with FERPA, the student's consent is not required when a College official has a legitimate educational interest in the student's educational record; that is, if the official needs to review this information in order to fulfill his/her professional responsibility. However, this does not constitute authorization to share that information with a third party without the student's written consent. A "college official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including Campus Police and Student Health); a person or company with whom the College has contracted (such as an attorney, auditor or accrediting agent); a person serving on the College Council; or a student serving on an official committee, or assisting another College official in performing his or her tasks.

A former or currently enrolled student may request that no directory information be released to non-College personnel without the student's prior consent by filing a "Request to Withhold Release of Directory Information" in the Registrar's Office. Confidentiality requests are valid until rescinded by the student.

Please consider very carefully the consequences of any decision to withhold all Directory Information. All requests for such information from outside the College will be refused. Regardless of the effect upon you, the College assumes no liability for honoring your instructions that such information be withheld.

Alternatively, students may request that they be excluded from just the Campus online directory at any time, through the "Personal Information" menu in BearPAWS, the web interface where students can view their academic records.

FERPA Rights and Procedures

FERPA affords students certain rights with respect to their educational records. Students have the right to review their educational records within 45 days of the day the College receives a request for access. Students should submit to the College Registrar written requests that identify the record(s) they wish to inspect and the student will be notified of the time and place where the records may be inspected. If the records are not maintained in the office of the College Registrar, the Registrar will advise the student of the correct official to whom the request should be addressed.

Students have the right to request an amendment to the educational records that are believed to be inaccurate. They should write to the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by SUNY Potsdam to complywith the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Policies and Procedures Related to Education Programs

Culminating Experience Requirement

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

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

- MST Childhood Education: GRED 669 Professional Development Performance Portfolio
- MST English, Adolescence Education: GRED 671 Developing a Professional Teaching Portfolio
- MSED Curriculum and Instruction: GRED 687 Teacher Assessment
- MSED Educational Technology Specialist: IT 659 Technology Product Development
- MSED Information and Communication Technology: IT 658 Needs Assessment
- MSED Special Education: SPED 670 Culminating Experience
- MSED Literacy Specialist: completion of practicum (GRDG 690/691 or GRDG 696/697) or by completing the GRDG 699 Internship experience.
- MSED Literacy Educator: GRDG 681 Literacy Educator Portfolio

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

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

Center for School Partnerships and Teacher Certification

Field Experiences

Candidates pursing initial teacher preparation programs in the state of New York are required to complete 100 hours of pre-student teaching field experiences (semester long) in public schools. All pre-student teaching and student teaching field experience placements must be made by the Center for School Partnerships and Teacher Certification and not by the candidates themselves. With that said, every attempt is made to locate appropriate pre-student teaching field experience placements in the local area. Teacher candidates will need to provide their own transportation to all field experience placements and student teaching placements.

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

The screening process for field experiences may require employment history, personal and employment references, an interview, and testing. Every applicant for field experiences will be asked if he or she has a criminal record and must be fingerprinted prior to beginning any field experiences.

Throughout the program, candidates will be evaluated on their dispositions. Dispositions include but are not limited to behaving in a professional manner with personal integrity, taking responsibility for one's own actions, fostering positive relationships and working well with others. Conduct unbecoming of a professional teacher, or reasonable belief that the student is unfit to be a teacher, may be grounds for dismissal from a field experience or an education program.

Student Teaching in General

MST candidates must complete a semester-long, college-supervised student teaching experience in order to be recommended for certification. Candidates apply online for student teaching two semesters before the intended student teaching semester. Candidates must read and be familiar with the contents of the Guide to Student Teaching, available online at http://issuu.com/cfsp/docs/stguide2013-pdf-final.

MST students are advised that the student teaching experience is limited to certain counties in New York and Ontario. Due to limited placement possibilities, it is impossible to place every candidate in the community he or she desires. The College cannot guarantee a field experience placement at any location or in any semester, nor are any assurances given in regard to students' preferences for teaching placements. No self-placements are considered and no placements outside New York or Ontario are possible. Student teaching may be arranged in New York City and abroad through the Australia program.

Student Teaching in New York City

The Center for School Partnerships and Teacher Certification at SUNY Potsdam works closely with the SUNY Urban Teacher Education Center (SUTEC), under the direction of the New York City Department of Education. SUTEC's primary mission is to assist the 17 SUNY campuses that offer teacher preparation programs in the placement of teacher candidates in New York City public schools. These experiences prepare prospective teachers to become competent and confident professionals in urban, multicultural education environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for scholarship and research on urban education. Prospective and current teacher candidates are welcome to contact or visit the SUTEC office in New York City to talk with the Director of SUTEC about the opportunities for student teaching in New York City and other issues relating to their student teaching, the housing application process, or future employment in the city schools.

Student Teaching Abroad Program

Student teaching in Australia is a competitive program coordinated through SUNY Potsdam's Center for School Partnerships and Teacher Certification, the Office of International Education, and the Co-Director for the Student Teaching in Australia Program. Applications and further information for Student Teaching Abroad are available from the Center for School Partnerships and Teacher Certification.

Canadian Graduate Education Students

SUNY Potsdam, because of its location near the international border with Canada, offers Master of Science for Teachers (MST) degree programs specifically designed to enable Canadian and other candidates to become eligible for teacher certification in Ontario.

To become eligible to apply for certification in Ontario through the Ontario College of Teachers candidates must first meet all New York State Teacher Certification requirements. Please refer to Initial Teacher Certification Procedures below for more information. Enhanced program requirements for teacher candidates seeking certification in Ontario are in place effective September 1, 2015. The Ontario College of Teachers (OCT) requires teacher candidates applying from international providers (such as SUNY Potsdam) to provide evidence of a program of no less than 60 credit hours. This may mean additional coursework beyond the MST program. In addition, coursework covering the content in the mandatory core elements required for the enhanced program will be made available at SUNY Potsdam during a student's enrollment in their program.

SUNY Potsdam's MST programs include a strong academic component, a 100-hour classroom observation/ participation practicum and two 8-week student teaching placements. Note that these requirements already meet the practicum requirements of the enhanced certification program. Canadian candidates are able to return to Ontario for their practicum and student teaching. All practicum and student teaching placements in Ontario are arranged by the Center for School Partnerships and Teacher Certification in public, Catholic or private schools located in or near Belleville, Brockville, Cornwall, Kemptville, Kingston, Ottawa, Perth, or Smiths Falls.

Initial Teacher Certification Procedures

Beginning February 2, 2004, candidates approved by the State Education Department first receive a five-year Initial Certification. The certificate qualifies the holder to apply for teaching positions and to be employed as a certified substitute teacher. SUNY Potsdam recommends a candidate for Initial certification once all certification and program requirements in his/her program of studies have been completed.

Initial Certification requirements include completion of the following (subject to change):

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

Additional information about the New York State Teacher Certification Exams can be found at www.nystce.nesinc.com. Once candidates successfully complete the requirements listed above, apply and pay for their certificate(s), the certificate(s) should be issued within a few days.

Ontario students who have completed the MST program and all New York State certification requirements earn New York State certification. In order to become certified with the Ontario Ministry of Education and Ontario College of Teachers (OCT), Ontario students must also apply to the

OCT for Ontario teaching certification. The Center for School Partnerships and Teacher Certification will mail a letter of good standing and an official transcript to OCT on behalf of the Ontario students.

Professional Teacher Certification Procedures

After completing three years of teaching experience (including one year of mentored teaching), and completion of an approved masters program, teachers may then apply online through the TEACH System for Professional Certification. The Professional Certificate remains valid as long as 175 hours of professional development is obtained every five years from the date on the certificate.

Additional Certifications

Individuals who are interested in additional certifications or alternative certification should contact their regional BOCES certification office. Requests for verification of degree completion for out-of-state certification can be made through the Center for School Partnerships and Teacher Certification. The process for certification is complex and has many facets. Candidates are encouraged to contact the Certification Officer at 315-267-3450 for clarification and assistance on certification.

SUNY Potsdam Education Unit Fair Process Policy and Procedures

The State University of New York at Potsdam, School of Education and Professional Studies (adopted April 19, 2006)

ARTICLE I: General Provisions

Section 1. Scope

The provisions of the Fair Process Policy & Procedures apply to all SUNY Potsdam Education Unit programs.

Section 2. Definitions

A. Day. A "day" is a calendar day in a string of consecutive days (including weekend, holidays, and periods during which classes may not be meeting).

B. Mailed. A letter is "mailed" when it is placed in a United States mailbox or is delivered to a United States Post Office or other commercial delivery service, such as Federal Express or United Parcel Service.

C. Decision Maker. A "decision maker" is a SUNY Potsdam faculty member or professional staff member who participates in the decision concerning admission, retention, dismissal, graduation, or recommendation for state certification.

D. Dean. Unless otherwise qualified, the term "Dean" as used in this policy to refer to actions involving teacher candidates refers to the Dean of the School of Education and Professional Studies, or in cases involving music education candidates, the Dean of The Crane School of Music.

E. Education Unit. The Education Unit is composed of all SUNY Potsdam departments offering programs that lead to teacher certification. The Education Unit is under the supervision of the Dean of the School of Education and Professional Studies, who works with the deans of the other schools to assure that the certification regulations of the state of New York are implemented in all degree programs leading to teacher certification.

F. Terminate From a Program and Not Recommend for State Certification. The phrase "termination from a program" as used in this policy refers to and includes both the decision to "terminate a candidate from a program" and the decision to "not recommend a candidate for state certification". It is possible for an individual to be terminated from an education program (and therefore not be recommended for a state certification), yet graduate from SUNY Potsdam with a major other than education.

Section 3. Academic and Professional Criteria for Admission, Retention, Graduation, and Recommendation for State Certification

A. All SUNY Potsdam Education Unit programs prepare candidates to serve as professionals in roles of service to pupils and clients who may be minors or individuals in circumstances of significant vulnerability. In the course of pursuing their academic programs, SUNY Potsdam education candidates come into direct contact with such vulnerable pupils and clients as part of their internships, practica, field experiences and clinical experiences. The SUNY Potsdam Education Unit has an obligation to protect those pupils and clients and cannot tolerate candidate behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of those pupils or clients.

B. In deciding whether to admit a candidate to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the SUNY Potsdam Education Unit considers not only the university's admission and academic requirements but also the individual's competencies and dispositions related to serving in the education profession, including but not limited to personal characteristics, conduct, and potential to serve effectively and ethically in the profession for which the individual is seeking training or certification.

   1. General Academic Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the SUNY Potsdam Education Unit considers:

      a. The values set out in the university's mission statement and written student policies;

      b. The values set out in the mission statement of the SUNY Potsdam's education programs; conceptual framework; and written candidate policies, procedures and professional competencies;

      c. The mission, philosophy, and values of each program as set out in written candidate policies, procedures, and professional competencies;

d. For applicants and candidates in state-approved programs, the legal requirements and professional expectations as set out in the applicable laws and regulations governing state certification; and

e. The standards and guidelines adopted or recognized by the applicable professional organization

2. Specific Academic Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the SUNY Potsdam Education Unit considers:

   a. Whether the individual has submitted a timely and complete application;

   b. Whether the individual meets the admission criteria set out in the university's catalog(s), and in the written admissions materials for the SUNY Potsdam Education Unit and its programs;

   c. Whether the individual has maintained the required cumulative grade point average;

   d. Whether the individual has received the minimum required grade as set out by the program for each course taken as part of the degree program; and

   e. Whether the individual has met all the other program completion requirements for retention, graduation, or recommendation for state certification as set forth in the university's catalog(s) and each program's written candidate policies, procedures, and professional competencies;

3. Professional Competencies and Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the SUNY Potsdam Education Unit considers:

   a. The individual's educational, work, and other life experiences related to the education profession;

   b. The individual's ability to communicate and work effectively with others, including individuals from different backgrounds, individuals with exceptional needs or limitations, individuals from different racial or ethnic populations, and individuals of both genders and different sexual orientations;

   c. The individual's moral character and fitness for the profession for which he or she is training, including but not limited to any felony conviction(s) that would bar state certification;

   d. The individual's behavior in light of appropriate professional and ethical standards; and

   e. The individual's general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training, as set forth in each program's written candidate policies, procedures, professional competencies and the SUNY Potsdam Conceptual Framework, as well as the standards and guidelines adopted or recognized by the applicable professional organizations.

Section 4. Disclaimer

Admission to or graduation from a teacher education program at SUNY Potsdam does not constitute a guarantee that the candidate will be granted a State certificate, extension, endorsement, or license.

Section 5. Academic and Professional Decisions Subject to Review Under This Policy

An individual who is terminated from a program by a department under Article II of this policy may request a review of such a decision by the applicable Dean's Office following the procedures set out in Article III of this policy.

Section 6. Academic and Professional Decisions Not Subject to Review Under This Policy

The following decisions are not subject to review under this policy. However, under certain conditions, appeals may be pursued in accordance with the SUNY Potsdam general policies for grievances as specified in the college catalog.

A. A decision to deny entrance to a teacher preparation program at SUNY Potsdam;

B. A decision not to transfer credits earned at another institution or in another on-campus program;

C. A decision denying a request to have a program or course requirement waived;

D. A decision denying a request for an exception to a program or course policy or procedure;

E. A decision that the candidate failed a comprehensive or other summative exam;

F. An evaluation by a field, school or program supervisor; G. a decision to place the candidate on probation;

H. A decision that a candidate should be removed from a class; or

I. A decision to withdraw a candidate from, or reassign a candidate to, a field placement or clinical experience.

ARTICLE II: Termination from a Program by a Department

Section 7. Grounds for Termination from a Program

A department may terminate a candidate from a program for failure to meet, satisfy, or demonstrate satisfactory performance with respect to one or more of the academic and/or professional criteria in Section 3B.

Section 8. Candidate Withdrawal from a Program

If at any time a candidate chooses to withdraw from a program, the candidate should notify the department chair in a signed written statement that (a) the candidate has chosen to withdraw, and (b) if the department has already proposed action to terminate or made the decision to terminate, the candidate must also waive the right to request a review of the department's proposed action or decision.

Section 9. Notification of Proposed Action to Terminate a Candidate from a Program

A. It is normal practice for a department chair, the department chair's designee, or other program decision maker to informally consult with a candidate about a proposed decision to terminate that candidate from the program

based on departmental policies, and departments will have practices/procedures specific to their programs for regularly reviewing and notifying candidates of their status with regard to program standards. At this point, the candidate may choose to withdraw from the program (see Section 8) and the matter will then be considered concluded.

B. If a candidate chooses to continue in the program after informal notification, but before the department finalizes a decision to terminate a candidate, the department chair or designee will hand deliver or mail to the candidate a letter:
   1. Notifying the candidate of the proposed action, including the effective date of that action; setting out the reasons for the proposed action; and
   2. Providing the candidate 14 days after the hand-delivery or 16 days after it was postmarked to make a written request to meet with the department chair, and/or other appropriate decision-maker(s), to discuss the decision.

Section 10. Department-Level Review Meeting

A. If the candidate does not request a meeting with the department chair or designee, and/or other decision-makers if appropriate, within the timeframe set out in the notification of proposed action, the department chair or designee will hand-deliver or mail to the candidate a program termination decision letter (Section 11), which may be appealed through the Office of the Dean of the School of Education and Professional Studies, or in the case of music education candidates, the Office of the Dean of the Crane School of Music.

B. If the candidate wishes to meet with the department chair or designee and/or other appropriate decision-maker(s), the candidate must make a written request for such a meeting within 14 days after the notification of proposed action was hand delivered or 16 days after it was postmarked. This written request for a meeting should be addressed to the department chair or designee and shall provide all of the information and explanations the candidate wants the department chair or designee and/or other appropriate decision-maker(s) to take into consideration in making the decision. This written request for a meeting must be signed and dated, and contain all the following information:
   1. A statement identifying the program decision that is being requested for review;
   2. A statement explaining why the candidate believes that the program decision should be changed;
   3. Any information that the candidate has to support the candidate's belief that the decision should be changed;
   4. The candidate's current address, telephone number, and email address; and
   5. A signed statement giving the department chair or designee and/or other appropriate decision-maker(s) permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the review process is thereby concluded and the program decision stands.

C. Within 14 days of receiving a written request from the candidate, the department chair will schedule a meeting between the candidate, the department chair or designee, and one or more of the decision-makers if appropriate. Whenever possible, the meeting should be held within 14 days of the date the candidate's request for review was received by the department chair.
   1. This meeting will be conducted by the department chair or designee. The candidate should be given the opportunity to provide the decision-makers with information or explanations to provide a context for the candidate's performance, and the decision-makers may ask questions.
   2. Since all SUNY Potsdam Education programs are professional programs, candidates are expected to be personally present at the meeting, to speak on their own behalf, and to appropriately participate in the process of the meeting. If the candidate elects to do so, the candidate may be accompanied by a support person (e.g., a SUNY Potsdam Education Unit faculty member, program classmate) who may observe but not actively participate in the meeting, except at the department chair's sole discretion. At least one day prior to the review meeting, the candidate shall inform the department chair of the name of the support person, if any.
   3. The duration of this meeting is at the sole discretion of the department chair or designee.

Section 11. Program Decision Letter

A. Whether or not the candidate chooses to meet with program decision-makers as described in Section 10, the program decision-makers will finalize the departmental decision. The department chair or designee will then hand-deliver or mail to the candidate a program decision letter notifying the candidate of the outcome. If the decision is to terminate the candidate from the program, the program termination decision letter will notify the candidate of the opportunity to have the department's decision reviewed through the Office of the Dean of the School of Education and Professional Studies or by the Dean of The Crane School of Music in the case of music education candidates.

B. Once the department chair or designee has hand delivered or mailed to the candidate a program termination decision letter, the candidate will not be permitted to attend or register for classes or to participate in any SUNY Potsdam sponsored clinical program, practicum, student teaching experience, internship, or activity, except at the discretion of the department chair or designee.

ARTICLE III: Appeal of Departmental Program Termination Decisions

Section 12. Standard for Appealing a Program Termination Decision

A department's decision to terminate a candidate from a program, and thus not to recommend the candidate for state certification, will be overturned only if the Dean of the appropriate school determines that the department's decision was based upon an unfair process. The Dean will not reverse a department's decision simply because the Dean might have

reached a different decision given the performance of the candidate.

Section 13. Candidate Request for Appeal Meeting

A. A candidate who wishes to appeal a department decision to terminate the candidate from a program must submit a written request for an appeal meeting within 14 days after the program termination letter was hand delivered or 16 days after it was postmarked, to the Office of the Dean of the School of Education and Professional Studies, or in the case of music education candidates, the Dean of the Crane School of Music. If the candidate does not deliver this request within these time limits, the candidate waives his or her right to an appeal, and the program termination decision stands.

B. The request for an appeal meeting must be in writing and must contain the following information:
   1. A statement identifying the program decision that is being appealed;
   2. A statement explaining why the candidate believes that the program decision process was unfair and should be reversed;
   3. Any information that the candidate has to support the candidate's belief that the decision was based upon an unfair process and should be reversed;
   4. The candidate's current address, telephone number, and email address; and
   5. A signed statement giving the Dean or Dean's designee permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the appeal process is thereby concluded, and the program termination decision stands.

Section 14. Candidate's Appeal Procedure.

A. The Office of the Dean of the appropriate school (i.e. School of Education and Professional Studies or The Crane School of Music) will schedule an appeal meeting between the candidate and the Dean. The Dean's Office will notify the candidate and the original decision-makers of the date, time, and place of the appeal meeting. Whenever possible, the appeal meeting should be held within 14 days of the date the candidate's request for review was received in the Dean's Office.

B. If, without good cause as determined by the Dean, the candidate fails to appear for the appeal meeting, the candidate shall be deemed to have abandoned his or her appeal, and the original program decision shall stand.

C. Since all SUNY Potsdam Education Unit programs are professional programs, candidates are expected to be personally present at the appeal meeting, to speak on their own behalf, and to appropriately participate in the process of the appeal meeting. If the candidate elects to do so, the candidate may be accompanied by a support person (e.g., an Education Unit faculty member, a program classmate) who may observe but not actively participate in the appeal meeting, except at the Dean's sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Dean's Office of the name of the support person, if any.

D. As a general rule, the following process will be followed at the appeal meeting:
   1. No recording or verbatim record of the meeting is permitted.
   2. The Dean will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Dean may then ask questions of the candidate. The Dean may conclude the meeting at any time after the candidate has been heard by the Dean.
   3. The duration of this meeting is at the sole discretion of the Dean.

E. After the conclusion of the appeal meeting, the Dean will deliberate upon the request for review. Such deliberation, at the Dean's sole discretion, may include discussions with the candidate, the department chair, other decision-makers, or any others who have relevant information at times other than the appeal meeting.

F. Upon review of relevant documents, the Dean may take any of the following actions:
   1. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification;
   2. Reverse the original decision to terminate the candidate from the program;
   3. Reverse the original decision to terminate the candidate from the program, which could be subject to the candidate meeting additional requirements; or
   4. Request additional information before deciding to affirm the original decision, reverse the original decision, or reverse the original decision which could be subject to the candidate meeting additional requirements.

G. After reaching a decision, the Dean's Office will hand deliver or mail a letter setting out the decision of the Dean to the candidate and the department chair within 14 days of the review meeting whenever possible. If the Dean needs additional information, the timeline for notification of the decision may be extended at the discretion of the Dean.

H. A candidate may request a meeting with the Dean after receiving the decision letter from the Dean. At the sole discretion of the Dean, the time, place, and duration of the meeting will be scheduled by the Dean's Office.

I. The decision of the Dean is final and is not subject to further review or appeal within the applicable School.

SCHOOL OF ARTS AND SCIENCES
Graduate Programs of Study

English and Communication

Master of Arts (MA)

The Master of Arts (MA) in English and Communication offers a personalized and interdisciplinary program of study in literature, writing, rhetoric, and communication, making it unique within the SUNY System. Both the coursework and the thesis project allow for breadth and depth of experience in areas that cross traditional disciplinary boundaries and allow for intellectual synthesis of English and Communication. What unites these fields is the notion that all texts and utterances exist as part of discursive systems. Individual advising, carefully selected classes and program construction, and a commitment to students are central to the program. The program welcomes part-time students, and most classes are scheduled in the evening to accommodate those with daytime employment. There are no GRE requirements, and applications are reviewed as they arrive throughout the calendar year, as we have a rolling admissions, although graduate assistantship applications should adhere to the published deadlines.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

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. Those who have accredited degrees in humanities and social sciences fields such as History, Philosophy, Politics, Sociology, and Women's and Gender Studies are also encouraged to apply, but they must be aware that additional coursework might be required.
2. Submission of three letters of recommendation with cover sheets, at least two of which shall be from undergraduate professors in the academic discipline of the baccalaureate degree. However, in the case of applicants with significant work experience and/or have received their B.A./B.S. for over five years or more, at least one letter should be from an undergraduate professor.
3. A minimum grade point average of 3.0 (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 or senior seminar that shows evidence of scholarly research and writing.
5. For applicants who have significant work experience, and/or have received their B.A./B.S. for over five years or more, a substantial piece of workplace writing may be substituted (grant writing, public relations, researched journalism, etc.).
6. Each student must demonstrate competence in a foreign language equivalent to that required for the awarding of a Bachelor of Arts degree at SUNY Potsdam.

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

A comprehensive approach to these distinct yet related fields defines the core graduate experience at Potsdam, making the 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, non-profits, 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 as part of their permanent certification.
- Those who may already possess a master's degree but are looking to enhance their knowledge and skills.

"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."

English & Communication Course Requirements

A minimum of 36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Arts in English and Communication. At least 27 of the 36 credit hours must be taken at the 600 level. Upon admission into the program, students should meet with the Director of the Graduate Program in the English and Communication Department for advising.

The 36 credit hours are divided as follows:

Required Courses 6
GECD 601 Introduction to Graduate Studies
GECD 606 Thesis Workshop

Electives 21
(7 courses and a maximum of three 500-level courses)
Students will select, with prior adviser approval, seven graduate English and Communication courses, at least twelve hours of which must be completed at the 600 level. A maximum of nine hours may be taken at the 500 level in any courses offered by the Department of English and Communication.

Thesis Credits..... 9
GECD 690 Thesis Credits

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 advisers of his or her Master's thesis.

The Master's Committee consists of an adviser and a reader, and they both must be active members of the department.

All courses are 3 credits unless noted.

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 the second-year of a 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 9)

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, with cover sheets, 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, in some cases, be conditionally admitted.

Mathematics Course Requirements

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. 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.

THE CRANE SCHOOL OF MUSIC

Graduate Programs of Study

Master of Music

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 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 two (for music education majors) or three semesters of study (for performance majors). Music education students may also complete their program over as few as two summers with at least two online courses.

A minimum of 24 credit hours for 30-hour programs 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/her 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, both degree programs in The Crane School of Music are designed to fulfill the academic requirements for Professional certification to teach music K–12.

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 years. Contact the Crane Office of Music Education for more information.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. Evidence of an earned baccalaureate degree in music from an accredited college of university. Applicants to the Master of Music in Music Education degree program are expected to have a Bachelor of Music degree in Music Education or another Bachelor of Music degree with teacher certification. However, international students may apply with a music degree other than the Bachelor of Music in Music Education degree, but only if they are seeking a Master's of Music degree in Music Education without New York certification. (This option is only available to international students.) Alternatively, for students who have a Bachelor of Music degree in an area other than Music Education, and who are interested in achieving both teacher certification and a Master of Music in Music Education degree. The Crane School of Music offers a combined certification/Master's option. Typically this program can be completed in two years plus an additional semester of student teaching. Contact the Crane Graduate Office for more information (gradmusic@ potsdam.edu).
2. Submission of two letters of recommendation with cover sheets.
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 Conditional Admission, upon the recommendation of the Crane Graduate Program Committee. 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 Program Committee, and the student will be granted either Full Admission, a renewal of Provisional Status, or be dismissed from the program.
4. A minimum undergraduate core music GPA of 3.0 is required for full admission. Graduate students who earned an average GPA between 2.75 and 3.0 in their undergraduate musicianship core (music theory, music history and aural skills) may be granted Provisional Admission, upon the recommendation of the Crane Graduate Program

Performance Committee. Applicants with a core GPA below 3.0 will be required to take the graduate theory and history exam; if admitted, students may be required to take additional remedial coursework based on the results of these exams. Applicants with a core music GPA of lower than 2.75 will not be admitted.

Applicants who earned an average GPA of 3.0 or higher in their undergraduate musicianship core are exempt from the exams. For more information, please contact the Crane Graduate Program Administrator.

5. A demonstration of competency, including one of the following sets of requirements as defined by the specific program of study:
   A. Music Education
      I. An essay or college-level paper that demonstrates the student's ability to organize ideas, research a topic, and write in an academic style. The essay must be typewritten or word processed, well documented and include a bibliography; and
      II. A video of the candidate teaching a class or conducting a rehearsal (one of these options is preferred), or a live or video audition on the applicant's principal instrument. The teaching video may be sent as a DVD or internet link.
   B. Performance

      A live audition in the applicant's performance area, or the submission of a video recording, is required. More detailed information about registering for an audition is available on The Crane School of Music website.

   Notes: All papers, essays, compositions, auditions, and video tapes will be reviewed by appropriate members of the Crane graduate faculty. The student's complete file (including faculty evaluations of the above materials) will be reviewed by the Crane Graduate Program Committee at which time a recommendation for admission to the degree program will be made to the Director of the Center for Graduate Studies and the Dean of The Crane School of Music.
6. All graduate admission materials must be received by April 1 to be considered for fall academic year admission and November 15 for spring admission. Summer applications should be received by May 1. Please allow sufficient time for processing applications.
7. All students applying for Graduate Assistantships or Scholarships in Music must apply by March 2. 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 may supply an optional statement about background and qualifications in relevant areas.

Performance

Master of Music (MM)

The Master of Music in Performance program is designed to develop student musicianship and technical expertise through individual study, and through solo, ensemble, and chamber performance opportunities, all under the direction of faculty artists.

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.

The 30 credit hours are divided as follows:

MUCH 611* Introduction to Graduate Study
MUCP 640 Literature and Pedagogy (2 credits)
MUCS 630 Performance Concentration (9 credits)

MUCP 618 Vocal Coaching (1 credit), required of all vocal majors
or
MUCP 681 Chamber Music (1 credit), required of non-vocal majors

MUCP 5xx or 6xx Performance elective
MUCX 5xx or 6xx 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 should be taken during the first semester of study.

**Composition Courses (MUCT 601, 602 603, 611, 612, 613) cannot be used to fulfill these requirements.

All courses are 3 credits unless noted.

Additional Graduation Requirement

Each student in the Master of Music degree program in Performance must also perform a graduate recital not to exceed 90 minutes in length, 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:

- detailed program notes of the works to be performed on the recital; or
- 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 and defended during the final oral examination. For voice students, a recital hearing in front of the Voice Area faculty is required no later than two weeks before the scheduled recital date.

Music Education

Master of Music (MM)

The education programs at SUNY Potsdam are committed to the preparation and enhancement of teachers who are grounded in disciplinary knowledge emanating from the arts and sciences and in curricular and instructional theory and practice. The Master of Music in Music Education program strives to assist teachers to become reflective practitioners, lifelong learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students. The program is committed to enriching and sustaining teachers who hold knowledge and attitudes needed in dealing with the challenges facing schools today and in the future, including the increased diversity of the student population in terms of abilities, linguistics, ethnic and cultural backgrounds; rapid technological advancements; changes in assessment practices; and school restructuring and reform.

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, Music Education degree. Students may select one of two options: with Thesis (Option A) or without Thesis (Option B). Upon entering the program all students are placed in the Option B (without thesis) program. If a student would like to transfer to the Option A (with thesis) program they should request the change after taking Introduction to Graduate Study.

Music Education (MM)

Option A: Music Education with Thesis

The 30 credit hours are divided as follows:

MUCE 601 Philosophy & 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 or 6xx A course in Music Education
MUCH 5xx or 6xx A course in Music History & Literature
MUCT 5xx or 6xx A course in Music Theory**
Elective A course in Education or Music Education
A music content course (Music History, Theory or Performance)

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

**Composition Courses (MUCT 601, 602 603, 611, 612, 613) cannot be used to fulfill this requirement.

All courses are 3 credits unless noted.

Thesis or Graduate Research Project

- A thesis or appropriate graduate project is required of all students in the M.M. Music Education, Option A degree program.
- Students must register for MUCE 699: Thesis in Music Education every semester after they begin the project until its completion.
- Students will receive "In-Progress" (IP) on their transcript each semester until the project is completed.
- A proposal must be submitted 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.

Music Education Final Oral Exam

For students in Option A, the thesis will be discussed and defended during the final oral examination.

Music Education (MM)

Option B: Music Education without 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
MUCH 5xx or 6xx A course in Music History/Literature
MUCT 5xx or 6xx A course in Music Theory**
MUCE 5xx or 6xx A course in Music Education
Elective A course in Education or Music Education
A music content course (Music History, Theory or Performance)
General Electives (6 credits)

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

**Composition Courses (MUCT 601, 602 603, 611, 612, 613) cannot be used to fulfill this requirement.

All courses are 3 credits unless noted.

Music Education Final Oral Exam

Upon entering the program, students in Option B will create a list of 3 questions; one question based on curriculum work, one question based on historical/philosophical influences, and one question self-generated. These questions will frame the graduate learning experiences and culminate with a presentation during the final oral exam. Four weeks before the final oral exam, students will submit an outline of their final oral presentation along with a bibliography. For the final oral meeting, students will create a half-hour presentation which highlights how their graduate journey has answered the questions posed at the beginning of the degree work and illustrate how the student has synthesized their learning. The presentation will end with the student's vision for future learning. Following the presentation, committee members will have 45 minutes to question the candidate about the presentation or any aspect of their degree program.

Presentation and documentation will be evaluated on the following:

- Thoroughness in addressing the questions submitted.
- Synthesis of understanding through application of learning to future teaching and a plan for implementation of new ideas.
- Artistry in presentation so that what is presented is synthesized and artfully arranged.
- General scholarship and organization.

Piano Pedagogy Concentration

Course Requirements

Graduate student enrolled in the Master of Music Education or Performance degree programs can apply to also complete a Concentration in Piano Pedagogy; this program is similar to adding a minor to your degree. Admission to the Concentration is via interview (and audition for students who are not Master of Music Piano Performance majors) with the program coordinator. For those students required to audition, 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.

Piano Pedagogy concentration candidates will complete the following 9-credit sequence of courses:

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

Additionally, for students not in the Master of Music Piano Performance degree program, a graduate-level course in performance concentration in piano (MUCS 620, two credits) is strongly recommended.

All courses are 3 credits unless noted.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Graduate Programs of Study

Education Unit Conceptual Framework

The conceptual framework of the SUNY Potsdam Education unit is summarized by our vision statement, A Tradition of Excellence: Preparing Creative and Reflective Educators, with its three major strands: Well-Educated Citizen, Reflective Practitioner and Principled Educator.

Well-Educated Citizen

- critically analyzes and solves problems
- organizes thought and communicates effectively
- understands history and our social and political institutions
- understands and respects diverse cultures and our intercultural world
- understands the impact of science and technology on our lives
- appropriately uses technology for research, analysis, and communication
- 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 to inform curriculum, instruction and assessment
- meets the diverse learning needs of students
- applies knowledge of local, state, national, and professional standards
- effectively uses instructional and assistive technology, and information literacy
- 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

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.

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 distinct groups of candidates:

A. Students with initial New York certification who seek to complete the academic requirements for Professional certification. 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 the candidate's initial certification area in one of the following disciplines:
   - Business/Marketing
   - Early Childhood/Childhood Education (B-6)
   - Dance
   - English 7-12
   - French 7-12
   - Health Education
   - Mathematics 7-12
   - Music
   - Social Studies 7-12
   - Spanish 7-12
   - Theatre
   - Visual Arts

Candidates holding initial New York certification in areas other than those listed above must consult with the department chair prior to enrollment to discuss the feasibility of completing this program.

B. Candidates not seeking Professional teaching certification, but wish to prepare themselves for a variety of careers by understanding educational pedagogy and its application in multiple contexts, may pursue an identified concentration or take a handcrafted set of electives, under advisement, based upon student's interests.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements and Information

1. Verification of a current teaching certificate (Certification track).
2. A minimum GPA of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for both program pathways.
3. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Additional Degree Information

All degree candidates are required to successfully complete an action research project (GRED 687) or a culminating experience (GRED 699) 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.

Track for candidates holding Initial certification in an eligible discipline and are seeking Professional certification

The 33 credit hours are divided as follows:

Core Requirements..... 15

GRED 600	Philosophical Foundations of Education
GRED 616	Curriculum & Evaluation (content-linking)
GRED 635	Educational Research in Curriculum & Instruction (content-linking)
IT 614	Technology in Education
GRED 687	Action Research

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

In addition to the core requirement 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 and which include content linked to pedagogy.

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

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

GRED 504	Using Spreadsheets in Teaching School Mathematics
GRED 505	Topics in Mathematics for Elementary Teachers
GRED 516	Diversity and Advocacy in Education
GRED 517	Integrating the Arts into the Elementary Classroom
GRED 522	Creative and Affective Experiences for Young Children
GRED 531	Creative Problem Solving – Mathematics
GRED 534	Teaching Mathematics in a Technological World
GRED 548	Literacy & Literature for Young Children
GRED 549	Adolescent Literature and the Teaching of Reading/Literacy

GRED 552 The Vietnam Cultural/Historical Travel Program
GRED 574 Navajo Cultural Exchange Program
GRED 590 Special Social Studies Education Content Topic
GRDG 615 Literacy: Family/School/Community Collaboration
GRDG 620 Literacy & Linguistically Diverse Learners

Graduate Education Electives.....12
(Four graduate electives that lend to an identified concentration, or a handcrafted selection of electives based upon a student's interests.)

General Education Track (non-certification)

For students seeking a masters degree in an educational context, but not pursuing teaching certification.

The 33 credit hours are divided as follows:

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

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

All candidates must work closely with their adviser to select content or content-linking courses.

Graduate Education Electives.....15
(Five graduate electives that lead to an identified concentration, or a handcrafted selection of electives based upon a student's interests.)

All courses are 3 credits unless noted.

Concentration in Language Acquisition

This concentration is not a TESOL program. It is specifically designed for international students who desire to improve their own English language skills and learn about educational pedagogy 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:

Core Requirements..... 22
GRED 558 Literacy I: Methods-Childhood
GRED 559 Literacy II: Methods-Childhood
GRED 576 Practicum I (1 credit)
(Immersion in English language usage)
GRED 586 Practicum II (3 credits)
(Formal Observation & Participation)
GRED 600 Philosophical Foundations of Education
GRED 635 Educational Research in Curriculum & Instruction
GRED 665 Language & Culture
GRED 699 Thesis Research

Graduate Education Electives.....12
(Four graduate electives that lend to an identified concentration, or a handcrafted selection of electives based upon a student's interests.)

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

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

All courses are three credits unless noted.

Educational Technology Specialist

Master of Science in Education (MSEd)

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

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

With courses taken in the summer, a one calendar-year option is also available (August to August).

Program Overview

For students holding an initial certification, this degree program leads to recommendation for an additional New York certification as an Educational Technology Specialist. Completion of this program will also satisfy the academic requirements for Professional Certification. The program meets the standards established by the New York State Education Department (NYSED) and is NCATE certified.

This program is also available for non K-12 students who are not seeking certification. An Intitial teaching certificate is not required to enter this program.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements and Information

1. Verification of a current teaching certificate (For those seeking professional certification).
2. A minimum GPA of 3.0 (A=4.0) in the most recent 60 credit hours of study is required for full admission. Applicants with a minimum GPA of 2.75 (A=4.0) in the most recent 60 credit hours may be considered for conditional admission.
3. Submission of two professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators).

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Additional Information

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

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

Course Requirements

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

The 36 credit hours are divided as follows:

Foundation Requirements 21

IT 614	Technology in Education
IT 625	History and Philosophy of Technology Utilization
IT 635	Research & Theory on Communication and Performance Technology
IT 647	Technology Coaching
IT 651	Systematic Design for Performance Improvement
IT 654	Program Evaluation
IT 657	Practicum in Technology

Web Development (one of the following) 3

IT 549	Web Page Development
IT 649	Advanced Web Page Development

Technology of Literacy (one of the following) 3

IT 544	Desktop Publishing
IT 545	Preparing and Delivering Professional Presentations

Programming & Authoring (one of the following) 3

IT 621	Authoring and Scripting for Multimedia
IT 623	Programming and Authoring for the Internet

Technology Utilization (one of the following) 3

IT 546	Preparing Performance Support Materials
IT 566	Simulations and Games for Teaching and Learning
IT 652	Computer Graphics
IT 655	Video Design and Production
IT 656	Multimedia Production
IT 668	Distance Education

Or other course with adviser approval

Culminating Experience 3

IT 659	Technology Product Development

All courses are 3 credits unless noted.

Literacy

Master of Science in Education (MSEd)

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. A minimum grade point average of 3.0 (A = 4.0) in the most recent 60 credit hours of undergraduate study is required for admission.
2. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).
3. Candidates will submit a thoughtful and well-written letter of intent in which they discuss why they wish to develop their knowledge and skills in the field of literacy education and highlight their personal attributes that will help them meet the challenges of graduate study in the program. The letter shall include a statement that the candidate has read and understands the MSED Literacy Procedures for Assessing and Monitoring Professional Dispositions. These are available online or by contacting the Center for Graduate Studies.

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Program Requirements

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

Additional Degree Information

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

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

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

Literacy Specialist Program

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

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

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

Program Requirements

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 Education 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 Literacy Education Department.

Literacy Specialist Course Requirements

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

The 36 credit hours are divided as follows:

Required Courses 21
GRDG 600 Foundations of Literacy
GRDG 605 Literacy Assessment and Evaluation
GRDG 610 Seminar: Literacy Research
GRDG 615 Literacy: Family/School/Community Collaboration
GRDG 620 Literacy & Linguistically Diverse Learners
GRDG 625 Using Technology to Teach Literacy
or
IT xxx (course selected with prior adviser approval)
GRDG 640 Literature-Based Literacy Instruction

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

I. Early Childhood/Childhood Literacy, Birth-Grade 6 9
GRDG 655 Literacy Intervention Strategies B-6 (prerequisites: GRDG 600 and 605)
GRDG 660 Teaching Writing B-6
GRDG 665 Emergent Literacy

Culminating Experience 6
(in final semester; prerequisites: GRDG 655, Initial certification)
GRDG 690 Literacy Practicum B-2
and
GRDG 691 Literacy Practicum 3-6
or
GRDG 699 Literacy Internship (permission of instructor required)

II. Middle Childhood/Adolescent Literacy, Grades 5-12..... 9
GRDG 656 Literacy Intervention Strategies 5-12 (prerequisites: GRDG 600 and 605)
GRDG 661 Teaching Writing Grades 5-12
GRDG 670 Teaching Reading and Study Skills in the Content Area

Culminating Experience 6
(in final semester; prerequisites: GRDG 656, Initial certification)
GRDG 696 Literacy Practicum 5-8
and
GRDG 697 Literacy Practicum 9-12
or
GRDG 699 Literacy Internship (permission of instructor required)

All courses are 3 credits unless noted.

Literacy Educator Program

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

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

Program Requirements

Submission of a copy of current teaching certificate is required prior to completion of 15 credits in the Literacy Program. Candidates for the Literacy Educator program must present an Initial certificate in one of the following areas:

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

Literacy Educator Course Requirements

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

The 33 credit hours are divided as follows:

Required Courses 15
GRDG 600 Foundations of Literacy
GRDG 605 Literacy Assessment and Evaluation
GRDG 640 Literature-Based Literacy Instruction
GRDG 681 Literacy Educator Portfolio (taken in the final semester)

Plus one of the following (chosen under advisement)
GRDG 655* Literacy Intervention Strategies B-6 (*prerequisites: GRDG 600 and 605)
GRDG 656* Literacy Intervention Strategies 5-12 (*prerequisites: GRDG 600 and 605)

Controlled Options (chosen under advisement) 6
GRDG 660 Teaching Writing B-6
or
GRDG 661 Teaching Writing Grades 5-12
GRDG 665 Emergent Literacy
or
GRDG 670 Teaching Reading and Study Skills in the Content Area
GRDG 625 Using Technology to Teach Literacy
or
ITxxx (course selected with prior adviser approval)

Content or Content-Linking Courses.....12
(chosen under advisement)

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

All courses are 3 credits unless noted.

Special Education

Master of Science in Education (MSEd)

SUNY Potsdam offers three certification pathways 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) and The Council for Exceptional Children standard.

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

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements and Information

1. Verification 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. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).
4. Prerequisites:
   a. literacy/reading methods (6 credit hours)
   b. an introductory course in special education (3 credit hours)
   c. a minimum of 50 hours of field experience d. at least 20 days of student teaching
5. In accordance with New York State certification regulations, applicants for certification in special education must have preparation in general education at the level they are seeking in special education. For example, an applicant holding an Elementary Education certificate valid for Grades PK–6 is eligible to complete Special Education programs at the Early Childhood (Birth–Grade 2) or Childhood (Grades 1–6) levels. For applicants intending to complete the new Students with Disabilities Generalist certification, additional prerequisites include meeting the general requirements for the content core (major or concentration in liberal arts and sciences) AND six semester hours each in math, science, English language arts and social studies. These may be at the undergraduate or graduate level.
6. Candidates with other certifications (e.g. music, art, physical education, speech) should consult with the Chair of the Inclusive and Special Education Department. Prerequisite courses will be determined on an individual basis.

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Additional Degree Information

This program provides 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.

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

Special Education Course Requirements

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

The 36 credit hours are divided as follows:

Required Courses 30

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

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

I. Early Childhood Special Education (Birth–Grade 2)
   SPED 648 Strategies for Early Childhood Special Education (Sp)
   Elective (selected with adviser approval)

II. Childhood Special Education (Grades 1–6)
   SPED 646 Strategies for Teaching Elementary Students with Learning and Behavioral Disabilities (Sp)
   Elective (selected with adviser approval)

III. Adolescence Special Education (Grades 7–12, subject area)
   SPED 647 Strategies for Teaching Secondary Students with Learning and Behavioral Disabilities (Sp)
   Elective (selected with adviser approval)

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

Full-time Sample Schedule

MSEd Special Education Program

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

Part-time Sample Schedule

MSEd Special Education Program

Fall I	*Spring I*	*Summer I*
SPED 601	SPED 607	Elective
SPED 650	SPED 638	SPED 612
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

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

*For candidates pursuing **Early Childhood** Special Education:*

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

*For candidates pursuing **Childhood** Special Education:*

To add Early Childhood certification; complete SPED 648.

Advanced Certificate in Inclusive and Special Education

Certificate of Advanced Study (CAS)

The Advanced Certificate in Inclusive and Special Education is designed to provide a sequenced program of study that complements the knowledge, competencies, and dispositions of certified and experienced teachers to effectively address the needs of students with mild to moderate disabilities in primarily inclusive settings.

This certificate will provide the classroom teacher with more knowledge and clinical experience with which to create an inclusive classroom that incorporates the essential principles of Universal Design for Learning. Completing the Advanced Certificate will provide currently practicing teachers with a deeper understanding of the range and characteristics of learning disabilities and tools with which to differentiate learning in the classroom.

Requirements and Information

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. A minimum grade point average of 3.0 (A = 4.0) in the most recent 60 credit hours of undergraduate study is required for admission.
2. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).
3. Six credits of prerequisite coursework in Special Education. For candidates needing coursework, the department of Inclusive and Special Education recommend completion of SPED 501 and 505.
4. Two years of employment and/or experience in a formal setting with persons with disabilities.

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Program Summary

Additionally, upon completing the program, students may be able to apply for an additional classroom-teaching certificate in Students with Disabilities at the grade level consistent with their initial classroom-teaching certificate. Note that obtaining certification takes place after the completion of this program, and is something the student must complete individually. SUNY Potsdam does not recommend for certification as typical with other graduate degree programs.

Program Schedule

The 18 credit hours are divided as follows:

Summer 6

SPED 601	Characteristics of Learners with Mild/Moderate Disabilities
SPED 650	Collaborative Consultation with Professionals and Parents

Fall 6

GRED 516	Diversity and Advocacy of Education
SPED 637	Diagnosis and Assessment of Educational Disabilities

Spring 6

SPED 640	Behavior Management for the Special Educator
SPED 646	Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities
or	
SPED 647	Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities

Note: Course selection will be based upon the student's area of initial certification.

All courses are 3 credits unless noted.

Childhood Education

Master of Science for Teachers (MST)

The Master of Science for Teachers Childhood Education program (Grades 1-6) 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 Childhood (grades 1–6) certification.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification in Childhood Education (Grades 1–6). A bachelor's degree in any subject area is accepted, however additional coursework may be required, and will vary depending on the student's specific major.
2. A minimum of 3.0 (A=4.0) GPA in the most recent 60 credit hours of study.
3. Submission of an official GRE exam (other standardized exams may be accepted on a case by case basis).
4. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).
5. Candidates are strongly encouraged to contact the Center for Graduate Studies for details related to their content-core course requirements. All program content-core classes must be fully completed prior to the student teaching semester. A minimum grade of 2.0 in undergraduate courses or 3.0 in graduate courses is required. Candidates must have a minimum of 30 credit hours (of which at least 18 must be upper-division) in liberal arts subject areas appropriate for grades 1-6.
    a. The following individual content core courses are also required, some of which may be used to satisfy the liberal arts subject requirement:
        i. Artistic Expression (a minimum of 3 credits to include two of the following areas: music, visual arts, dance and drama)
        ii. Communications (6 credits)
        iii. Concepts in History (3 credits)
        iv. Humanities (3 credits in Children's Literature)
        v. Language other than English (6 credits)
        vi. Mathematical Processes (6 credits, 3 of which can include statistics)
        vii. Pedagogy (3 credits in human or child development)

viii. Science Processes (6 credits from two areas, one with a lab: biology, chemistry, earth science, and physics)

ix. Social Studies (6 credits from two areas)

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Additional Degree Information

Candidates may also 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.

Candidates are required to complete all New York State teaching requirements to earn initial certification. This will include completion of HLTH 530 School Health (CA, SAVE, DASA) (3 credits) and achieving passing scores on the New York State Teacher Certification Exams. These requirements are subject to change.

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

Childhood Education 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 for Teachers, Childhood Education degree. Additionally, candidates will complete HLTH 530 to satisfy certification requirements for a total of 50 credit hours.

Note: Canadian students will have additional coursework required to meet certification requirements in Ontario. Please contact your adviser and/or the Center for Graduate Studies for information.

The 47 hours are divided as follows:

Required Courses 27

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

Education Elective.....3
(one graduate education course selected with prior adviser approval)

Student Teaching & Culminating Experience 17

GRED 613 Teaching Internship, Grades 1-3 (6 credits)
GRED 669 Professional Development Performance Portfolio
GRED 676 Student Teaching Seminar: Policies & Practice in American Education (2 credits)
GRED 696 Student Teaching, Childhood Education 1-6 (6 credits)

Certification Requirement.....3

HLTH 530 CA, SAVE, DASA

Full-time Sample Schedule

MST Childhood Education

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

** Must be taken in first semester*

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

All courses are 3 credits unless noted.

Adolescence Education: English

Master of Science for Teachers (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 9)

Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification for teaching English in Adolescence Education (Grades 7-12). A bachelor's degree in any subject area is accepted, however additional coursework may be required, and will vary depending on the student's specific major.
2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in Literature/Writing (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 any content core courses.

3. A minimum overall grade point average of 3.0 (A-4.0) in the most recent 60 semester hours of graduate study.
4. A minimum undergraduate grade point average of 3.0 in the English major.
5. Submission of an official GRE exam (other standardized exams may be accepted on a case by case basis).
6. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

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.

Candidates will be required to complete all New York State teaching requirements to earn initial certification. This will include completion of HLTH 530 School Health (CA, SAVE, DASA) (3 credits) and achieving passing scores on the New York State Teacher Certification Exams. These are subject to change.

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

Adolescence Education: English 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 for Teachers, Adolescence Education, English degree. Additionally, candidates will complete HLTH 530 (3 credits) to satisfy certification requirements for a total of 51 credit hours.

Note: Canadian students will have additional coursework required to meet certification requirements in Ontario. Please contact your adviser and/or the Center for Graduate Studies for information.

The 51 credit hours are divided as follows:

Required Courses 34

GRED 549 Adolescent Literature & Teaching of Reading/ Literacy
GRED 550 Introduction to Teaching English Language Arts Grades 7–12
GRED 530 Classroom Management and Discipline
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
GRED 677* Development and Learning in Adolescence
SPED 505 Introduction to Special Education

Graduate Education elective (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 Junior High School (7–9) (6 credits)
GRED 697 Student Teaching in the Senior High School (10–12) (6 credits)

Certification Requirement.....3

HLTH 530 School Health (CA, SAVE, DASA)

All courses are 3 credits unless noted.

* 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.

Full-time Sample Schedule

Summer	*Fall* *Practicum*	*Spring* *Student Teaching*
GRED 550	GRED 582	GRED 676
GRED 530	GRED 584	GRED 692
GRED 600	GRED 549	GRED 697
GRED 677	GRED 588	GRED 671
(or Elective)	GRED 589	
HLTH 530	SPED 505	
(or Winterim)	Elective	

Adolescence Education: Mathematics

Master of Science for Teachers (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 NCTM. The program leads to Initial/Professional

certification in Adolescence Education, Mathematics (Grades 7–12) with an extension for Middle Childhood Mathematics Education (Grades 5–6).

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and 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. A review of the candidate's transcript will determine the need for completion of any content core courses.
3. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study.
4. A minimum undergraduate grade point average of 3.0 in the mathematics major.
5. Submission of an official GRE exam (other standardized exams may be accepted on a case by case basis).
6. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

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 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.

Candidates are required to complete all New York State teaching requirements to earn certification. This will include completion of HLTH530 School Health (CA, SAVE, DASA) (3 credits) and passing of all applicable New York State Teacher Certification Exams. These are subject to change.

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

Adolescence Education: Mathematics 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 for Teachers, Adolescence Education: Mathematics degree. Additionally, candidates will complete HLTH 530 (3 credits) to satisfy certification requirements for a total of 51 credit hours.

Note: Canadian students will have additional coursework required to meet certification requirements in Ontario. Please contact your adviser and/or the Center for Graduate Studies for information.

The 51 credit hours are divided as follows:

Required Courses 28

GRED 556 Reading in the Middle & Secondary School
GRED 557 Writing in the Middle & Secondary School
GRED 568 Teaching Mathematics in the Middle School
GRED 569 Teaching Mathematics in the Secondary School
GRED 578 Practicum in Middle School Mathematics (2 credits)
GRED 579 Practicum in Secondary School Mathematics (2 credits)
GRED 600 Philosophical Foundations of Education
GRED 667 Topics and Research in Mathematics Education
GRED 677* Development and Learning in Adolescence
SPED 505 Introduction to Special Education

Technology Elective.....3

GRED 534 Teaching Math in a Technological World
or
Technology course (adviser approved)

Graduate Education elective (selected w/adviser approval)....3
(can be GRED 670 Culminating Experience)

Certification Requirement.....3

HLTH 530 School Health (CA, SAVE, DASA)

Student Teaching 14

GRED 676 Student Teaching Seminar: Policies & Practice in American Education (2 credits)
GRED 694 Student Teaching in the Middle/Junior High School (7–9) (6 credits)
GRED 697 Student Teaching in the Senior High School (10–12) (6 credits)

All courses are 3 credits unless noted.

*GRED 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 GRED 677 requirement, then a second elective will be selected with prior adviser approval.

Full-time Sample Schedule

Initial Summer	*Fall Semester Practicum*	*Spring Semester Student Teaching*	*Concluding Summer*
GRED 556	GRED 534	GRED 676	GRED 667
GRED 568*	GRED 557	GRED 694	Elective
(GRED 670)	GRED 569	GRED 697	
GRED 578*	GRED 579		
GRED 600	SPED 505		
GRED 677			

*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 program coordinator.

Adolescence Education: Science

Master of Science for Teachers (MST)

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 (NSTA) 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 9)

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 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. A review of the candidate's transcript will determine the need for completion of any content core courses.
3. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study.
4. A minimum undergraduate grade point average of 3.0 in the science major.
5. Submission of an official GRE exam (other standardized exams may be accepted on a case by case basis).
6. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

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.

Candidates are required to complete all New York State teaching requirements to earn certification. This will include completion of HLTH530 School Health (CA, SAVE, DASA) (3 credits) and passing all applicable New York State Teacher Certification Exams. These are subject to change.

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

Full-time Sample Schedule

Summer I	*Fall I Practicum*	*Spring I Student Teaching*	*Winterim or Summer I/II*
GRED 557	GRED 502	GRED 670	GRED 555
GRED 556	GRED 571	GRED 676	
GRED 672	GRED 501	GRED 692	
SPED 505	GRED 675	GRED 697	
GRED 673			

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

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: Science 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 for Teachers, Adolescence Education: Science degree. Additionally, candidates will complete HLTH 530 (3 credits) to satisfy certification requirements for a total of 50 credit hours.

Note: Canadian students will have additional coursework required to meet certification requirements in Ontario. Please contact your adviser and/or the Center for Graduate Studies for information.

The 50 credit hours are divided as follows:

Required Courses 33

GRED 501	Seminar: Teaching Science in the Secondary School
GRED 502	Issues in Science–Technology–Society
GRED 555	Classroom Management/Leadership

GRED 556	Reading in the Middle & Secondary School I
GRED 557	Writing in the Middle & Secondary School II
GRED 571	Science Education Instruction in Secondary Schools
GRED 670	Culminating Experience
GRED 672	Science, Curricula, Programs & Standards
GRED 673	Secondary Science Practicum
GRED 675	Secondary Science Teaching Research
SPED 505	Introduction to Special Education

Certification Requirement.....3

HLTH 530	School Health (CA, SAVE, DASA)

Student Teaching 14

GRED 676	Student Teaching Seminar: Policies & Practice in American Education (2 credits)
GRED 692	Student Teaching in the Junior High School (7–9) (6 credits)
GRED 697	Student Teaching in the Senior High School (10–12) (6 credits)

All courses are 3 credits unless noted.

*GRED 677 is required if the candidate's undergraduate work does not include a course in developmental, adolescent or educational psychology. This course if required will add an additional 3 credits to the program.

Adolescence Education: Social Studies

Master of Science for Teachers (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 9)

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 should consult with the Center for Graduate Studies for an appropriate major.
3. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study.
4. A minimum undergraduate grade point average of 3.0 in the academic major.
5. Submission of an official GRE exam (other standardized exams may be accepted on a case by case basis).
6. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).
7. Adolescence Education, Social Studies program content core requirements:
   - 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

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

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 course (GRED 684 Social Studies Content Portfolio, 1 credit) is also required.

Candidates are required to complete all New York State teaching requirements to earn certification. This will include enrollment in HLTH 530 School Health (CA, SAVE, DASA) (3 credits) and successful passing of all applicable New York State Teacher Certification Exams. These are subject to change.

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.

Full-time Sample Schedule

Summer I	*Fall I*	*Spring I*	*Summer II*
	Practicum	*Student Teaching*	
GRED 556	GRED 557	GRED 676	GRED 606
GRED 600	GRED 682	GRED 694	Elective
GRED 681	GRED 688	GRED 697	GRED 670
SPED 505	GRED 689		GRED 590
	IT Elective		
	GRED 684		

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

Adolescence Education: Social Studies 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 for Teachers, Adolescence Education, Social Studies degree. Additionally, candidates will complete HLTH 530 (3 credits) to satisfy certification requirements for a total of 57 credit hours.

Note: Canadian students will have additional coursework required to meet certification requirements in Ontario. Please contact your adviser and/or the Center for Graduate Studies for information.

The 57 credit hours are divided as follows:

Required Courses 34

GRED 556	Reading in the Middle & Secondary School I
GRED 557	Writing in the Middle & Secondary School II
GRED 590	Special Social Studies Education Content Topic
GRED 600	Philosophical Foundations of Education
GRED 606	Advanced Secondary Social Studies Education Methods
GRED 681	Social Studies Curriculum in Middle/Secondary School
GRED 682	Research in Social Studies Education
GRED 684	Social Studies Content Portfolio (1 credit)
GRED 688	Social Studies Instruction in Middle/Secondary School (2 credits)
GRED 689	Practicum in Middle & Secondary School Social Studies Instruction (4 credits)
SPED 505	Introduction to Special Education
GRED 670	Social Studies (Culminating Experience)

Technology Elective.....3

IT XXX (course selected with prior adviser approval)

Graduate Education elective (selected w/adviser approval)....3

Certification Requirement.....3

HLTH 530 School Health (CA, SAVE, DASA)

Student Teaching 14

GRED 676	Student Teaching Seminar: Policies & Practice in American Education (2 credits)
GRED 694	Student Teaching in the Middle/Junior High School (7–9) (6 credits)
GRED 697	Student Teaching in the Senior High School (10–12) (6 credits)

All courses are 3 credits unless noted.

Community Health

Master of Science (MS)

The Master of Science in Community Health is a degree that prepares students to practice in the field of public health, which serves to enhance health through education, research, and policy. The curriculum of the M.S. focuses on training students to work in prevention at the community level through programming, advocacy, as well as needs and needs/outcome assessments. It has a focus on Rural Health Education and is designed to specifically address the health-related needs of rural communities, preparing graduates for work in other rural areas in New York State, nationally, or internationally. The program is a total of 45 credit hours and includes 6 credits of internship and 6 credits of professional project work.

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. A minimum undergraduate grade point average (GPA) of 3.0 (A=4.0) is required in the final 60 credits of baccalaureate work, to qualify for full admission.
2. All majors are welcome to apply.
3. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

Program Requirements

Students must earn a 3.0 in each graduate level course for the course to count towards the degree requirements. If a student earns below a 3.0 in two or more courses within one academic year, the graduate faculty will meet with the student regarding his or her academic standing. A development plan outlining the expectations for the student will be developed and additional support systems available will be identified. If improvement is not achieved in the agreed upon time frame, the student may be dismissed from the program.

The 45 credit hours are divided as follows:

Community Health Core 15

HLTH 600	Social/Behavioral Determinants of Health
HLTH 605	Biostatistics
HLTH 610	Epidemiology
HLTH 650	Environmental & Occupational Health
HLTH 655	Health Policy & Administration

Rural Health Education Focus.....21
HLTH 620 Current Topics in Rural Health
HLTH 625 Research & Assessment
HLTH 630 Health Disparities
HLTH 640 Program Planning
HLTH 645 Program Evaluation
HLTH 690 Internship I
HLTH 691 Internship II

Community Health Elective.....3
Electives will be developed based on faculty research and teaching interests

Culminating Experience.....6
HLTH 698 Professional Project I
HLTH 699 Professional Project II

All courses are 3 credits unless noted.

Required Culminating Experiences

Internship Requirements

Students will complete a 240-hour (6 credit) internship. Students will enroll in HLTH 690/691 in the last two semesters of study. Since students will be registered for classes at SUNY Potsdam, it is expected these internships be at local public health agencies or organizations and that students spend 8-10 hours per week with the agency/organization.

Professional Project Requirements/Guidelines

The culminating experience for the Community Health M.S. is the completion of a project requiring students to synthesize and integrate knowledge acquired during their coursework. As such, the project involves planning, implementing, evaluating and communicating the results of a public health initiative such as a program or intervention.

Students will form a Project Committee to include a faculty member from the Community Health M.S. program who will supervise the project from beginning to completion. The committee should also include a member from the agency in which the project will be implemented, and another SUNY Potsdam faculty member with relevant qualifications. The M.S. Program Coordinator will approve committee membership. The committee must be selected by the end of the 2nd semester of full-time study or the end of the 4th semester of part-time study.

In the 3rd semester of full-time study (7th for part-time), students will register for HLTH 696. In this course, students work with the Internship Coordinator to identify the organization or agency with which to work. Once the organization/agency is chosen, students will work in conjunction with that organization to develop a project proposal. In other words, they will design a program/intervention that will be implemented with the community. Included in the program proposal will be:

1. Statement of the health problem
2. Review of literature
3. Program plan
4. Evaluation plan

Before the end of the semester, students will have also prepared and submitted their project for approval by the IRB at SUNY Potsdam. No projects will be implemented until IRB approval has been obtained. The grade in this course will be determined by the quality and feasibility of the completed project proposal. The project proposal must be completed by the end of the semester in which they enrolled in HLTH 696.

In HLTH 697, students will implement the project they proposed in HLTH 696, and then evaluate the results of the project. Students will prepare a professional paper of publishable quality as their final task for the project. Students will also be required to present the results of their project to the Community Health M.S. program faculty. The grade in this course will be determined by the quality of the project implemented and the strength, not of the results, but of the way the results were communicated. The project must be completed by the end of the semester in which they enrolled in HLTH 697.

Final paper will adhere to the following format and style guidelines:

1. Title page
2. Abstract
3. Introduction
4. Methods
5. Results
6. Discussion
7. Conclusion
8. References
9. Tables and figures

Format and Style:

a. The paper will be formatted in a manner appropriate for submission to a scholarly journal (such as the American Journal of Public Health, Health Education, or Health Communication).
b. The paper should be cited in APA format.

A step-by-step guide to preparation to submission of the culminating paper or thesis will be provided for students enrolled in the Community Health M.S. program.

Organizational Performance & Technology

Master of Science (MS)

Requirements for Admission

General Graduate Admission Requirements (see page 9)

Additional Admission Requirements

1. A minimum grade point average of 3.0 (A-4.0) is required in the most recent 60 semester hours of undergraduate study for full admission. Applicants with a minimum grade point average of 2.75 in the most recent 60 semester hours may be considered for conditional admission.
2. Submission of two professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

*Candidates with a 3.5 GPA or higher OR a GPA of 3.0 and at least two years of professional work experience may quality for expedited admission. Consult the Center for Graduate Studies for details.

A student who does not satisfy one or more of the above may, in some cases, be conditionally admitted.

There are two concentrations within the MS Organizational Performance and Technology program. These concentrations are intended to prepare students for careers in human performance improvement, training, and development, with an emphasis on the use of technologies to solve performance problems. The programs are also targeted for individuals seeking careers in leadership or management positions in organizations such as higher education, social service agencies and the military.

A minimum of 36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of Master of Science, Organizational Performance & Technology degree.

Concentration in Organizational Performance, Leadership & Technology

Course Requirements

The 36 credit hours are divided as follows:

Required Courses 21

IT 607	Principles of Leadership
IT 608	Organizational Development
IT 615	Critical Issues in Performance and Leadership Technology
IT 635	Research & Theory on Communication and Performance Technology
IT 648	Principles of Performance Technology
IT 653	Instructional Planning and Development Process
IT 654	Program Evaluation

Technology Requirement (one of the following required) 3

IT 544	Desktop Publishing
IT 545	Preparing and Delivering Professional Presentations
IT 546	Preparing Performance Support Materials
IT 549	Web Page Development

Controlled Options/Concentration 9

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

Culminating Experience 3

IT 658 Needs Assessment

All courses are 3 credits unless noted.

Concentration in Organizational Leadership

Coursework is offered at the Watertown Extension site at Jefferson Community College in Watertown, NY.

Course Requirements

The 36 credit hours are divided as follows:

Required Courses 12

IT 607	Principles of Leadership
IT 608	Organizational Development
IT 648	Principles of Performance Technology
IT 654	Program Evaluation

Controlled Options/Concentration 12

At least four courses which focus on management, selected with prior approval of the adviser.

Elective 3

Performance or Technology Utilization 6

At least two courses which focus on technology, selected with prior approval of the adviser.

Culminating Experience 3

IT 658 Needs Assessment

All courses are 3 credits unless noted.

COURSE DESCRIPTIONS

Courses are listed alphabetically by academic department. Descriptions are subject to change between publications. The most up-to-date version of the catalog can be found on the College website at **www.potsdam.edu/graduate**.

School of Arts and Sciences

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. Prerequisites: Graduate standing and permission of instructor. Ordinarily taken concurrently with ANTH 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. Prerequisites: Graduate standing and permission of instructor. Ordinarily taken concurrently with ANTH 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

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.

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. Prerequisites: 34 undergraduate hours in art studio and permission of the instructor.

English and Communication Courses

Courses are listed alphabetically by course prefix: COMP (composition), GECD (interdisciplinary English and communication), LITR (literature), and LNGS (linguistics). Where possible, the academic term the course is generally taught has been provided. All other courses are taught as demand warrants.

595, 695 Special Topics (1-12)

598 Tutorial (1-3)
Independent study in speech communication, composition, literature, or linguistics with faculty supervision. Plans for specific program must be approved by department chair and Dean of Arts and Sciences.

COMP 505 Rhetorical Criticism (3)
This class aims to develop your critical abilities and sensibilities as a scholar of rhetoric and rhetorical messages in our increasingly information-saturated society. Throughout the semester you will become acquainted with various approaches to rhetorical criticism, survey landmark pieces of criticism produced in the field, and develop your skills as a critic through the application of critical methods to analysis of selected rhetorical artifacts. Prerequisites: COMP 201 and junior, senior, or Graduate standing. Yearly.

COMP 507 Theory of Composition (3)
Examination of composition studies: its pivotal debates, research efforts, disciplinary movements, and pedagogical shifts. Prerequisites: COMP 201 and junior, senior, or Graduate standing. Yearly.

COMP 515 @Writing Center Theory (3)
This course highlights theories of writing and collaboration developed in the context of writing center studies and asks students to consider the ways in which insights gained from writing center scholars can impact professional work in multiple settings. Prerequisite: COMP 201 and junior, senior, or Graduate standing. Spring-every other year.

COMP 530 Theory of Rhetoric (3)
Study of major theories of rhetoric. Emphasis on the perspectives those theories offer on texts from contemporary U.S. culture. Practice in advanced rhetorical analysis. Prerequisites: COMP 201 and junior, senior, or Graduate standing. Yearly.

GECD 601 Introduction to Graduate Studies (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. Also, students would be able to identify the ways research questions are formulated and research methods are used in literary studies, composition studies, communication studies, and interdisciplinary humanities. Fall.

GECD 602 Introduction to Discourse Studies (3)
Surveys major theories in the field, including discourse analysis, sociolinguistics, and ethnography of communication. As warranted.

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). As warranted.

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. As warranted.

GECD 605 Rhetoric and Society (3)
Examines important contributions to rhetorical theory, with particular emphasis on how those theories have influenced contemporary rhetoric. As warranted.

GECD 606 Thesis Workshop (3)
Students will apply advanced writing and research techniques learned in GECD 601 (Introduction to Graduate Studies) in order to write a literature review and develop a polished draft of thesis proposal, including bibliography and project timeline, for submission. Topics include techniques needed to define an effective research question and methodology, compiling and evaluating sources within specialized field of study, refining scholarly arguments, and effective processes of writing, revising, and eliciting feedback. Prerequisite: GECD 601. Spring.

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. As warranted.

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. As warranted.

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. As warranted.

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. As warranted.

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. As warranted.

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. As warranted.

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. As warranted.

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. As warranted.

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. As warranted.

GECD 680 Special Topics (3)
Topics will vary. Recent courses include Documentary Film, Book History, and Discourses of Science Fiction. As warranted.

GECD 690 Thesis Credits (1–6)

LITR 511 Advanced Topics: Literary Nonfiction (3)
Examines nonfiction (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. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. As warranted.

LITR 512 Advanced Topics: Short Story (3)
Examines 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. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. As warranted.

LITR 513 Advanced Topics: Drama (3)
Examines the forms and traditions of drama. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. As warranted.

LITR 514 Advanced Topics: Poetry (3)
Examines the forms and traditions of poetry. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. As warranted.

LITR 515 Advanced Topics: The Novel (3)
Examines the novel from a variety of foci-through genre, period, theme, or topic-based constraints. Integrates close analysis of primary texts, secondary criticism, and critical theory. Topics will vary from semester to semester. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. As warranted.

LITR 520 Special Topics (3)
Examination of a special topic in literature, focusing on a genre, literary movement, or specific author(s). Topics will vary from semester to semester. 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. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. As warranted.

LITR 530 Advanced Topics: 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. Prerequisites: LITR 200, 201 or 330 and LITR 300; or Graduate standing. As warranted.

LITR 580 Literary Theory and Research (3)
Builds on LITR 300 to provide a detailed examination of particular theoretical approaches currently used in literary analysis. Some attention to combining theoretical approaches, such as psychoanalytic with feminist. Students complete an independent research project on the topic of their choice, informed by literary theory and current literary criticism. Prerequisites: LITR 200 or LITR 201, and LITR 300; or Graduate standing. Yearly.

LITR 585 Research in Literary Archives (3)
This course develops skills in accessing and utilizing archives of literary materials, including primary texts but also ephemera, diaries, personal correspondence, or other aspects of collected printed materials. Focusing on micromaterials collections in the Crumb Library (e.g. microfilm and microfiche), as well as digital archives, students rely on printed indices and databases to develop self-directed, interdisciplinary research projects that synthesize analyses of primary and secondary materials. Authors and focus will vary from semester to semester. Prerequisites: LITR 200 or LITR 201 and LITR 300; or Graduate Standing. Yearly.

LNGS 610 Studies in English Linguistics: Seminar (3)
Problems and topics in the study of English linguistics. Prerequisites: course study in linguistics or history of the English language; proficiency in phonemic transcription may be required, and Graduate standing. As warranted.

Geology Courses

GEOL 575 Geology Laboratory Techniques (1)
Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 204, 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: Graduate standing or undergraduate seniors.

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: Graduate standing or undergraduate seniors.

Mathematics Courses

Where possible, the academic term the course is generally taught has been provided. All other courses are taught as demand warrants.

MATH 522 Number Theory (3)
Divisibility, simple continued fractions, congruencies, diophantine equations and quadratic residues. Prerequisites: MATH 152 and MATH 340, or permission.

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.

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.

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, 423 and 451 or permission. May not be repeated for additional credit.

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 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.

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.

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. Prerequisites: 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.

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.

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 MA degree and permission of the department chair. May be repeated if content changes.

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 reviews 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.

MUAI 595 Special Topics (1-15)

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 503 Music Teachers and The Law (3)
The purpose of this course is to equip each student with a basic understanding of current educational law. Topics will include the legal frame works affecting public schools, students' constitutional rights, individuals with disabilities, teachers' legal rights and teacher and school district liability. Broad legal concepts such as separation of church and state, freedom of expression, search and seizure, due process, equal protection, discrimination, and tenure and dismissal will be examined through constitutional law, statues, case law and commissioner's decisions.

MUCE 505 Action Research (3)
This online course is designed to help school band directors, choir directors, and music teachers learn user-friendly action research techniques to find answers to the nagging problems that plague their music programs.

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.

MUCE 533 Band Instrument Maintenance for Wind Educators (3)
Students will have to opportunity to diagnose and correct common mechanical problems of wind instruments in a hands-on setting. In addition to flute, clarinet, saxophone, trumpet, and trombone, this class will cover percussion maintenance, with special attention to drum head replacement and tuning.

MUCE 534 School String Fleet Maintenance for String Educators (3)
Students will learn to diagnose and correct common mechanical problems of string instruments in a hands-on setting.

MUCE 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.

MUCE 550 Global Music Education (3)
This course provides a theoretical, practical, and analytical framework for understanding global music education. We will examine teaching strategies that acknowledge and make constructive use of cultural diversity. Among the topics explored will be various definitions of global music education, teachers' values and behaviors in their work with culturally diverse populations, avoidance of stereotyping, and design of strategies and curricula that address themes of social justice. Format of this course will include a combination of lecture, discussion, workshop activities, and student presentation.

MUCE 555 Reaching and Teaching All Students Through Learning Styles (3)
This course explores the student-centered philosophies of Julia E. Crane, various contemporary learning style theories and their everyday application in the music classroom or rehearsal room. Students will design lesson plans that provide meaningful musical experiences while addressing the variety of learning preferences of individual students.

MUCE 595 Special Topics (3)

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 understanding 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)
Practical application of ideas based upon student-selected topics in music education. Includes analysis of readings in music and education generated for the purposes of designing and creating K-12 general music or ensemble learning projects that can be used in personal teaching situations. Course may be repeated for credit.

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.

MUCE 648/ MULE 648 Psychology of Music (3)
Examination of the psychoacoustic parameters of music, the perception of melody, harmony, rhythm and form; affective responses to music; musical preference and ability; neuro-physiology and musical behavior; learning theory and music; functional music; and measurements and evaluation of musical behavior. An introduction to basic research methods is included.

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 695 Special Topics (3)

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 595 Special Topics (3) 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.

MUAH 695 Special Topics (3) MUCH 595 Special Topics (3)

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 612 Opera Literature (3)
A survey of styles introduced through representative works from Monteverdi to contemporary American opera.

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 Renaissance Culture and Music (3)
Musical styles from 1400 to 1600, including sacred and secular genres within a cultural context.

MUCH 622 Music of the Baroque (3)
Style, form and historical developments in vocal and Instrumental music from Monteverdi to J. S. Bach.

MUCH 623 Music of the Viennese Classicists (3)
Musical styles from 1750 to 1830. Music of the Mannheim School, Haydn, Mozart, Gluck and Beethoven in relation to preceding and following periods.

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 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.

MUCH 695 Special Topics (3)

Music Performance Courses

MUCP 541 Advanced Conducting Techniques (2)
Study of advanced conducting problems. Special emphasis on 20th century works and recitatives.

MUCP 553 Ghanaian Drumming and Dancing (3)
Provides extended experiences in West African music and dance. While focusing on selected drumming and dance styles, participants will have the opportunity to explore the expression of music and dance within Ghanaian culture. Topics examined include the time line as a vehicle for organizing sound in time and space, the nature of the aural/oral learning and teaching process, and the role of community within Ghanaian music and dance traditions.

MUCP 595 Special Topics (1-3)

MUCP 603 Performance Practices for Singers (3)
Development of professional and interpretive aspects of singing and vocal arts with attention given to the preparation and performance of solo audition material, and the developing of a professional portfolio.

MUCP 618 Vocal Coaching (1)
Coaching for graduate vocal students. In-depth musical work on interpretation and performance of vocal repertoire.

MUCP 630 Opera Production Workshop (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 643 Art of Accompanying Seminar (1)
Students will have the opportunity to develop collaborative skills essential for successful musical partnerships at the keyboard, including sight reading, sense of ensemble, process of rehearsing with vocalists and instrumentalists, and communication on stage. Students will be expected to work on different styles of music.

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.

MUCP 695 Special Topics (1-3)

MUCS 510 Non-Major [Instrument] Studio (1)
Applied studio instruction for Crane graduate students on instruments not required for degree completion. Weekly lessons (30 minutes per week) with a faculty instructor. Concurrent registration in a major ensemble may be additionally required. By permission of instructor only.

MUCS 620 Performance Concentration (2)
Applied studio instruction for Crane graduate students not enrolled in the Performance degree. Concurrent registration in a major ensemble may be additionally required. By permission of instructor only.

MUCS 630 Performance Concentration (3)
Private studio instruction for Performance majors on student's principal performance medium. Prerequisites: availability and consent of instructor.

Music Theory Courses

MUCT 595 Special Topics (3)

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 614 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 615 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 617 Analytical Techniques (3)
Study of selected analytical approaches to tonal music, including issues of form, harmony, and style.

MUCT 620 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 621 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 695 Special Topics (3)

School of Education and Professional Studies

Courses are listed alphabetically by course prefix: GRDG (literacy), GRED (education), HLTH (community health), IT (organizational performance & technology or educational technology specialist), 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 Center for Graduate Studies or their adviser for guidance.

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 for Teachers 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.

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.

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 online and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course.

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.

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.

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. 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.

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 B-12. MSEd Literacy students 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.

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.

GRDG 660 Teaching Writing Birth–6 (3)
This course integrates theory and practice for teaching 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.

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.

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.

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.

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 in the MSEd Literacy program. MSEd Literacy Educator students 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: GRDG 600, 605 and 655/656.

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: GRDG 600, 605 and 655/656.

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 for Teachers 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: GRDG 600, 605 and 655/656.

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: GRDG 600, 605 and 655/656.

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. Permission of department chair.

Education Courses (GRED)

GRED 501 Seminar: Teaching Science in Secondary School (3)
Integration of the history and philosophy of science into science curricula.

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 the teacher's ability to take intellectual risk in making pedagogical and/or curricula decisions. As warranted.

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. 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 513 Comparative Cultures in Education (3)
This seminar course investigates the relationship between various learning styles in selected societies throughout the world ranging from non-literate tribal to technologically advanced societies, with the course focus on individual research projects.

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. 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). Summer, Fall and Spring.

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. Summer and Winterim only.

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. Summer, Fall and Spring.

GRED 531 Creative Problem Solving – Mathematics (3)
This course is designed with the goal to provide teachers with the experience of mathematical discovery through creative problem solving. A variety of instructional approaches, including the use of computers, will be examined by solving open-ended problems relevant to school mathematics curriculum. As warranted.

GRED 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. As warranted.

GRED 534 Teaching Math in a Technological World (3)
Technology continues to change the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore contemporary ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS and NCTM Standards. This course is appropriate for middle school and secondary school mathematics

teachers. Students will work on projects which fit their level of expertise and interest. Fall.

GRED 535 School Mathematics from an Advanced Standpoint (3)
This course is designed for pre-service and in-service school mathematics teachers and provides an advanced treatment of mathematical content typically associated with the secondary mathematics curriculum. The course activities involve the extension and generalization of mathematical propositions, informal and formal methods of justification, demonstration and proof, and the analysis of problems and concepts. As warranted.

GRED 544 Cooperate to Educate (3)
This course is designed to provide classroom teachers and/or someone interested in becoming a classroom teacher the knowledge and practice in developing techniques needed to design and implement cooperative learning groups. Various teaching strategies in the following will be explored as integral to cooperative learning: group roles/responsibilities; creative and critical thinking/problem solving; creating a brain-compatible environment; thematic instructional units; resources (physical, human, etc.); other pertinent techniques depending on the knowledge and experience of the group. Summer.

GRED 545 Teaching the English Language Learner in the Mainstream Classroom (3)
This course provides K-12 educators learning and teaching strategies to enhance lesson development and effective instructional practices in order to foster English language development and ensure the English language learner success in the mainstream classrooms.

GRED 548 Literacy and Literature for Young Children (3)
Selected examples of literature for young children are utilized in demonstrating methods of developing literacy using a literature-based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs and also individualizing student development. Special attention is given to literature that represents cultural diversity and literature that allows for the integration of literacy development with other content areas described in New York State Learning Standards. Summer, Fall and Spring.

GRED 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) restructuring 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. Online course. Summer. Fall. Spring.

GRED 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 (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. Corequisites: GRED 530 and GRED 600. MST students only. Summer.

GRED 552 The Vietnam: Cultural/Historical Travel Program (3)
This course is a travel course to Vietnam which also requires Saturday seminars prior to leaving. The seminars and trip focuses on historical and cultural differences between Americans and Vietnamese as a way to integrate the concepts of religious diversity (Buddhism; Cao-Daism; Judeo-Christian, etc), history, ancestoralism, nationalism, civil unrest and war, ecological consequences, and others into a comprehensive interdisciplinary study. There will be three major divisions of study: Teaching the Historical background, including an extensive understanding of Vietnamese history; Clashes in Culture: with a focus on contrasting the cultural heritages of both American and Vietnamese participants; and discussing the legacies or consequences the war has had on shaping contemporary issues are the foundations for this course. Prerequisite: Written permission of the instructor. Winterim only.

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. Adolescence science students only or permission of the instructor.

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 and 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 and 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. Fall and Spring.

GRED 561 Educational Research, Assessment & Evaluation (3)
Educational Research, Assessment and Evaluation (3) This course is designed to increase educators' awareness and practice with educational research and the major methods and techniques of assessment used to measure and improve elementary, middle and secondary student achievement of learning outcomes. Areas of focus will include: using research to inform instructor; assessing and tracking growth and reporting academic achievement for all types of learners; use of technology; and the interpretation of standardized test information. Fall

GRED 562 Ontario Education (3)
This course will prepare students planning to teach in Ontario with the knowledge and skills needed to work in the Ontario Education context. The course will focus on the current standards, regulation, curriculum and support documents required in Ontario, and associated implementation strategies. Spring

GRED 565 Elementary Mathematics: Content and Methods (3)
Teaching mathematics effectively at the elementary level requires much more than the ability to carry out four arithmetical operations. The teacher must have 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 teacher candidates develop their own understanding of the mathematics, as well as explore strategies and models for teaching mathematics at the elementary level. 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. 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. 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 in Mathematics and the NCTM Principles and Standards. This will include how to integrate mathematics with other disciplines. Students will concurrently take GRED 578. 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 everyday citizens and to move successfully into programs that require the study of mathematics at the college level. Students in this course will further their knowledge about the current NYS Learning Standards in Mathematics and the NCTM Principles and Standards. Students will concurrently take GRED 579. 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 developed in GRED 672. Prerequisite: GRED 672. Fall. MST Adolescence science students only.

GRED 574 Navajo Cultural Exchange Program (3)
The Navajo Cultural Exchange Program is a three-week seminar-workshop introducing participants to Native American Cultures of the Desert Southwest. The program will consist of three, 3-hour classroom workshops at SUNY Potsdam prior to leaving for Arizona. This part of the program will offer to SUNY Potsdam preservice teachers a workshop specifically designed to introduce them to the complexities of teaching culturally diverse students in a public school environment. In addition, a visit to the Navajo, Havasupai, and Hopi reservation lands in Arizona will offer the participating students, regardless of their major, the opportunity to interact with, tutor, learn from and assist Navajo educators, students and families. This will occur on reservation lands in northeastern Arizona, in both elementary and secondary public schools as well as on private lands of Navajo families on the reservation. Prerequisite: Written permission of instructor. Summer. Only as warranted.

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 Curriculum and Instruction international students only. Fall.

GRED 578 Practicum in Middle School Mathematics (2)
Students will observe, tutor and teach mathematics in a middle school (grades 5–8). A total of 100 hours of field-based experience required for certification. Must be completed prior to student teaching. Summer.

GRED 579 Practicum in Secondary School Mathematics (2)
Students will observe, tutor and teach mathematics in a secondary school (grades 9–12). A total of 100 hours of field-based experience required for certification. Must be completed prior to student teaching. Fall.

GRED 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 Adolescence English students only. Prerequisite: GRED 550. Corequisites: GRED 549, 584, 588, 589, SPED 505. Fall.

GRED 583 The Development of Writing (2)
This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing. Coursework will draw from the writing assignments in the students' other graduate courses.

GRED 584 Teaching Literature & 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. Corequisites: GRED 549, 582, 588, 589, SPED 505. Fall. MST Adolescence English students only.

GRED 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 Curriculum and Instruction international students only. Spring.

GRED 587 Leadership in Communities of Learners (3)
By the end of this course, participants will be able to identify and describe elements of organizational culture in learning communities and related roles of leadership. Organizational culture includes policies and practices that oppress individuals and groups on the basis of socio-economics, race, ethnicity, language, learning styles, gender, sexual orientation, and/or disability. Participants will explore, develop, and apply strategies and skills related to transforming schools in ways that serve the interest of all individuals and groups within a community of learners. Prerequisite: GRED 600, or GRED 607, or GRED 634, or student teaching.

GRED 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. A minimum of 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. Prerequisite: GRED 550. Corequisites: GRED 549, 582, 584, 589, SPED 505. MST Adolescence English students only. Fall.

GRED 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. A minimum of three consecutive days per week are allotted so that students have ample opportunity to become part of the teaching and learning community. 50 clock hours of field-based experience required for certification. Corequisites: GRED 549, 582, 584, 588, SPED 505. Prerequisite: GRED 550. MST Adolescence English students only. Fall.

GRED 590 Special Social Studies Education Content Topic (3)
Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional, and evaluation considerations of the content topic for middle and secondary school learning/teaching in social studies. May be offered as a travel course. Permission of instructor and/or adviser required for undergraduate BA students. Prerequisites for MST students only.

GRED 593 The Development of Writing II (2)
This course approaches Western academic writing as a cultural activity with traditional expectations that can be better understood through comparative analysis and practice. The course will offer a supportive environment in which students can work to improve their writing in English and their ability to meet the requirements of Western academic writing.

GRED 595 Special Topics (1–6)
Workshops, seminars and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate-level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs.

GRED 600 Philosophical Foundations of Education (3)
This course examines the contribution of leading educators from Ancient Greece to the present. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Summer, Fall and Spring.

GRED 603 Seminar: Teaching in the Secondary School (3)
This course is designed to provide the student with an understanding of the principles, concepts and methods involved in teaching. The focus will be on the learning process, curriculum development, instructional strategies and materials, planning, grouping, classroom management, evaluation, and drug education. Summer and Fall.

GRED 606 Advanced Secondary Social Studies Education (3)
Integrates student experiences in their student teaching to a higher level of understanding of the challenges to contemporary teaching of social studies at the middle-secondary school levels. A major focus will be adopting lesson plans to meet the special needs of student demographics. Students will research current methodologies specific to the impact culture, gender and economic class has on learning in order to develop content and teaching methodologies with the goal of optimizing student academic performance at the middle and secondary school levels. Discussions on culture and the role culture plays in developing learning styles and perceptions will be integrated into presentations and activities designed to enhance social studies pedagogy. Exploring resources that are inclusive of a wide realm of human diversity will be a key goal of this course. Summer only.

GRED 606E Advanced Economics Instruction (3)
Examines curriculum and instruction in secondary school Economics. This course integrates student experiences in their student teaching to a higher level of understanding of the challenges to contemporary teaching of social studies economics at the middle-secondary school levels. A major focus will be adopting lesson plans to meet the special needs of student demographics. Students will research current methodologies specific to the impact culture, gender and economic class has on learning in order to develop content and teaching methodologies with the goal of optimizing student academic performance at the middle and secondary school levels. Discussions on culture and the role culture plays in developing learning styles and perceptions will be integrated into presentations and activities designed to enhance social studies pedagogy. Exploring resources that are inclusive of a wide realm of human diversity will be a key goal of this course. Prerequisites for MST students: GRED 681 and 688E; Permission of instructor. Summer only.

GRED 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. This course integrates student experiences in their student teaching to a higher level of understanding of the challenges to contemporary teaching of Geography at the middle-secondary school levels. A major focus will be adopting lesson plans to meet the special needs of student demographics. Students will research current methodologies specific to the impact culture, gender and economic class has on learning in order to develop content and teaching methodologies with the goal of optimizing student academic performance at the middle and secondary school levels. Discussions on culture and the role culture plays in developing learning styles and perceptions will be integrated into presentations and activities designed to enhance geographic

pedagogy. Exploring resources that are inclusive of a wide realm of human diversity will be a key goal of this course. Prerequisites for MST students: GRED 681 and 688G. Permission of instructor. Summer only.

GRED 606H Advanced Secondary History Instruction (3)
Examines curriculum and instruction in secondary school History. This course Integrates student experiences in their student teaching to a higher level of understanding of the challenges to contemporary teaching of history at the middle-secondary school levels. A major focus will be adopting lesson plans to meet the special needs of student demographics. Students will research current methodologies specific to the impact culture, gender and economic class has on learning in order to develop content and teaching methodologies with the goal of optimizing student academic performance at the middle and secondary school levels. Discussions on culture and the role culture plays in developing learning styles and perceptions will be integrated into presentations and activities designed to enhance history education pedagogy. Exploring historical resources that are inclusive of a wide realm of human diversity will be a key goal of this course. Prerequisites for MST students: GRED 681 and 688H. Permission of the instructor. Summer only.

GRED 606P Advanced Secondary Political Science/Government Instruction (3)
Examines curriculum and instruction in secondary school Political Science/Government. This course integrates student experiences in their student teaching to a higher level of understanding of the challenges to contemporary teaching of Politics/Government at the middle-secondary school levels. A major focus will be adopting lesson plans to meet the special needs of student demographics. Students will research current methodologies specific to the impact culture, gender and economic class has on learning in order to develop content and teaching methodologies with the goal of optimizing student academic performance at the middle and secondary school levels. Discussions on culture and the role culture plays in developing learning styles and perceptions will be integrated into presentations and activities designed to enhance social studies pedagogy. Exploring Politics/Government based resources that are inclusive of a wide realm of human diversity will be a key goal of this course. Prerequisites for MST students: GRED 681 and 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. As warranted.

GRED 610 Advanced Secondary Science Education (3)
This course explores alternatives in science teaching methods, including the historical, contemporary and experimental. Considers special techniques for demonstration, field and laboratory and special learning situations, including criteria for slow and accelerated learners. Provides an opportunity for the student to develop his or her own teaching style reflecting techniques he or she has determined to be effective. Prerequisite for GRED 672. MST Adolescence Science students only. Summer.

GRED 613 Teaching Internship, Grades 1-3 (6)
This course provides the teacher candidate with a time and place where the theory of coursework at the College can be put into the actual practice of teaching. The course is designed to focus the teacher candidate's attention on the complete range of teacher functions and responsibilities found within a real school setting, including immersion in curriculum and long range planning, such as units. The 8-week internship provides the student with the opportunity to apply constructivist approaches in the teaching/learning setting. MST Childhood students only. Corequisites: GRED 676 and 696.

GRED 616 Curriculum and Evaluation (3)
Examination of basic 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. Summer and Fall.

GRED 634 Philosophical Foundations of Curriculum and Instruction (3)
This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education. It examines the contribution of leading educators from Ancient Greece to the present. Students will be encouraged to examine their own philosophical beliefs and how they are applied to improving classroom teaching. Summer.

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. Summer, Fall

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. 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. 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 Curriculum and Instruction Korean international students only. Fall.

GRED 667 Topics and Research in Mathematics Education (3)
Designed as a capstone course for the secondary mathematics education Master's degree programs, this course will allow students to review the research on a current issue related to secondary mathematics. They will

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

GRED 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.

GRED 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.

GRED 670 Culminating Experience (Project) (0 - 3)
The project may be an electronic or paper portfolio; a thesis; an empirical or library research project; a historical or philosophical study; a descriptive analysis; a curriculum design; a slide presentation; a module cluster; or something else of particular use to the student. The project must be related to and draw from the student's graduate program. Prerequisite: Full Admission in an MSEd or MST degree program. Graded S*/U* only.

GRED 671 Developing a Professional Teaching Portfolio (3)
The Professional Development Performance Portfolio (PDPP) is an intentional grouping of work that shows the pre-service teacher's progress in professional growth over time. There should be evidence of achievement and reflection on that achievement. The PDPP should be a collection of select artifacts and reflections that represent the pre-service teacher's experiences, knowledge and growth during the pre-student teaching and student teaching experience. The PDPP is considered a work in progress and should prompt reflective thinking in the knowledge and skills determined by the faculty by providing documented evidence of accomplishments. Fulfills culminating experience requirement for MST Secondary English Degree. This course is taken in conjunction with student teaching. Spring.

GRED 672 Science Curricula, Programs and Standards (3)
This course is designed to introduce future teachers to school science curricula and programs in grades 7–12. Students will be made aware of current trends in science education as defined by the New York State Department of Education, the National Science Education Standards, Project 2061, and NSTA's Science Scope and Sequence Project. This course will integrate study of educational technology with the study of curricula and programs. Summer.

GRED 673 Secondary Science Practicum (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/nses/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 online 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. A total of 100 hours of field-based experience required for certification. Must be completed prior to student teaching. Fall.

GRED 674 Culminating Experience/Thesis Research
This course is designed to help the student in planning his or her Culminating Experience under the supervision of his or her graduate adviser. For this exit requirement project, the student should be able to complete his or her work relative to "Teaching English As a Second/Foreign Language" or "English-Korean Bilingual Education". The project should include appropriate aspects of previously completed SUNY Potsdam coursework and must have written documentation.

GRED 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.

GRED 676 Student Teaching Seminar: Policies and Practice in American Education (2)
The course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Corequisites: MST Childhood: GRED 613 and 696; MST Secondary Math and Social Studies: GRED 694 and 697; MST Secondary English and Science: GRED 692 and 697.

GRED 677 Development and Learning in Adolescence (3)
This course is designed to provide classroom teachers with a sufficient understanding of the principles and theories of both learning and human development to be better able to plan and carry out instruction. MST Adolescence students only. Summer and Fall.

GRED 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, curricula 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. Summer.

GRED 682 Research in Social Studies Education (3)
Review of selected research of current issues in middle and secondary school social studies education. Practice for conference like presentations of research. Fall.

GRED 684 Secondary Social Studies Content Portfolio (1)
In this course students prepare a portfolio designed to allow them to demonstrate their content knowledge of social studies as aligned with the National Council for the Social Studies (NCSS) ten thematic standards. In addition, a reflective essay for each standard is required in which students discuss how they integrated this content knowledge into their student teaching. Prerequisite: GRED 681. Corequisites: GRED 688 and 689. MST Adolescence Social Studies majors only.

GRED 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 Crumb Library. Fall, Spring, and Summer.

GRED 688 Social Studies Instruction in Middle/Secondary School (2)
Introduction to methods and materials of instruction and evaluation in social studies in the middle and secondary schools. This course will include analysis and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: full admission into the MST program. For MST students only: GRED 681. Corequisites: GRED 684 and 689. Fall.

GRED 688E Economics Instruction in Middle/Secondary Schools (2)
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. Fall.

GRED 688G Geography Instruction in Middle/Secondary Schools (2)
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. Fall.

GRED 688H History Instruction in Middle/Secondary Schools (2)
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. Fall.

GRED 688P Political Science/Government Instruction in Middle/Secondary Schools (2)
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. Fall.

GRED 689 Practicum in Middle/Secondary School Social Studies Instruction (4)
Students will observe and instruct social studies in the middle and secondary school. Prerequisite: Permission of the instructor. Corequisite: GRED 688. A total of 100 hours of field-based experience required for certification. Must be completed prior to student teaching. Fall.

GRED 692 Student Teaching: Jr. High 7–9 (6)
This course will consist of eight weeks 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 students only. Corequisites: GRED 676 and 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 eight weeks. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and evaluating pupil performance. MST only. Corequisites: GRED 692 and 676.

GRED 694 Student Teaching in the Middle/Junior High School 5-9 (6)
Eight weeks of student teaching in the student's certification program in grades 5, 6, 7, 8, and/or 9, under the guidance of a sponsor teacher and a college supervisor. For MST and BA/MST secondary students only. Corequisites: GRED 676 and 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/Master of Science for Teachers 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 eight weeks 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. MST students only. Corequisites: GRED 613 and GRED 676.

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 eight weeks. 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. Corequisites: GRED 692 or 694 and 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. Summer, Fall and Spring.

Community Health Courses (HLTH)

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

HLTH 600 Social/Behavioral Determinants of Health (3)
This course provides students with an introduction to health education with a focus on theory. Students will examine the behavioral, social, psychological, cultural, economic, and demographic risk and protective factors related to individual and population health and health disparities, especially those affecting rural populations. Students will learn to evaluate and communicate the relative importance of these factors in making health program decisions. Fall.

HLTH 605 Biostatistics (3)
This course provides a general overview of statistical methods commonly used in the analysis of health-related data. Topics include descriptive statistics, probability, statistical inference and use of statistical software. Fall.

HLTH 610 Epidemiology (3)
This course provides students with an introduction to epidemiology as the foundation of public health practice. Topics include disease transmission and progression, measures of morbidity and mortality, surveillance, screening, outbreak investigation, etc. Particular attention will be paid to the application of epidemiologic methods in rural communities. Fall.

HLTH 651 Environmental & Occupational Health (3)
This course is an introduction to the environmental (physical, chemical, biological) factors influencing health of communities in urban and rural areas as well as in the workplace. Topics focus on municipal water supply and disposal, ambient and indoor air quality, solid and hazardous wastes, food protection, vector control, pesticides, occupational health and safety, risk assessment, risk communication. Spring.

HLTH 655 Health Policy & Administration (3)
Using a multidisciplinary approach, this course examines organizational and public policy issues that influence the operation and outcomes of public health and health care services. Emphasis will be placed on influencing, formulating, and advocating for social and organizational policies that are culturally relevant and evidence-based. Students will learn the unique needs of public health and healthcare systems operating in rural areas. Spring.

HLTH 620 Current Topics in Rural Health (3)
The course will examine current topics in rural health, including challenges unique to the delivery of health education services to underserved, rural populations around the globe. Focus will be on lessons learned from community strategies aimed at developing solutions to the problems of access and equity in these locations. Fall.

HLTH 625 Research & Assessment (3)
In this course, students will examine public health research methods, with a focus on measurement and needs assessment. Students will learn to design, implement and critique studies and to develop, use and assess measures. Spring.

HLTH 630 Health Disparities (3)
This course will provide students with an overview of how health status varies by SES, race, ethnicity, sexual identity, gender, age, and geographical location. In doing so, focus will be on the determinants of health disparities and public health efforts to improve status of people suffering from them, particularly for those living in rural areas. Fall.

HLTH 640 Program Planning (3)
Students will learn to plan for the design, development, and implementation of strategies to improve the health of individuals in rural and diverse communities. Topics include use of theory and needs assessment data in planning program strategies, methods and implementation. Prerequisites: 3.0 in HLTH 600 and HLTH 610. Spring.

HLTH 645 Program Evaluation (3)
In this course, students will learn to evaluate community-based programs and interventions. Topics include formative and summative evaluation, selecting appropriate outcome measures, designing process and outcome/impact evaluations and data collection, analysis, interpretation and reporting. Prerequisites: 3.0 in HLTH 605, HLTH 610 and HLTH 625. Fall.

HLTH 690/691 Internship I/II (3)
Under the guidance of the Internship Coordinator, students are placed in a public health organization or agency relevant to their specific needs and interests. Experiences may focus on research, planning, implementation, evaluation, or policy/administrative activities. Prerequisites: Completion of 24 hours with a minimum GPA of 3.0 in the M.S. program. Fall, Spring.

HLTH 696 Professional Project I (3)
In this course, students will prepare a public health initiative/program proposal. Prerequisites: HLTH 600, 625, & 640 and completion of 24 credit hours with a minimum GPA of 3.0 in the M.S. program. Fall.

HLTH 697 Professional Project II (3)
In this course, students will implement and evaluate the proposal they developed in HLTH 698. Students will prepare to present (orally and in writing) the results of the program or research project to the M.S. faculty committee. Prerequisites: Completion of HLTH 696 & HLTH 645 with a minimum GPA of 3.0 in the M.S. program. Spring.

Organizational Performance & Technology and Educational Technology Specialist Courses (IT)

IT 501 Staff Development (3)
This course examines issues concerning staff development and training programs in adult and higher education settings. Ideas supported by professional literature and examples from current and past practice will be reviewed in order to design and develop programs that will train, incentivize and maintain a highly skilled staff. Fall/Spring.

IT 502 Human Resources (3)
This course explores human resource management issues facing managers. It will emphasize acquisition, retention, development and

appraisal of efficient and productive workforce and human capital as investment. It will also deal with managing human resources from the viewpoint of the organization within the restriction of rules and employment laws.

IT 503 @Team Building (3)
This course focuses on working closely with colleagues in productively academic and business environments. Effective team leadership and membership principles will be covered. Psychodynamic and organizational inhibitors and facilitation of effective team functioning also will be reviewed. Fall.

IT 505 Organizational Communications (3)
This course examines the structure and nature of communications within an organization and underlying factors affecting internal flow of information, the methods employed in distribution of information and the relationship of problem solving procedures and inflow of information, policy formulation and information dissemination.

IT 506 Small Group Communication (3)
The purpose of this course is to analyze the concepts and theories of dynamics and provide the opportunity to assess and develop group process consultation skills. Fall (odd years).

IT 507 Policies, Issues, and Ethics for Professional Practice (3)
This course examines the formulation and implementation of organizational policy through the lense of ethical values. Ethical choices within organizational cultures and context will be explored.

IT 509 Conflict Resolution (3)
This course focuses on dealing effectively with conflict within organizations. The emphasis will be on the importance of principled negotiation and resolution of conflict as well as conflict as a normal part of organizational and interpersonal relationships.

IT 510 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. 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 computer applications in education. Students receive knowledge of and experience with computer-aided instruction, word processing, and spreadsheet software. 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 both elementary education and secondary education students. Summer, Fall and Spring.

IT 529 Computer Applications/Performance Improvement (3)
Students will explore the use of computers as a tool for instructional applications in education. Word processing, database management, spreadsheet creation, and presentation software will all be covered. Internet-based communications tools will also be emphasized. Emphasis will be placed on developing practical applications for education settings in a cross-platform environment. Prerequisite: basic word processing, mouse skills, some internet experience, to be augmented by jumpstart classes if these skills are lacking. Intermediate-level course.

IT 544 Desktop Publishing (3)
The course will emphasize the understanding of message design concepts and principles in the pre-publication process. Students will design and develop publications using text design techniques. Students will produce newsletters, informational flyers, brochures, and other materials. Introductory course.

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 materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and webpages. Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project.

IT 549 Web Page Development (3)
The course is intended to provide students with experience in webpage design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create 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 550 Seminar in Organization Performance, Leadership & Technology (3)
Seminar addressing topics and issues meeting the unique needs of organizational systems, or others interested in the study and application of technology for organizational performance improvement.

IT 552 Computer Graphics (3)
This course is a survey of various computer graphic types and applications, including still graphics, log creation, desktop publishing, motion graphics, animation, and video production. This is an introductory course that serves as an introduction to computer graphics for ICT majors, as well as a technology elective for non-majors. Fall.

IT 566 Simulations and Games for Teaching and Learning (3)
This course will explore the use of simulations and games for instructional environments. Both computer-based and non-computer based options will be covered. This course is intended for both K-12 educators, as well as those interested in corporate training. Introductory course.

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. Spring.

IT 606 Project Management (3)
This course provides the practical skills and theoretical concepts that students will need in order to be able to lead complex projects. Case studies and projects will be used to develop solutions that support the planning, scheduling, controlling, resource allocation and performance measurement required for successful completion of major projects .

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. Fall (odd years).

IT 608 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.

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 in Performance and Leadership Technology (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. Prerequisites: IT 635 plus three other IT courses. Advanced level. Fall (even years).

IT 621 Authoring and Scripting for Multimedia (3)
The goal of this course is to help students acquire a working knowledge of 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 Department. Fall (odd years).

IT 623 Programming and Authoring for the Internet (3)
The course will cover advanced webpage 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 webpages. Summer.

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. Prerequisites: IT 635 plus three other IT courses. 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. Fall (odd years).

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. Fall.

IT 647 Technology Coaching (3)
This course explores leadership styles that influence the teaching and training of professionals. Students will explore the dimensions of personality, temperament, and coaching models to develop appropriate learning strategies for adults (adragogy).

IT 648 Principles of Performance Technology (3)
The purpose of the course 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.

IT 649 Advanced Web Page Development (3)
This course is intended to provide students with practical experience in webpage 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.

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. 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.

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. 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. Prerequisites: one technology course with approval of adviser; also recommended: IT 621 or IT 652. Advanced level.

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. Prerequisites: 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.

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 Taskstream as well as a customized presentation portfolio created outside Taskstream. 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. Prerequisites: At least five 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. 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 501 Foundations in Autism (3)
This course will address the identification and needs of students with Autism and related spectrum disorders and ongoing assessment techniques for the purposes of designing appropriate teaching strategies and monitoring student progress. It will emphasize exploration of the four main domains of ASD in order to build a successful foundational understanding of the student with autism. Fall only.

SPED 505 Introduction to Special Education (3)
Provides an overview of the categories of disabilities; develops skills related to the identification and remediation of educational, psychological and social needs of learners who are gifted/talented and/or with disabilities, discusses the special education process and impact of state and federal special education laws and policies on the public school program; provides background for designing appropriate individualized instruction, behavioral support, and classroom management applications and interventions for students with diverse learning needs; and develops and uses effective planning, collaboration, and co-teaching practices with peers. This course also includes 15 hours of fieldwork with persons having disabilities; which with the permission of the instructor might include reported observations and volunteering at special education or identified inclusive settings within the classroom, area school districts, BOCES, or other institutions. This course may be applied to the prerequisite course requirement in the MSEd Special Education program.

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 for Teachers 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. Fall.

SPED 607 Educational Research: Critical Issues in Special Education (3)
This course will examine foundational research principles and classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues. Prerequisite: An introductory course in special education or permission of instructor. Spring.

SPED 609 Field Experience I (1)
This experience will provide preservice special education teachers the opportunity to observe, participate, and reflect upon procedures and activities in special education programs in the public schools. Observation of classroom organization, models of service delivery, student strengths and weaknesses, instructional techniques, and behavior management strategies will be conducted. A philosophy of service to students with disabilities will be developed. 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. Fall and Spring.

SPED 637 Diagnosis and Assessment of Educational Disabilities (3)
Provides information regarding techniques for the assessment of special learning needs for individual learners; provides instruction and practice in observation, recording, charting, and curriculum-based assessment; includes experience in selecting, administering, scoring, and interpreting standardized tests; discusses use of formal and informal assessment data in preparing and monitoring Individualized Education Programs; addresses current issues and philosophy of assessment. Prerequisite or corequisite: SPED 601. Fall and Spring.

SPED 638 Literacy Assessment and Practices for Students with Diverse Needs (3)
The purpose of this course is to prepare preservice and inservice Inclusive and Special Education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). Content includes critical evaluation of assessments and interpretation of data to inform selection of research based instructional practices. These incorporate strategies in reading, writing, listening, and speaking in teaching content across the general curriculum; and for enhancing communication for ELL. Prerequisites: SPED 601 and 650. Corequisite: SPED 607.

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. Prerequisites: SPED 601 and 650. Corequisite: SPED 637.

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. 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 on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601 and 637. Spring.

SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3)
Discusses selection, development and implementation of appropriate teaching strategies including those related, though not limited to English, Mathematics, Science and Social Studies for use with secondary students with mild/moderate disabilities. This course also incorporates: developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; the development of competencies in the formulation of Individualized Education Programs; discussion of life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, 637, and 650. Corequisite: SPED 649.

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 and 637. Spring.

SPED 649 Field Experience II (1)
This course will provide pre-service special education teachers the opportunity to acquire experience in planning and conducting instruction with various groups of students with diverse learning needs to meet their academic and/or social needs. This experience will also include design and use of assessment techniques for evaluating student progress. Prerequisites: SPED 601 and 637. Spring.

SPED 650 Collaborative Consultation with Professionals and Families (3)
Explore and develop competencies needed to work in cooperation with other special educators, general educators and families, as well as support personnel, with the goal of effectively maintaining learners with mild/moderate disabilities in general classroom settings; includes the skills of communication, consultation, conflict resolution, sharing of assessment results, conduct of conferences and processes for collaborative development of Individualized Education Programs. Prerequisite: SPED 601 or concurrent registration with SPED 601 and 637.

SPED 669 Practicum in Special Education (6)
Provides experience in the application of techniques for evaluation and instructional programming for learners with mild/moderate learning and behavioral disabilities; work with students shall include educational assessment, implementation of Individualized Education Programs, and planning for instructional activities designed to meet identified student needs. Prerequisites: Completion of all course requirements for the MSEd Special Education. Summer (6 credits), Fall and Spring (3 credits).

SPED 670 Culminating Experience (1)
This culminating activity includes the compilation of a portfolio including samples of work completed during the program. This process is designed to allow students and instructors to reflect on the experiences in the program and their growth as a result of their experiences. Students receive specific instructions on the assembly of the portfolio during their first semester. Summer, Fall and Spring.

SPED 695S Special Topics (1-6)
Workshops, seminars and/or institutes designed to meet needs of teachers, or others interested in initial graduate-level study in the field of special education. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, as electives in Master of Science in Education/Master of Science for Teachers degree programs.

FEES AND FINANCIAL AID

Cost of Attendance

The following is the 2015–2016 semester tuition and fee schedule for graduate students. All charges are subject to change by the SUNY Board of Trustees. Full-time tuition and fee rates will be charged to students registered for 12 or more credit hours. Students registered for less than 12 credits will be charged by the credit hour. For the current term tuition and fee schedules, please visit the Office of Student Accounts webpage: **www.potsdam.edu/office/studentaccounts**.

Tuition

12 credit hours or more ***per semester***

New York State Residents $5,435.00

Out-of-State Residents $11,105.00

Tuition per credit hour for part-time students

New York State Residents $453.00

Out-of-State Residents $925.00

Comprehensive Fees

The following fees will appear on the Student Billing Statement as one total called "Comprehensive Fee."

College Fee

This is a fee imposed on all students attending The State University of New York.

Full time $12.50

Part time (per credit hour)..... $ .85

Technology Fee

This fee is a critical component in supporting the college's various technological services utilized by all students. Services include email, online web course registration and access to grades (BearPAWS), smart classrooms and public labs, curricular software, printing, various Internet web resources, and the learning management software (Moodle). Please direct questions regarding this fee to the Office of Computing and Technology Services, cts@potsdam.edu

Full time $205.00

Part time (per credit hour)..... $17.10

Health Fee

A fee which covers health care services from a nationally accredited healthcare facility on campus. Having Accident and Health Insurance does not exempt you from this fee. Please direct questions regarding this fee to the Student Health Services Office 315-267-2377.

Full time $185.00

Part time (per credit hour)..... $15.45

Athletic Fee

A student fee that supports all intercollegiate athletic events for women and men's teams. Please direct questions regarding this fee to the Office of Athletics 315-267-3134.

Full time $197.00

Part time (per credit hour)..... $16.45

Fitness Center Fee

A student fee that supports the Fitness Center equipment and supervision for all students. Please direct questions regarding this fee to the Office of Athletics 315-267-3134.

Full time $17.00

Part time (per credit hour)..... $1.45

Career Services Fee

Career Services/Experiential Education Fee: A fee that provides various academic support tools, including internship information and service-learning activities. Please direct questions regarding this fee to the Office of Experiential Education 315-267-2702.

Full time $10.00

Part time (per credit hour)..... $.80

Transcript Fee

A fee which provides official academic transcripts to students and former students upon written request. Please direct questions regarding this fee to the Registrar's Office 315-267-2154.

Full and Part time $5.00/semester

Program Specific & Other Fees

There are some courses that may have specific fees associated with the successful delivery and completion of the requirements of the course. These fees will be presented and billed to the student at the point by which registration for the course occurs Actual amounts will vary by course.

Student Teachers

The Intercollegiate Athletic and Fitness Center Fees for graduate student teachers are reduced in the semester of the student teaching experience per the following schedule based on an SGA Student Referendum:

0% within 35 miles from campus
35% 35-100 miles
50% beyond 100 miles

Online, Extension and Internship Courses

The Intercollegiate Athletic, Fitness Center, and Health Fees for students enrolled only in Online, Extension and Internship courses will be waived per credit hour per authorization of the Office of Extended Education and Office of Experiential Education. Fee adjustments are processed after drop/add period has ended.

Housing

Should a graduate student live on campus, housing costs can be confirmed by visiting **www.potsdam.edu/studentlife/resHalls/CampusLiving101/roomrates.cfm**. Room rates are subject to change annually.

Off-campus housing information is provided by contacting the Center for Graduate Studies.

Meal Plans

Current prices can be confirmed by visiting **www.potsdam.edu/studentlife/dining/mealPlans**. Meal plan components and prices are subject to change annually.

Other Fees

Concert Fee

A charge for all music majors that provides tickets to Community Performance Series concerts. Off-campus student teachers are exempt. Please direct questions regarding this fee to The Crane School of Music 315-267-2775.

Full and Part time $200.00

Field Experience

A fee that supports activities related to the development and implementation of field-based teacher education programs. Please direct questions regarding this fee to the Center for School Partnerships and Teacher Certification 315-267-2517.

Full time $35.00

Part time (per credit hour)..... $3.00

Graduate Diploma Fee

A one-time fee for matriculated graduate students to pay for their SUNY Potsdam diploma. Please direct questions regarding this fee to the Registrar's Office 315-267-2154.

Full and Part time $3.00

Music Fee

A charge for all Crane music majors that provides for maintenance of musical instrument inventory and other music services. Please direct questions regarding this fee to The Crane School of Music 315-267-2775.

Full time $185.00

Part time (per credit hour)..... $15.50

SUNY Potsdam Student Health Insurance (SPIP)

SUNY Potsdam bills Accident and Health Insurance each fall and spring semester to all full-time graduate students. For information regarding the insurance program, billing charge and waiver process, please contact the Student Health Services office at 315-267-2377, **www.potsdam.edu/studentlife/ healthservices**.

International Student Insurance

Insurance charge mandated by SUNY. Please direct questions regarding this fee to the Office of International Student Services 315-267-2507.

Full and Part time $1,263.24/year

Parking and Vehicle Registration

A fee is charged for students who park their vehicles on campus. A prorated fee is charged for part-time students. A separate fee is charged for Summer Session. The basic fees are as follows:

Full-time students ..... $110.00/academic year

Part-time students ..... $57.50/academic year

Summer Session $30.00

A $10 fee is charged for each additional vehicle registered for campus use. If a permanent change in vehicles is made during the semester, return the original decal to University Police for a free replacement. Temporary vehicles must also be registered with University Police.

For additional information on parking regulations and prices, visit **www.potsdam.edu/police**.

Payment of College Bill

SUNY Potsdam will provide a Student Billing Statement approximately 30 days prior to the start of the semester. Bills are due approximately 14 days prior to the first day of classes. The Student Billing Statement will reflect the cost of attendance based on the credit hours of enrollment, major and type of courses selected at the time of billing. Student billing statements are available in BearPAWS 24/7. Payments can be made on-line through BearPAWS or through the SUNY Potsdam CASHNet payment portal. The student can set up authorized payers for their account. Holds are removed every 30 minutes for balances paid in full. Payment must be received in the Student Accounts Office before the due date to avoid late fees and holds.

Payments can be made in person, by mail, or online. We accept the following forms of payment:

- U.S. currency. Please do not mail cash
- Checks payable to SUNY Potsdam in U.S. Funds only
- VISA, MasterCard, Discover, American Express and ACH electronic check

Charges may be deferred to certified financial aid awards and if so a credit will be noted on the billing statement. If financial aid exceeds the student's College bill or an overpayment exists, a refund will be issued in the student's name. When a refund is processed a notification is sent to the student's SUNY Potsdam email address.

SUNY policy requires the College to take the following measures for students in default of financial obligations:

1. Deny registrations for any subsequent term
2. Withhold official transcripts
3. Cancel current registrations where the College has inadvertently allowed students to register
4. Withhold the granting of degrees
5. Withhold semester grade report

The following NYS regulations apply to all billings:

NOTICE PURSUANT TO STATE FINANCE LAW § 18: INTEREST AND COLLECTION FEES ASSESSED ON DEBTS OWED TO THE STATE FAILURE TO PAY THE DEBT DESCRIBED IN THE ACCOMPANYING BILLING INVOICE WILL RESULT IN AN INCREASE IN YOUR LIABILITY

The electronic billing invoice accompanying this notice describes a debt currently due to SUNY Potsdam as an agency of the State of New York. Your failure to pay this debt in full within thirty days of your acknowledged receipt of this notice will result in an additional assessment of interest or late fees.

Interest on Past-Due Debts

Interest will be assessed from the date of your acknowledged receipt of this notice, at the corporate underpayment rate as set by the Commissioner of Taxation and Finance and published in the state register pursuant to subsection (e) of section one thousand ninety-six of the tax law minus four percentage points. Interest will be compounded daily on the principal balance which is set forth in the accompanying bill. To avoid the assessment of interest or additional late payment charges, you should pay the amount requested in full within this thirty-day period.

Collection Costs on Debts 90 Days Past-Due

In addition, should you fail to pay this debt in full within ninety days of your acknowledged receipt of this notice, a collection fee of up to 22% of the amount then due, including interest, may be added to the amount which you owe.

Refunds of Tuition, Fees, and Other Charges

In accordance with the SUNY Board of Trustees policy for Billing Refunds, Collection and Write-off Policy for Tuition, Fees and Other Charges, student liability of charges due to withdrawal from classes is as follows:

Tuition & Fees

A student given permission to cancel his/her registration shall be liable for payment of tuition in accordance with the following schedule:

LIABILITY DURING INDICATED WEEK					
Length of Term	*1st wk*	*2nd wk*	*3rd wk*	*4th wk*	*5th wk*
Semester	0	30%	50%	70%	100%
12 week term	0	40%	60%	100%	
Quarter or 10 week term	0	50%	70%	100%	
9 week term	0	55%	75%	100%	
8 week term	0	60%	80%	100%	
7 week term	0	65%	100%		
6 week term	0	70%	100%		
5 week term	0	75%	100%		
	2nd day of classes	*Remainder of 1st wk*			
4 week term	0	50%	100%		
3 week term	0	65%	100%		
2 week term	0	80%	100%		
1 week term	100%				

Approval of the registration cancellation, including the date it becomes effective, must be certified by the campus president or designee. No money shall be refunded unless application for refund is made within one year after the end of term for which the tuition requested to be refunded was paid to the University. The first day that classes are offered, as scheduled by the campus, shall be considered the first day of the semester, quarter or other term, and the first week of classes for purposes of this section, shall be deemed to have ended when seven calendar days, including the first day of scheduled classes, have elapsed.

Fees are not refundable under ordinary circumstances if at least one course in the term is attended. The College Fee, is not refundable under ordinary circumstances.

All other fees may be waived in special circumstances by written request to the College department who manages the fee.

Room and Meals

Refunds for rooms are based on the official checkout date defined as when the room is completely vacated and key(s) are returned. Refunds for meals are based on the last date meals, Flex, or Bear Express were used. Special circumstances may be considered by the Director of Residence Life or the Executive Director of PACES or their designee.

Federal Title IV Withdrawals

Any student who has Federal Title IV financial aid and has fully withdrawn from all courses is subject to review under Federal Register Title IV policy.

Title IV financial aid includes Ford Federal Direct Subsidized Loans, Unsubsidized Loans and Direct PLUS Loans, Federal Perkins Loans, and Federal PELL and SEOG grants. Federal Title IV financial aid shall be pro-rated based on the policy outlined by the U.S. Department of Education. Eligibility of Federal Title IV financial aid is proportional to the number of days the student attends to the total number of days in the academic semester. Students who withdraw from all courses and have had Federal Financial Aid applied to their student account will have their student account billed or refunded according to Federal Title IV regulations.

Policy information regarding Federal Register Title IV is available at **www.potsdam.edu/admissions/financial/eligibility.cfm**.

Financial Assistance for Graduate Students

Financial Aid

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). While 9 credit hours is considered full-time status for Graduate students, financial aid is packaged based on 12 or more credit hours. Financial aid recipients must notify the Financial Aid Office if they plan to enroll in fewer than 12 credit hours.

Eligibility for financial aid is determined based upon the results of the Free Application for Federal Student Aid (FAFSA). The FAFSA formula generates the Expected Family Contribution (EFC) using each of the reported data elements, including the student's income, assets and household size. The underlying philosophy of the federal formula is that the primary responsibility for meeting college costs rests with the student.

A financial aid package is constructed using the EFC generated from the FAFSA. The EFC is subtracted from the Cost of Attendance for enrollment in the graduate program for an academic year and the result is the student's Unmet Need. It is the goal of the Financial Aid Package to cover the unmet with need-based aid resources and the EFC with non-need-based resources, such that the student could access enough aid to cover the full cost of attendance for an academic year of study. The need-based and non-need-based aid programs which might be included in the package are described below.

General Financial Aid Procedures

The following application procedures apply to federal financial aid programs, including the Federal Perkins Loan, William D. Ford Federal Direct Loans and Federal Work Study (FWS).

1. Complete the Free Application for Federal Student Aid (FAFSA) online at **www.fafsa.gov**. The SUNY Potsdam school code is 002850. Students who applied for aid in the previous year should have the option to file a Renewal FAFSA in subsequent years.
2. To receive maximum consideration for Federal Perkins and FWS, it is suggested that the FAFSA be completed by March 1. The College will consider applications on a rolling basis and awards will be made providing funds are still available.
3. To be eligible you must 1) be a U.S. citizen or permanent resident alien, 2) be enrolled (or accepted for enrollment) in a degree program, and 3) register for at least six credit hours per term.
4. Provide proof of conferred undergraduate degree.

Aid for Content-Core Courses

You may be eligible for federal student loans for one consecutive 12-month period for prerequisite courses you are required to take before full admission to a graduate program. You must be enrolled at least half-time (six or more credit hours) in order to receive federal loans for prerequisite courses. You may be eligible for up to $5,500 in federal Stafford Subsidized or Unsubsidized loan funding, and up to $7,000 in additional federal Stafford Unsubsidized loan funding for the classes required for that program.

Aid for Consortium Courses

If you are enrolling in classes at another institution and SUNY Potsdam is processing your financial aid for the academic year, please complete and submit a consortium agreement to our office. Institutions are not required to participate in a consortium agreement; it is your responsibility to ensure that the host school will participate. Courses must be required for your degree and must transfer back to SUNY Potsdam at the end of the session and be applied towards your degree. The agreement is good for only one term (summer) and for only one host school. If you are taking classes at more than one host school, you will need to file a separate consortium for each. If

you add classes at a later date, you will need to file an additional consortium. Provide the completed consortium agreement, along with a copy of the bill from the host institution to Academic Transfer Service office, or (for grads), the Graduate Studies office for an appropriate signature.

The Student Accounts Office will issue you a refund (when applicable) once the consortium process complete. It is your responsibility to use this refund, or other resources, to pay your bill with the host institution. You may be required to pay for the course(s) with the host institution prior to receiving any financial aid. Aid for future terms will not disburse until a transcript is received for any credits earned through a Consortium Agreement in a prior term. The start and end date for your program taken for travel purposes or through a consortium agreement must fall within a two-week window of the SUNY Potsdam summer term.

Financial Aid for Summer Session

In order to be considered for summer financial aid, receipt of FAFSA data is required prior to the last day of the last session for which you are enrolled. If you wait to file your FAFSA and we receive the data after you have already completed summer classes, you may not be eligible for summer financial aid.

You will also need to submit the Summer Aid Application to the Financial Aid Office once you are registered for summer classes. The application is available in mid-April, online and may be downloaded from the Financial Aid Office webpage. If you plan to attend classes at another institution for the summer for coursework required for your degree program, you will also need to submit a Student Consortium Agreement, which is also available to download.

You will need:

- to be a matriculated graduate student for the summer session to receive summer aid
- to be registered in at least six or more credit hours to receive a federal loan
- and complete the FAFSA at least six weeks in advance of needing funding

For more information about financial aid for summer and to access the Summer Aid Application, please visit the Financial Aid Office or our web site at: **www.potsdam.edu/financialaid**.

Financial Aid Programs

Graduate students may be eligible to participate in federal, state and/or SUNY Potsdam financial aid programs, including the following major sources of assistance for graduate students. Additional information may be obtained by contacting the Financial Aid Office, SUNY Potsdam, 44 Pierrepont Ave., Potsdam, NY 13676; 315-267-2162; fax 315-267-3067; **www.potsdam.edu/financialaid**. Please note that communications from the Financial Aid Office will come primarily in the form of emails to your SUNY Potsdam account – be sure to check your Potsdam email regularly.

Federal Financial Aid

TEACH Grants/Loans

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to $4,000/per year to undergraduate and graduate students who intend to teach full-time in high need subject area at a public or private elementary or secondary school that serves students from low income families (listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits, (https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp).

Students may receive up to $16,000 for undergraduate study and up to $8,000 for graduate study. Recipients of a TEACH Grant must teach for at least four academic years within eight calendar years of completing the program of study for which they received a TEACH Grant. IMPORTANT: failure to complete this service obligation will result in all amounts of TEACH Grants received being converted to a Federal Direct Unsubsidized Stafford Loan repayable to the U.S. Department of Education. Interest will be charged from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan. Refer to the General Financial Aid instructions to apply.

Federal Work Study (FWS)

FWS is awarded to some students who have financial need. Based on availability, students may select their place of employment from various openings throughout the campus. Job openings are posted on **www.potsdam.edu/admissions/financial/studentemployment.cfm**. Students may work a maximum of 20 hours per week while school is in session and are paid between minimum wage and $10/hour.

Federal Perkins Loan

Depending on financial need and availability of loan funding, students may qualify to borrow through the Federal Perkins Loan Program.

The interest rate, which accrues only during the repayment period, is five percent on the unpaid principal balance. Repayment begins nine months after graduation or leaving school, and may extend up to ten years. Several deferment options are available to postpone repayment for those who qualify.

Cancellation benefits are available for a variety of reasons to teachers in federally designated low-income schools, and to those who teach in fields designated as having a shortage of teachers. Additional loan cancellation options are available to nurses, medical technicians, law enforcement or corrections officers, VISTA or Peace Corps volunteers and for service in the U.S. Armed Forces.

Veterans' Benefits

Veterans of the U.S. Armed Forces, National Guard, and Reserves, their dependents and survivors may be eligible for postsecondary education benefits. For detailed information, contact the Veterans Administration at 1-888-442-4551 or see the GI Bill website: **www.gibill.va.gov**.

If you are planning to use GI benefits at SUNY Potsdam, please contact the Military and Veterans Student Services Coordinator in the Student Success Center in Sisson Hall, 315-267-3398. The Potsdam website is **www.potsdam.edu/support/military/index.cfm**.

William D. Ford Federal Direct Loans

The William D. Ford Federal Direct Loan program provides low-interest rate loans to students. Eligibility for funding is determined through federally mandated award formulas, using data provided on the FAFSA.

First-time borrowers will be required to sign a Master Promissory Note (MPN), agreeing to repay funds borrowed through this program. Once an MPN has been submitted and processed it is good for up to 10 years of borrowing.

Federal Direct Unsubsidized Stafford Loan program has a fixed interest rate of 6.21% for 2014-2015. Loan interest rates are adjusted annually on July 1, but are fixed for the life of the loan). The unsubsidized loan is not need- based, and the student is responsible for paying the interest, which accrues while in school. Interest may be capitalized (added to the principal balance) as a means of deferring payment.

These loans have a 1.0% origination/insurance fee. The annual loan limit is $20,500.

Repayment begins six months after the student leaves school or drops below half time.

Federal Direct Graduate Plus Loans are for graduate students and the program is similar to that of the Federal Direct Parent Loan for Undergraduate Students (PLUS loan). A matriculated graduate student, who is enrolled in at least six credits in a semester, can borrow up to the Cost of Attendance minus other aid. The interest rate is fixed at 7.21% for 2014-2015. Loan interest rates are adjusted annually on July 1, but are fixed for the life of the loan.. A Master Promissory Note is required the first time a student applies for a PLUS loan. A credit check applies. However, if a student is denied he/ she can apply with an endorser. Repayment begins 60 days after the final disbursement, but students can apply for a deferment and interest will be capitalized.

Federal Satisfactory Academic Progress

Federal regulation mandates that a recipient of Federal Title IV aid (Federal Perkins Loan, Federal Work Study, Federal TEACH Grant/Loan, Federal Stafford Loan, and Graduate PLUS) make satisfactory academic progress (SAP) toward the completion of a degree to maintain eligibility for that funding. Satisfactory academic progress requirements for federal aid are evaluated by the Financial Aid Office. Progress must be reviewed, on a cumulative basis, after the fall, spring and summer terms, and includes periods for which the student did not receive financial aid. All federal satisfactory academic progress requirements are measured at the end of each scheduled evaluation period. Each evaluation will result in an aid eligibility determination and assignment of an appropriate status as follows:

Eligible for Federal Aid

Making Satisfactory Academic Progress (SAP)

Assigned to a student who has earned 67% of all attempted credit hours, is meeting the GPA requirement, and has not exceeded the maximum allowed time frame.

Financial Aid Warning

Assigned to a student who has not earned 67% of all attempted credit hours, or has failed to meet the GPA requirement or both. This student will receive federal aid in the first subsequent term of attendance that follows the term in which the requirement was not met. Financial aid warning status may be assigned without an appeal or other action by the student. Financial Aid Warning is available one time only. Students must meet SAP requirements at the end of the payment period to continue to be eligible for federal aid.

Financial Aid Probation

Assigned to a student who has not earned 67% of all attempted credit hours, has failed to meet the GPA requirement or both; was previously placed on Financial Aid Warning; and receives approval of an appeal to have federal aid reinstated. At the end of one payment period on financial aid probation, the student must meet satisfactory academic progress standards or meet the requirements of their academic plan, as developed by SUNY Potsdam and the student, to qualify for further federal aid.

Ineligible for Federal Aid

Not Making Satisfactory Academic Progress

Assigned to a student who has not earned 67% of all attempted credit hours, or has not met the GPA requirement and has been academically dismissed by the College, and is no longer eligible for "Financial Aid Warning."

Over Maximum Time Frame

Assigned to a student who has exceeded the maximum allowed time frame and has attempted more than 150% of their degree requirements.

Satisfactory Academic Progress (SAP) Requirements

GPA Requirement

Federal aid recipients must maintain a GPA satisfactory for enrollment as a matriculant, as defined by the Academic Standards Committee, in the "Academic Standards Policy" in the current SUNY Potsdam Graduate Catalog.

Credit Hour Requirement
Federal aid recipients are required to earn a minimum of 67% of all attempted credit hours.

Maximum Time Frame
Graduate students may receive federal aid for a maximum of 150% of their degree program requirements. The average length of a graduate program at SUNY Potsdam varies from 30 to 52 credit hours. Graduate students who have a degree program that requires 30 credits are allowed a maximum of 45 attempted credit hours. Graduate students who have a degree program that requires more credits are allowed to attempt more (up to a maximum of 150% of their program requirement).

Evaluation by Credit Type and Other Considerations

Transfer credits will be included in the evaluation and will count as both attempted and earned hours.

Withdrawals, Incompletes and Repeated coursework are also considered in the analysis. Part-time enrollment counts in the same manner as full-time enrollment. Students earning credits through a consortium agreement and students who change their major are bound by the same requirements as students in standard programs. Students working on second degrees are not bound by the same standards as those working on their first degree.

Students who are readmitted or students who have been granted academic forgiveness for previous coursework are subject to the standards defined in this policy for federal aid eligibility. Academic progress will be reviewed upon readmission and receipt of the Free Application for Federal Student Aid (FAFSA). All previous coursework at SUNY Potsdam must be included in each review of academic progress for federal aid; therefore, even coursework "forgiven" academically must be considered in the review.

Appeal Process

Appeal Form
The Satisfactory Progress Appeal form is available both online and in the Financial Aid Office.

Submitting an Appeal
Students deemed ineligible for federal aid because they have not met the 67% Credit Hour Requirement, and who are ineligible for "Financial Aid Warning", may appeal the status through the Financial Aid Office. Appeals will be considered on the basis of mitigating circumstances, such as personal illness or injury, or the death of an immediate family member.

Students may appeal more than once, but must provide new documentation of a mitigating circumstance to justify the request. A written statement from the student must accompany the appeal and must explain why the student failed to make satisfactory academic progress, and what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

Acceptable Documentation
Acceptable forms of documentation include, but are not limited to, physician's written statement to substantiate illness or accident, newspaper obituaries or death certificates to substantiate deaths, written statement from clergy, family member, or other third party familiar with the student's situation, and written statement from academic adviser or professor. Students who have lost federal aid and have an appeal approved are placed on "Financial Aid Probation" for the subsequent term and may receive federal aid for that term.

Appeal Deadline
Appeals must be submitted by the mid-point in the term for which they are seeking the appeal.

Approval Notice
Appeals are received, logged, and passed to the Satisfactory Academic Progress Committee who will review appeals; decisions of the committee will be forwarded to each appellant in writing, and will be final.

Students placed on "Financial Aid Probation" must earn 67% of their cumulative attempted credits at the end of their probationary period in order to regain federal aid eligibility. All students granted an appeal will be provided with an "Academic Plan" that specifies the new pace to which the student must adhere in order to regain federal aid eligibility; an Academic Plan may span more than one semester (term). Any student on probation who does not meet the requirements of the Academic Plan at the end of any term within the Academic Plan will lose federal aid eligibility; the student must then meet SAP requirements before regaining federal aid eligibility.

State Financial Aid

Graduate Opportunity Program
This need-based program provides a tuition scholarship to former EOP, SEEK or HEOP students who are accepted and enrolled as full-time graduate students. The GOP funding is typically awarded on the basis of merit. Applications and all supporting materials must be submitted to the Center for Graduate Studies by August 1 for the fall semester and December 1st for the Spring.

Graduate Diversity Fellowship
The State University of New York (SUNY) offers graduate fellowships to students who have been admitted to graduate or professional study and who will contribute to the diversity of the student body in the graduate or professional program in which enrollment is sought. This program assists SUNY in the recruitment, enrollment and retention of students in graduate programs who demonstrate that they will contribute to the diversity of the student body, including those who can demonstrate that they have overcome a disadvantage or other impediment to success in higher education.

To be eligible, applicants must be U.S. citizens or have permanent resident status, and demonstrate how they will contribute to the diversity of the student body in the program for which they are applying. This includes having overcome

a disadvantage or other impediment to success in higher education. Applications and all supporting materials must be submitted to the Center for Graduate Studies by August 1 for the fall semester and December 1 for the spring semester.

Other SUNY Potsdam Competitive Assistance Programs

Graduate Assistantships

Graduate Assistantships (GAs) are awarded annually to students who have demonstrated a high degree of academic excellence and professional competence. A limited number of GAs offering both a stipend and full in-state tuition remission are available for the academic year based on the availability of funding. Graduate Assistantships are awarded typically on the basis of merit, and it is assumed that GAs will be associated with their major departments and/or School to supplement their graduate degree program.

Eligibility: Consideration is given only to applicants who plan to earn a graduate degree at SUNY Potsdam. Assistantships cannot be awarded to part-time students or to non-matriculated students.

Candidates for an assistantship must be already accepted and confirmed into a degree program when applying. Candidates must submit an application, resume and two letters of recommendation to be considered.

Work Guidelines: Full-time graduate assistants receiving the stipend plus tuition scholarship may be associated with their major departments for an average of 20 hours each week. Their responsibilities will be determined by each of the academic departments involved.

The number of credit hours for which a graduate assistant is registered ordinarily shall be at least nine semester hours and shall not exceed 15 semester hours without the approval of the department and/or School. Graduate Assistants who wish to take advantage of the tuition scholarship must be registered full-time (as determined by their program of study).

Graduate Advantage Program (GAP): The Graduate Advantage Program (GAP) positions will operate under similar tuition remission procedures, however, the award amounts will partially cover tuition, with flexibility of the award to be used throughout a semester/year, or, as project-based assignments (meaning hours worked are consolidated in certain time of the semester). The hours by which a student will work will vary depending on the actual award amount.

Applications: Inquiries and application requests for GA/GAP positions should be directed to the Center for Graduate Studies. Applications and all supporting materials must be received by June 30.

Special Assistantship Application Procedures for Crane: All students applying for Graduate Assistantships or Scholarships in Music must apply by March 2. 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 may supply an optional statement about background and qualifications in relevant areas.

Residence Life Assistantships

Residence Life has some assistantships available each year for qualified applicants. Successful candidates serve as the Residence Hall Director of a building of about 200 students and six student staff members. Remuneration consists of a stipend of $4,300, up to 18 credits of SUNY Potsdam graduate tuition assistance (9 credits each semester), a board plan, a benefits package and a furnished on-campus apartment for the 10-month obligation. Interested candidates should contact the Office of Residence Life, Draime Hall Extension, 315-267-2350 or reslife@potsdam.edu. Applications are done on the College's website. The application process typically runs during the months of February and March, with interviews taking place in April and May.

Other Part-time Student Employment

A limited number of part-time employment opportunities (in addition to Federal Work Study) are available on campus. Employment with the food service program, as a residence hall assistant or as a student assistant with an academic or administrative department are a few examples of the various on-campus job opportunities.

Job openings through student assistantships, Student Government Association, PACES Dining Services, Temporary Service and the Potsdam College Foundation are posted on BearTracker.

Emergency Refund Advance

The Financial Aid Office administers a short-term loan program, which is intended to assist students during times of unanticipated emergencies or other demonstrated necessity. SUNY Potsdam students registered full-time who have financial aid pending may request emergency advances of up to $500. A $10 service fee will be charged for each approved advance. To obtain an application form, contact the Financial Aid Office. Students must be eligible for financial aid and anticipating a refund to receive this advance.

SUNY Potsdam Graduate Scholarships

The scholarships listed below are awarded by SUNY Potsdam and the Potsdam College Foundation through gifts from alumni and friends of the College. Information for all education scholarships may be obtained from the Center for Graduate Studies. Information about the music scholarships may be obtained from Crane School of Music, Graduate Music Office.

All Graduate Students

SUNY Potsdam Graduate Scholarship

Awarded to incoming full-time, matriculated graduate students who completed an undergraduate degree at SUNY Potsdam. Additional information and an application is available at **www.potsdam.edu/scholarships**.

SUNY Potsdam Graduate Scholarships for International Students
Awarded to incoming full-time, matriculated international graduate students. Additional information and an application are available at **www.potsdam.edu/scholarships**.

School of Education and Professional Studies

Annual Fund Scholarship
Awarded to matriculated students in a graduate or undergraduate teacher certification program who have completed 12 credits of education courses with a minimum cumulative grade point average of 3.5 in their major.

Thomas "Tommy" Bickford Memorial Scholarship
Awarded (proportionally) to a full-time or part-time graduate student enrolled in the Special Education program. Preference will be given to a candidate who has had previous experience working with individuals with special needs or who has had personal experience with a family member or friend with special needs. Awarded for fall semester.

Lorraine Mader Bryner Memorial Scholarship
Awarded to a graduate student pursuing a Master's degree in Special Education. Candidate must have the ability to demonstrate potential and commitment to becoming an exceptional teacher in Special Education.

Winton H. Buddington Reading Scholarship
Awarded to matriculated students in the MSED program with a Literacy specialization who have completed at least nine graduate credits with a minimum cumulative grade point average of 3.5.

Michele Christy Memorial Scholarship
Awarded to graduate students who have successfully completed a semester in the MST Childhood Education program. Candidates must demonstrate a passion for teaching and a desire to reach all children. Preference will be given to non-traditional students with young children.

Peg Cullen Scholarship
Awarded to a graduate student who is enrolled in a teacher education program. Candidate must exhibit a commitment to teaching, financial need, and have a minimum undergraduate grade point average of 3.0.

William Q. & Patricia B. Davis Fellowship
Awarded to graduate matriculated student enrolled in MSED Literacy program, having graduated with an undergraduate grade point average of 3.0 or above or current graduate student grade point average of 3.5 or above if recipient has had one or more semesters of graduate courses. Must provide evidence of ability to plan and organize other staff under their authority, experience in facilitating goal setting and accomplishment, successful teaching experience including pre-service and in-service. Preference will be given to candidates with some background in national and international travel. Candidate will work in the Rebecca V. Sheard Literacy Center a set number of hours per week.

Florence M. Dowd Scholarship
Awarded to matriculated students in pursuit of an undergraduate or graduate degree in the elementary certification, MSED (elementary), or MST (elementary) program. Recipient must be a graduate from (in order of preference) Canton Central High School, Lisbon Central High School or Ogdensburg Free Academy.

Evans-Cummings '83 Scholarship
Awarded to an undergraduate or graduate student who is a declared Education major in good academic standing. Must be a high school graduate from a North Country School District with preference given to South Jefferson School District students. Must have financial need and illustrated involvement in their community (hometown or college).

Krista Fordham '08 Master's in Education Scholarship Awarded to a student enrolled full-time in a master's degree granting program within the School of Education and Professional Studies. Preference will be given to residents of the Northeastern United States.

Alfred W. Santway Scholarship
Awarded to full-time matriculated students in pursuit of a graduate degree in the Master of Science in Education or Master of Science for Teachers program who have completed at least

12 graduate credits. Preference will be given to residents of St. Lawrence County who have proven financial need, seriousness of purpose, and academic achievement.

James Walter and Ruth Johnson Scott Student Scholarships Awarded to matriculated graduate students in pursuit of a graduate degree in the Master of Science in Education or Master of Science for Teachers program. Preference will be given to those demonstrating academic excellence and financial need.

The Crane School of Music Scholarships

The following scholarships do not require a separate application:

Helen Snell Cheel Scholarship
Awarded to full-time graduate students in The Crane School of Music who have proven musical ability and financial need. Selection is made by the Potsdam College Foundation and the Dean of The Crane School of Music based upon the recommendation of The Crane School of Music Graduate Program Committee.

Warren Earle Hultberg Scholarship Fund
Awarded to students in the graduate music program in The Crane School of Music. Selection is made by the Dean of The Crane School of Music based upon the recommendation of The Crane School of Music Graduate Program Committee.

STUDENT FACILITIES AND SERVICES

SUNY Potsdam has a multitude of dedicated resources to support your graduate experience. Enclosed in this section is a short listing of the various resources that are at your disposal. For additional referral, or to inquire about these resources, you are encouraged to visit the Center for Graduate Studies.

Center for Graduate Studies

The Center for Graduate Studies is dedicated to the student experience. Prior to your arrival on campus we work to begin acclimating you to graduate school. During orientation, you'll have an opportunity to meet your peers as well as faculty, staff, and the various departments designed to support you during your time at Potsdam. Below is a list of some of the things you can expect from the Center for Graduate Studies once you arrive:

- Enrollment support (add/drops, leaves of absence, withdrawals, degree audits, advising support, etc.)
- Student life and engagement (student organizations, on campus involvement, etc.)
- Orientation and acclimating to graduate school
- Networking and getting involved
- Administration of graduate student policies
- Support of graduate research and projects

Contact the Center for Graduate Studies anytime by email at graduate@potsdam.edu or by phone at 315-267-2165. You are also encouraged to stop by our office to visit and discuss your ideas.

Center for School Partnerships and Teacher Certification

The Center provides one-on-one assistance and support with field experiences, student teaching, professional development and certification to candidates throughout their program. Assistance with applying to student teach in New York City and in Australia are just a few examples. The Center continues to form strong relationships with P-12 partners by collaborating in many ways that allows our candidates the opportunity for unique hands on experiences. A few of those opportunities include:

1. The Adopt-A-Bear Cub Mentoring Program – This program is coordinated by SUNY Potsdam and the Lawrence Av- enue (Potsdam) Elementary School in which college students ("bears") mentor elementary school children ("cubs") in grades K-4. The program focuses on helping at-risk students, giving them a place to go after school hours to develop social skills and further their academic studies. The program runs in two blocks, a Mon/Wednesday session and a Tuesday/Thursday session, for one hour each session.
2. Teacher Education Student Association (TESA) – This organization is designed for all education majors at both the undergraduate and graduate level. The goal of this organization is to provide professional development opportunities, which includes both bi-weekly opportunities and an annual conference. This organization helps teacher candidates develop professional relationships with current educators.

Accommodative Services

SUNY Potsdam is committed to the full inclusion of all students who can benefit from educational opportunities. In accordance with the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in

2008, the College endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified students with disabilities to participate in all educational programs, services, and activities. The College will also strive to ensure that a person with a disability who is otherwise qualified will not, on the basis of that disability, be denied full and equal access to and enjoyment of academic and co-curricular programs or activities or be otherwise subjected to discrimination under programs or activities offered by the College.

The Office of Accommodative Services (OAS) provides academic accommodations for all qualified students who have documented learning, emotional, and/or physical disabilities and have need for accommodations. Accommodations can include such services as note takers, text readers, alternative testing arrangements, loan of some equipment, etc.

A student with a disability requiring reasonable academic accommodations should make the specific request for such assistance to OAS. It is the responsibility of the student to

identify him/herself as having a disability and to inform OAS that an accommodation is necessary. The student must submit written documentation of the disability and the need for accommodations from an appropriate authority. Accommodations will be determined on an individual basis.

OAS will assist students requesting non-academic auxiliary aids or services in locating the appropriate campus offices to address the requests. Personal care needs are the responsibility of the student.

For further information on Accommodative Services, please call 315-267-3267, email housese@potsdam.edu, visit **www. potsdam.edu/studentlife/services/disability**, or stop by Sisson 111.

International Education & Programs (IEP)

International students studying at SUNY Potsdam are served by the staff members of the IEP Office, who are dedicated to providing advisement on students' personal, cultural, health, and immigration transitions to the Potsdam community.

Graduate students interested in study abroad opportunities should contact the IEP Office as soon as possible. Program offerings are limited and application procedures require ample planning time.

For further information, please call 315-267-2507 or email international@potsdam.edu.

Career Planning

The Career Planning staff provides the following services to SUNY Potsdam students and alumni:

Career Selection – Individual counseling; career interest assessment; FOCUS – an online career assessment system; MBTI – Personality Inventory; and career books are resources used to assist students with selecting career options. This service has proven to be of value whether or not students have already chosen their academic majors.

Career Entry – Individual counseling and group workshops in job search strategies, resume and cover letter writing, developing interviewing skills, and designing portfolios and self-marketing brochures are provided. This service includes the maintenance of reference files, job vacancy postings, a resume referral service, job fairs and on-campus recruiting.

Summer and Part-time Jobs – We provide individual counseling and list summer and part-time jobs on BearTracker (in BearPaws). These can be crucial for gaining career related experience.

Career Management – This program is primarily an alumni service. Individual consultation, career change and career problem solving are available.

Student Computers and Printers – These are provided for student use in preparing resume and employment letters, searching for jobs, designing network cards, developing portfolio pages and creating self marketing brochures.

Library – Career Planning Lending Library contains over 200 books categorized by career information, reference materials, graduate school, summer jobs and "how to" for a multitude of career fields.

Internet – Through the Career Planning page (**www.potsdam.edu/career**), students have access to information on job vacancies, employers, careers, summer jobs, graduate schools, and resource guides.

Video/Phone Interviews – Facilities and equipment are available for private video or phone interviews.

For further information, call Career Planning at 315-267-2344 or visit **www.potsdam.edu/career**.

College Counseling Center

The Counseling Center staff provides individual or group counseling to any registered SUNY Potsdam student. Counseling may assist with a wide range of issues, but focus is on empowering a client to continue towards their educational goals in a way that is most healthy for the individual. We view each person as a unique individual and offer a safe, confidential place to discuss problems. SUNY Potsdam students often use the Counseling Center to focus on: relationship problems, depression, anxiety and stress control, relaxation and yoga, eating disorders, homesickness, social phobias, sexuality concerns, career and academic major decisions, family of origin issues, psychiatric disorders, and many others. Support groups are formed based on need or interest.

For those who prefer a self-help approach, we have an extensive self-help library, as well as a light box to assist students struggling with Seasonal Affective Disorder. The Counseling Center offers full psychiatric services to any registered student at the College. Our psychiatrist provides diagnostic evaluations, psychotherapy and when approved, medication therapy and medication monitoring services for students utilizing their services. In addition, the psychiatrist provides clinical consultations to the professional staff of both The Counseling Center and Student Health Services.

We provide consultation and workshops on a wide variety of topics in an effort to help faculty, staff and students understand how to help their fellow SUNY Potsdam community members. One workshop of particular importance to us is QPR Suicide Prevention Training (Question, Persuade, Refer) to faculty, staff and students; over 1,300 campus members have been trained in the past three years.

The Counseling Center provides free yoga and meditation classes throughout the academic year. Yoga can be an effective resource that helps individuals reduce stress while increasing psychological and emotional balance in a person's life. A certified yoga instructor facilitates group and individual work. Just outside of our office, we have installed a tile labyrinth available to students and staff for meditative purposes.

The Wellness Advocates (known as campus as a "WAs") are Peer

Counselors; fellow SUNY Potsdam students who have completed a training internship. If you live on campus, WAs will come right to your room. If you live off campus, you can

talk on the phone or meet on campus. For a Wellness Advocate, call: 315-261-8942 or 315-261-8873 between 4:30 p.m. and 8:00 a.m., 7 days a week while Fall and Spring classes are in session.

College Writing Center

The College Writing Center (CWC) consists of professionals and peer consultants to support you with work on your academic assignments and supplemental writing. The Center provides one-on-one appointments, email feedback, and group workshops. The CWC supports all students, in any major, on any assignment, and at any state of completion, for free. Visit the Center's website at **www.potsdam.edu/cwc/index.cfm** for location, hours and contact information. The website includes useful handouts and links on academic writing.

Campus Ministry

The goals of the Campus Ministry are to enhance spirituality on campus, to encourage and give guidance to those who desire participation with a particular place of worship with the community, to be available to those who have spiritual needs or wants, and to foster the personal and spiritual development of individuals.

With these goals in mind, the campus minister plans and oversees programming activities including discussion groups, study sessions, retreats and conferences, and other events that support the spiritual needs of the campus community. Programs may include presentations on faith, culture and morality; theological discussions and debates; belief expressed in acts of charity; the pursuit of religious truth within a spirit of community; and peace and justice.

The campus minister also builds connections between the College and local faith communities in an effort to create and promote opportunities for students to explore and express their spiritual nature. Finally, the campus minister maintains posted office hours for students dealing with questions of faith, grief, relationships, and any range of issues or matters calling for support.

SUNY Potsdam Child Care Center, Inc.

SUNY Potsdam Child Care Center, Inc., is a non-profit, privately run childcare facility centrally located on campus in Merritt Hall. The Center accepts children for care from six weeks through age nine, to include school age, after school, vacation and snow days. Staff members are carefully screened and well trained; many hold degrees in early childhood education. The Center serves children of SUNY faculty, students and staff, as well as the community at large, providing a safe, loving environment with child-centered programs, and meals prepared at the Center. Space is limited, so it is very important to contact the Center as soon as a need for childcare is known. For more information, contact the Center's Director at 315-267-2391 or log on to the website: **www.potsdam.edu/faculty/spccc**.

University Police

The University Police at SUNY Potsdam provides the highest levels of safety and security through a professional, skilled and compassionate workforce. The Department strives to support a rich academic and diverse social experience at Potsdam by working in tandem with all departments and organizations on campus while promoting strong and positive relationships with our surrounding communities.

Currently, the Department is staffed with nine police officers, two Lieutenants, one Chief of Police and two civilian employees. We also hire about 15 students each year who serve as clerical and dispatch assistants.

The Department is a fully functioning law enforcement agency that is responsible for the enforcement of federal, state, county and local laws. We also help members of the College community comply with campus rules and regulations. However we pride ourselves with being a service-oriented Department that offers personal safety and crime prevention programming, 24-hour per-day lock-out assistance, vehicle jump-starts and many other kinds of services. We also administer the campus parking program and participate in the Campus Mediation Center.

Members of the campus community will find University Police officers and staff throughout the university on foot, bike and vehicle patrol. They serve on many committees including the Campus Safety Advisory Committee, the Parking Committee and the committee charged with tobacco use on campus.

The University Police Department prepares the Annual Security Report each year that provides detailed crime statistics on and around the campus and describes many of our campus programs and processes.

This can be viewed at **www.potsdam.edu/studentlife/safety/index.cfm** (Annual Report). A hard copy or digital version is also available from University Police at 315-267-2222 or universitypolice@potsdam.edu. This statistical information is also available through the United States Department of Education web site: www.ope.ed.gov/security/.

Military and Veterans' Student Services

The Office of Military and Veterans' Student Services is responsible for the following services to assist military service personnel, military dependents and veterans, including: advising incoming students; conducting veteran student orientation; certifying veteran benefits; representing the College in the North Country Consortium; seeking grant opportunities; and, coordinating local volunteer efforts on campus. This office serves over 100 students each semester. For additional information, contact the Office of Military and Veterans' Student Services at 315-267-3398 or stop by Sisson Hall 128C.

Adult Learner Organization

Adult Learners (also known as Non-Traditional Students) are encouraged to join the Non-Traditional Student Association (NTSO) which meets bi-weekly each semester. The NTSO is a diverse group of students brought together by the common pursuit of higher education at SUNY Potsdam. For additional information, contact the organization's adviser by calling 315-267-2735.

Native American Affairs

The Office of Native American Affairs was created to serve as a center of emphasis for the SUNY System Northern Consortium Native American Initiative. The office provides direct assistance to the students and the College, with special interest placed on Native Americans.

It is the expressed goal of the office to provide educational and social programs and services to help Native American students meet their personal and professional goals. In addition to their direct support, the staff provides referrals to appropriate campus offices and support services.

The Office of Native American Affairs serves to increase campus awareness of Native American cultures and contemporary issues, while providing quality educational, cultural, and social programs for the College, the North Country community and the near-by Akwesasne Reservation. The department seeks to increase the recruitment and retention of Native American students at SUNY Potsdam and throughout the North Country.

For additional information and further assistance, please contact the Center for Diversity at 315-267-2184.

Center for Student Research

The Center for Student Research (CSR) is the primary resource for faculty-student collaborative scholarly and creative work that advances the understanding of an academic discipline through the examination, creation and communication of new knowledge.

CSR sponsors a variety of workshops and seminars for faculty and students related to instructional pedagogy, research tools, current trends, and best practices in both undergraduate and graduate research. Visit our website for specific dates and times. The CSR also serves as an advocate to foster a vital campus.

For additional information contact The Center for Student Research at 315-267-2051 or email: cur@potsdam.edu.

www.potsdam.edu/academics/specialprograms/cur/index.cfm

Associated Colleges of the St. Lawrence Valley

General Cross-registration Procedures

Cross-registration is a cooperative program designed to expand the educational opportunities available to students and staff of the four colleges of the consortium. It provides any full-time matriculated student or full-time employee in a member college the opportunity to enroll in a course offered by another member college. A cross-registered course is used to improve the depth and variety of the student's approved academic program.

Full-time matriculated students and staff at SUNY Canton, Clarkson University, SUNY Potsdam and St. Lawrence University may take up to two courses per academic year (including summer session[s]) at any of the other institutions on a space-available basis. Through cross-registration, full-time matriculated students and staff have access to courses in both major and elective areas representing specialties unavailable or closed at their home institution. There also exist formal curricular arrangements among institutions.

1. It is the student's responsibility to determine whether or not a particular course satisfies requirements for a major, certificate or license, or graduation.
2. It is the student's responsibility to follow registration deadlines for adding, dropping and withdrawing from courses in effect at their home institution.

Cost: tuition is paid to the student's home institution under the policies of that institution. If cross-registration credits result in a course load requiring additional tuition charges at the home school, the student is responsible for those charges just as if the cross-registered credits were home school credits.

There is no additional charge to cross register for courses as long as the individual meets the eligibility requirements. A student does have to pay any special fees, such as lab fees, fees for registration or transcripts, etc.

Grades and Credit: students follow all course requirements as stated by the course instructor. Grades and credit earned are treated as residential and identified as cross-registrations on students' permanent record.

Class Attendance: students are required to meet any attendance requirements as stated by the instructor and are responsible for arranging transportation. Many students drive, share rides or simply walk to class as appropriate.

For additional information, see **www.associatedcolleges.org/services/services.htm**, contact the Director of the Associated Colleges at 315-267-3331 or Registrar's Office at 315-267-2154.

Student Health Services

SUNY Potsdam Health Requirements

All graduate students are eligible to use Student Health Services (SHS), and are also required to comply with New York State and SUNY Potsdam health policy, regardless of the number of credit hours taken. Please call Student Health Services (315-267-2377) if you have ANY questions. The completion of these requirements is tracked for each student. Failing to comply with the health requirements will result in progressive consequences, and may culminate in your disenrollment as a student.

All graduate students are required to submit the following to SHS:

- Proof of immunity to Measles, Mumps, and Rubella
- Medical Information
  - Health Information Form
  - Meningitis Response Form
  - Tuberculosis Questionnaire
- Insurance Information (Optional)

Proof of Immunity to Measles, Mumps, and Rubella

Proving you are immune to Measles, Mumps, and Rubella is required for all students born on or after January 1, 1957. Proof consists of having an "official copy" of your immunization record faxed to 315-267-3260 or mailed to: Student Health Services, SUNY Potsdam, 44 Pierrepont Ave., Potsdam, NY 13676. An "official copy" of your shot record is one signed by your medical provider or high school nurse.

You must have received two live vaccines for Measles and one each for Mumps and Rubella. The vaccines must have been received no earlier than 4 days before your first birthday, and the Measles vaccines must be separated by at least 28 days.

Medical Information Form, Meningitis Response Form, and Tuberculosis Questionnaire

These forms are completed online through the Student Health Services Portal. Sign on to BearPaws (http://bearpaws.potsdam.edu) with your Campus Computer Account username and password. Once there, go to "New Student Services" then to the "Student Health Services Portal." Only the staff at SHS will see what you submit. The portal is HIPAA compliant, CCHIT certified, and completely confidential. You will need to set your browser to allow pop-ups from shsweb.potsdam. edu. Click on each of the following forms to complete them.

- *Medical Information Form* – Answer the questions and click "submit." Please submit the form only once. It asks you questions about your medical history, medications, allergies, and surgeries. Your answers are submitted directly into your confidential medical record on the portal.
- *Meningitis Response Form* – Select the appropriate response and click "submit." If you are younger than 18 years, you will be taken to a version of the form that must be printed, filled out by your parent/guardian, then faxed to 315-267-3260 or mailed to: Student Health Services, SUNY Potsdam, 44 Pierrepont Ave., Potsdam, NY 13676.
- *Tuberculosis Questionnaire* – Answer the questions and click "submit." If you are instructed to do so, you must have further testing for tuberculosis. This should be done immediately, well BEFORE you attend classes. Make an appointment with your medical provider to have the testing done and to have them fill out the printable version of the Tuberculosis Questionnaire found at: **www.potsdam.edu/studentlife/healthservices/uploadTuberculosisScreeningForm.pdf**.

  Your medical provider should follow the steps on the form and fax 315-267-3260 or mail to: Student Health Services, SUNY Potsdam, 44 Pierrepont Ave., Potsdam, NY 13676.

Health Insurance Information

Submitting health insurance information is optional for attendance, but it is very helpful if you plan to make use of Student Health Services. Fill in the requested information and click "submit." If you don't find the name of your insurance company on the drop-down list of insurers, please send a message to shs@potsdam.edu. We will add your insurer to the list and you can return to the portal at a later date to complete your information.

Facilities

Academic Building Hours

Regular academic building hours during the fall and spring semesters: Monday through Friday – 7 a.m. to 11 p.m. (closing times are determined by mutual agreement of building administrators and custodial services responsible for locking buildings). Saturday and Sunday – Buildings may be open and unlocked between 8 a.m. and 11 p.m. on Saturday and/or Sunday. Whether a building is open on specific hours during weekends is determined by the building administrator in consultation with the physical plant.

Holiday hours may vary and students should check with University Police if they have a question about a specific date. Summer hours are to be determined and will be posted by May 15th of each year. All academic buildings will be open from 8 a.m. to 5 p.m. during summer. Some buildings, however, may be open later depending on summer class schedules. For more information, please contact the University Police office, first floor of Van Housen Extension or call 315-267-2222.

Thomas M. Barrington Student Union

The Thomas M. Barrington Student Union is the hub of all student activity. Several Student Affairs offices, the Student Government Association (SGA), student communications media and several other student organizations are housed there. The Student Union also houses conference and meeting rooms, The College Store, the Union Market, Venture Outdoors, Pete's Place, the Student Union Dining Court and Student Mail Services. Students who frequent the Union are there in response to social and educational programs planned

and promoted by the SGA. With an annual budget of over $500,000, students organize concerts, outings, speakers, coffee houses and more. Some of the most memorable out-of-the-classroom learning experiences center on one or more of over 100 student organizations, including:

1. Academic clubs, including national honor societies;
2. Diversity organizations, such as the Black Student Alliance (BSA); Caribbean Latino American Student Society (CLASS); Lesbian, Gay, Transgender, Bi-Sexual and Allies Association (LGTBA); Potsdam Association of Native Americans (PANA) and the Student Association for Gender Equality (SAGE);
3. A wide variety of career-oriented music organizations including student chapters of Music Educator's National Conference (MENC), American String Teachers Association (ASTA), and Music Entertainment Industry Student Association (MEISA);
4. Performance and exhibit groups in such arts as theater, dance and art;
5. Student communications media, ranging from The Racquette, the weekly newspaper, to WAIH-FM, the campus radio station;
6. Intramural and sports clubs;
7. Special interest clubs, such as the Circle K; and
8. Three fraternities and six sororities.

Barrington Student Union Hours

Regular building hours during the fall and spring semesters: Monday through Sunday 7:00 a.m. to 1 a.m.

Building hours during breaks and the summer recess: Monday through Friday 7:30 a.m. to 5 p.m. Closed Saturday and Sunday Semester building hours are posted on all exterior doors in the Barrington Student Union. Student Union staff can help groups and organizations to schedule multi-purpose space for meetings and activities. For more information, please visit the website at **www.potsdam.edu/bsu** or call 315-267-2013.

Crane Music Center

The Crane Music Center consists of five structures including the 1,290-seat Hosmer Concert Hall, the 450-seat Snell Music Theater (recently renovated with a state-of-the-art rigging and lighting system), the 130-seat Wakefield Lecture and Recital Hall as well as classroom/office buildings all connected by a first-floor plaza.

The Crane School of Music is an All-Steinway School, one of only 66 schools of music in the world whose collection of pianos is 90 percent or more Steinway-designed instruments. In 2007, 142 pianos were replaced with new Steinway instruments including three new concert grands (Steinway Model D). In addition, Crane has more than 1,200 band and orchestra instruments, a forte piano, three harpsichords, four organs including a Wicks concert organ, and a collection of Renaissance string and wind instruments.

The Crane Music Center has a 20-workstation MIDI and digital audio/video computer classroom that serves the technology needs of all music students, a recording studio, and the Potsdam Electronic Music Studios (PoEMS). There is audio playback equipment throughout the Crane Music Center in classrooms, rehearsal halls and faculty studios as well as excellent facilities for performance recording and live video streaming capabilities. The facility houses the Crane Music Library, a music education curriculum lab, and separate band, orchestra and choral library collections. Additionally, there are more than 75 practice rooms, a student commons, dressing rooms, costume rooms, scenery rooms, plus piano and instrument repair shops.

Crane Building Hours

Regular building hours during the fall and spring semesters:

Monday through Friday 7 a.m. to 11 p.m.

Saturday and Sunday 8 a.m. to 11 p.m.

Building hours during breaks and the summer recess:

Monday through Friday 7 a.m. to 5 p.m.

Closed Saturday and Sunday

Semester building hours are posted and copies are available in the office of the facilities manager, Crane B113. For more information, please contact the University Police office located in Van Housen Hall or call 315-267-2222.

College Libraries

Students and faculty at SUNY Potsdam are served by two libraries. Frederick W. Crumb Memorial Library, the main library, is located in the center of the academic quadrangle and Julie E. Crane Memorial Library, serving the needs of music students, is located in Schuette Hall in the Crane Music Center. Crumb Library also houses the College Archives and Special Collections, containing papers, photographs, and selected memorabilia related to the history of SUNY Potsdam and the Crane School of Music.

Spacious, comfortable, and friendly, the Crumb and Crane Libraries are an important part of teaching and learning on our campus. Working in collaboration with academic departments, librarians select a wide range of print and online information sources for use by the College community. Student and faculty research needs are supported with a fast and efficient interlibrary loan service, and Crumb Library is a selective depository for United States and New York State documents, and for maps from the U.S. Geological Survey. In course-based information literacy sessions, interactions at the Reference Desks and Research Center, and individualized research consultations, library faculty work with students to develop their ability to find, identify, and evaluate appropriate information to support their academic projects. Class instruction is provided by library faculty in Crumb Library's projection classroom, as well as in the Crane complex. Crumb and Crane Libraries both provide wireless network access and have laptop computers available for campus community members to borrow. The Libraries' wide variety of online information resources are accessible through the library website, as is the Libraries' print collection of books, scores, videos, and sound recordings, which is accessed through Bearcat, the library catalog. Anyone is welcome to search for information at the computers in the Libraries, or, for users with a campus computer account, all databases and catalogs can be accessed on personal devices, in the dorms, and from

off-campus. Both libraries have a mix of group and individual study spaces, traditional study carrels, comfortable lounge seating, as well as quiet and silent areas for students to work. Crumb Library also has Minerva's Café, which offers unique beverages, sweet treats and a variety of campus dining take-out options during the academic year.

The Julia E. Crane Memorial Library houses the most extensive collection of music library resources – books, journals, scores and sound recordings – in Northern New York. The collection has strengths in classical music, musical theater, and jazz, but also includes popular and world music. The Crane Library was renovated in 2009, upgrading the lobby with a new circulation desk and lounge seating, and also houses a MIDI Lab for student use. A wide variety of listening and study facilities are available in the Crane library, and staff is available to assist students and faculty in using the library's facilities and resources.

The Learning and Teaching Excellence Center

The Learning and Teaching Excellence Center (LTEC) is housed on the first floor of Crumb Library, in room 107, a space cooperatively shared by the Center and instructional programs of the College Libraries. Teaching and learning initiatives and activities coordinated by the Center may take place on site or may use other facilities. The mission of the Learning and Teaching Excellence Center is to promote high quality teaching and learning by sponsoring activities such as workshops, seminars and speakers; coordinating and supporting initiatives related to scholarly teaching and ongoing professional development; and emphasizing the enhancement of student learning through instructional technology. The LTEC houses two Macintosh computers and a laser printer available for special projects related to the LTEC mission, such as publications and web page management. The facility is furnished with a board table, modular tables, and comfortable chairs, and is consequently adaptable to a variety of program sizes and seating configurations. The LTEC suite includes the Library Classroom which is utilized for LTEC or Library events/ classes and features projection capabilities, wireless access, as well as laptops for hands-on engagement.

The Art Museum at SUNY Potsdam

SUNY Potsdam's art museum is professionally staffed by a full-time director, collections manager, secretary, student interns and workers. The museum's physical plant consists of 4,745 square feet of designated and secured space, including three gallery spaces with 3,300 square feet for temporary exhibitions, two climate controlled permanent collection storage rooms and 2,000 square feet of shared space. Temporary exhibitions and programming include: 8-10 exhibitions annually, most organized in-house; including permanent collection objects, student, regional, national and international artists. Related

programming includes artists' visits, lectures, tours, publications to supplement exhibitions, including catalogs, brochures and posters. The permanent collection at over 1,900 objects provides significant educational opportunities for research, collection management and registration. Strengths are modern and contemporary, including important Japanese Gutai Group work, American prints and sculpture. Selections from the College's permanent collection are displayed in corridors and conference rooms throughout the campus to provide a pleasant learning environment.

Charles T. Weaver Museum

An educational museum housed in the Department of Anthropology, the Weaver Museum is run under faculty advisement. Students research, design and build all exhibits, produce public programming, and care for College and departmentally owned object and research collections.

Art Studios

The College has fully equipped separate studios for ceramics, sculpture, printmaking, painting, design, drawing, photography and video.

Theaters

The Performing Arts Center (PAC) is managed by the PAC Facility Manager (Department of Theatre and Dance Production Manager) and the Department of Theater and Dance faculty and staff. The PAC has three performance spaces: (a) Proscenium Theater (340 seats), (b) Dance Performance Space (200 seats), and (c) Black Box Theater (200 seats). The Dance Performance Space and Black Box Theater offer flexible seating arrangements. In addition to the performances spaces, there are two large movement studios and two medium movement studios that have sprung dance floors to facilitate a safe working environment for dancers and actors. A conditioning lab is equipped for pilates and other special physical needs in performance training. The following spaces serve as specialized training classroom and production facilities: audio/video lab, design lab, lighting lab, scenic lab, costume/ textile lab and archive, crafts lab, and properties archive. An education lab, which is outfitted for both elementary and upper-level seating options, is the only traditional classroom in the building. Public spaces include lounges and a café, operated by PACES – Potsdam Auxiliary and College Educational Services. Community Program Series (CPS) offices and Box Office are centrally located off the facilities main grand lobby.

Performing Arts Center Building Access

Monday through Friday, 7 a.m. to 11 p.m.

Weekends from 7 a.m. to 11 p.m. (guaranteed through use of the crossover entry doors from Bishop Hall via Tech Alley.)

Facility will be closed during University breaks (unless otherwise announced and posted.)

Department of Theatre and Dance Office
Monday through Friday, 9 a.m. to 4 p.m.

Office receptionist and/or secretary can be contacted by calling 315-267-2556.

Production Manager (Facility Manager) Office Hours
Monday through Friday, 10 a.m. to 4 p.m.

Production Manager, if onsite, can be contacted by phone during off-hours at 315-267-2355.

Box Office and Community Performance Series (CPS) Hours
Monday through Friday, 12:30 p.m. to 4 p.m.

Weekends as determined by calendar.

Maxcy Hall

One of the key unifying forces on campus is physical fitness – from the intercollegiate athletic teams to jogging. The College encourages physical fitness by opening Maxcy Hall, a modern sports complex, at 8 a.m. and not closing it until 10 p.m. Maxcy has something for everyone: a field house that includes a 1/10 mile track, basketball and volleyball areas, ice arena, Olympic-size swimming pool, main gym which houses three basketball courts and is the site for major events, six racquetball and three squash courts, fitness center, therapy and training room. Outside are 50 acres of playing fields, 20 all-weather tennis courts and a quarter-mile track. There is almost universal interest in physical fitness because the College emphasizes lifetime sports. Of the 80 activities taught in physical education classes, many are individual or two-person sports that can be enjoyed for life. Although SUNY Potsdam is not a proving ground for professional athletes, the school has an athletic tradition – a winning tradition. In a conference of peer colleges, Potsdam annually compiles a good overall record and has an outstanding record in men's basketball, having won the NCAA Division III national championship in 1981 and 1986, and being the national runner-up in 1979, 1982 and 1985. In addition, the College has won seven NCAA regional titles, and its 60-game winning streak in men's basketball stands as an NCAA Division III all-time record. Individual Potsdam athletes have achieved All-American status in wrestling, ice hockey, basketball, swimming and lacrosse.

On the intercollegiate level, the College fields men's teams in basketball, cross country, golf, ice hockey, lacrosse, soccer and swimming; and women's teams in basketball, ice hockey, lacrosse, softball, soccer, equestrian, swimming, cross country and volleyball. About 80 percent of the students participate in the intramural sports program. Competition is keen among teams representing social organizations, residence halls, commuters, and other groups in some 20 men's and women's sports. Many students pursue physical activity in less formal but just as effective ways. They can be seen, with a friend or two, jogging along a country road, backpacking, gliding silently along a cross-country ski trail. These are just a handful of the learning experiences that complement and supplement hours in the classrooms, laboratories and library – experiences that balance intellectual growth with cultural, social and physical development essential to lifelong well-being.

Computing & Technology Services

Computing & Technology Services (CTS) provides support and leadership for SUNY Potsdam in all areas of information technology including desktop computing, networking, telephone services and administrative systems. Our Helpdesk is located in Stillman Hall 103 with the main administrative/operations office located in Stillman Hall 216. To learn more about the many services we provide and support we encourage students to visit **www.potsdam.edu/cts** where information is updated regularly. Please feel free to stop by our Helpdesk with questions and/or concerns. You can also send an email to helpdesk@potsdam.edu or call 315-267-4444.

Campus Computer Account (CCA)

All SUNY Potsdam students are assigned a Campus Computer Account (CCA) once they have made their admissions deposit to the College. The CCA is used for all campus services including Potsdam email, BearPAWS, logging onto campus computers, on-campus and residential Wi-Fi access, Moodle, publishing webpages and proxy access to campus restricted web sites. The same username and password is used for all of these services.

BearPAWS

SUNY Potsdam's web interface to our student information system allows students to perform a multitude of functions such as register for classes, check grades, view financial aid, academic standing, etc. To log into BearPAWS, go to **http://bearpaws.potsdam.edu** and use your Campus Computer Account (CCA).

BearDeN (Degree Navigator)

SUNY Potsdam's online degree audit system allows students to track their progress towards their degree, lists courses taken and/or registered for, GPAs and adviser contact information. BearDeN is accessible from the BearPAWS Student Services & Financial Aid menu. For more information, click on the Help and FAQ buttons within BearDeN. For questions regarding degree progress, contact the Center for Graduate Studies.

BearMail

Every student is required to use their SUNY Potsdam email account on a regular basis throughout their educational experience. Faculty and administrative personnel use this email address to contact students with important announcements and information. Your SUNY Potsdam email address is [username]@potsdam.edu. To login to BearMail, visit http://bearmail.potsdam.edu and use your Campus Computer Account (CCA) for username and password.

Learning Management System (LMS)

Moodle is a web-based Learning Management System that is widely used by SUNY Potsdam faculty to deliver online courses, as well as enhance campus-based courses. Faculty use Moodle to post syllabi, course materials, announcements, engage students in discussions, record grades and send email. To login to Moodle, visit https://moodle.potsdam.edu and use your Campus Computer Account (CCA) for username and password.

Wireless, High-Speed Internet & Cable TV (Residential)

Time Warner Cable provides Road Runner wired and Wi-Fi high-speed internet service, as well as 90 cable TV standard channels to all students living in our residence halls at no extra charge. To make it easier for students seeking assistance with either RR wired, RR Wi-Fi, cable TV, or to order additional cable services, there is now one convenient number to call (1-866-339-8225) and this service is available 24/7. For more information, visit **www.potsdam.edu/cts/services/rruniversity.cfm**.

Wireless Access (Non-Residential)

The wireless network at SUNY Potsdam is a standard 802.11b/g implementation of wireless and is free to all students. Wireless hotspots are located throughout campus and are frequently added. Look for areas with the W@SP logo. For more information and a map of wireless campus locations, visit **http://wireless.potsdam.edu**.

Computer Labs and Projection Classrooms

For a complete and up-to-date list of Computer & Technology Services (CTS) technology facilities, please visit our website at: **www.potsdam.edu/cts/tecfacilities/index.cfm**.

School of Arts and Sciences Special-Purpose Computer Labs

A wide-variety of other small computer labs are available to students and faculty, are located in departmental areas throughout the school for hands-on, small group or in-lab experiences.

Art: Macintosh computers for high-end photography and digital graphic arts.

Modern Languages: Windows computers and a library of language learning software.

Physics, Biology, Chemistry and Geology: Macintosh, Windows and Linux computers for simulation, research and instrument control.

Anthropology: Macintosh computers, a scanner for research and curricular software development.

Theatre and Dance: Macintosh computers to aid in lighting design, desktop publishing and choreographic design.

Philosophy: Windows computers, a printer, scanner and extensive database materials for research projects.

The Crane School of Music Technology Classrooms and Labs

Ralph J. Wakefield Lecture and Recital Hall

Accomplished through the generosity of emeriti, faculty, staff and alumni and dedicated to the memory of Dean Emeritus Ralph J. Wakefield, the hall is equipped for professional quality recording with a dedicated recording control room and an extensive stereo and computer presentation system to allow for state-of-the-art lecture and special event presentations.

Crane MIDI Technology Classroom (Schuette 227)

This state-of-the-art "hands-on classroom" features 21 Macintosh computers and Korg Triton LE keyboard synthesizers with a wide assortment of professional grade music notation and sequencing software, World Wide Web and multimedia development software, and digital audio/video editing software. Additional hardware includes large-screen projection, Smart Board™, and a black and white laser printer. The lab is available to patrons whenever the Crane Music Library is open.

Potsdam Electronic Music Studios (PoEMS) (Schuette 158 & 162)

These studios provide students with the opportunity to create music using computer software, digital and analog synthesizers, and other electronic equipment. This professional quality lab is equipped with the latest in digital audio recording hardware and software, high capacity digital storage media, and a variety of synthesizers and sound processors. The lab is open approximately 100 hours per week for students enrolled in relevant courses.

Improvisation Lab

Housed in the Crane Music Library, the Improvisation Lab provides students with access to computer and sound reinforcement technologies that support the development of jazz improvisation abilities. Sequencing and audio recording software provides soloists with combo backing and the ability to record sessions for use in a variety of educational contexts.

Recording Studio

With the opening of the Performing Arts Center in 2014, Crane's recording studio moved to a brand new, state-of-the-art facility in that building. The recording studio at Crane provides students with the opportunity for hands-on instruction in learning the recording process, including both digital and analog recording techniques. The studio is primarily a classroom laboratory, but is also home to Madstop Records, the student initiated campus record label.

School of Education and Professional Studies Technology Centers

Rebecca V. Sheard Literacy Center (Satterlee 104)

This friendly and welcoming, state-of-the-art facility has a library of award winning children and adolescent fiction and non-fiction literature, a curriculum resource area, and a projection classroom seating 60 (located upstairs in Satterlee 260) equipped with a SMART Board and wireless internet access, document camera, DVD player, and VCR. The Literacy Center provides a site where faculty and students can use current educational software and assistive technology, and gain hands-on experience in the education of a diverse range of learners. Students and faculty may sign out any of the Center's resources by using their college I.D and also are welcome to use the resource area of the Center to study or work in small groups. Staff is available to assist students and faculty in using the Center's resources during hours of operation. The Center employs many Federal Work Study students each academic year. If interested in gaining employment as an undergraduate student, please contact the Center at 315-267-2527.

Hours of operation: Monday - Thursday, 9 a.m. to 8 p.m. and Friday 9 a.m. to 4 p.m.

Thomas E. O'Shaughnessy Center for Assistive Technology (Satterlee 104A)

The Thomas E. O'Shaughnessy Center for Assistive Technologies encompasses a hands-on computer classroom facility with 25 dual-boot Mac computers, a scanner, DVD player, VCR, SMART Board and both color and black and white laser printers. The Thomas E. O'Shaughnessy Center is housed within the Rebecca V. Sheard Literacy Center. Dr. O'Shaughnessy was dedicated to finding technological solutions that would help people, particularly children with disabilities, to become independent learners. The Center's collection includes software and adaptive hardware that can be used to increase accessibility to computers for those with special needs.

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

Potsdam Auxiliary and College Educational Services, Inc. (PACES) is a not-for-profit corporation providing essential services to the campus. A Board of Directors consisting of students, faculty, and administrators governs PACES. PACES mission is to offer high quality products and services while maximizing customer value while returning a portion of its net revenue to SUNY Potsdam.

PACES is the largest employer on campus, for job information visit: **www.potsdam.edu/offices/paces/employment**.

PACES operates Dining Services, The College Store and Union Market, and administers services and programs such as: the SUNYCard ID, the Off Campus Bear Express Merchant Program, the Microfridge Rental Program, campus vending and laundry machines. PACES administrative offices are located in Merritt Hall, Dining Services in Thatcher Hall, and The College Store Retail complex in the Barrington Student Union.

SUNYCard

The campus ID card, also known as the SUNYCard, provides access to meal plans, campus buildings, library materials, Bear Express, and other campus services. Students can check meal account balances, sign up for low balance notifications and upload and submit ID photos online at sunycard.potsdam.edu.

Potsdam students, faculty and staff are required to have a SUNYCard. Cards are issued at the PACES Business Office in Merritt Hall. You must show a valid government issued photo ID (passport, driver's license) to pick up or be issued a SUNYCard.

PACES is not responsible for purchases made with lost or stolen cards. Dining Services will issue meal vouchers at the Student Union Dining Court if a student loses their card when the PACES Business Office is closed.

To deactivate a lost or stolen card, or to reactivate a card, log into BearPAWS.

Bear Express

Bear Express is an optional spending account accessed through the SUNYCard. It may be used on campus for services, in vending machines, and at participating off campus restaurants and businesses. Bear Express accounts are automatically opened for most residential students and appear on the College bill.

When an account is opened, the amount selected is billed in both the fall and spring semesters. Changes or cancellation to the account must be made prior to September 14 and February 15 via BearPAWS. Money may only be added to the account with cash, check, credit, or debit cards at the PACES Business Office or at Dining Service locations.

Unused account balances roll over from semester to semester and remaining balances (over $20) may be credited to accounts at the end of the academic calendar year.

The College Store

The College Store is located in the Barrington Student Union and sells textbooks, school and art supplies, dorm living essentials, insignia apparel and gifts. Merchandise is available in the store as well as online **(http://bookstore.potsdam.edu)**. Students have access to manufacturer's promotions on computers when purchased through the store's website.

Textbooks – New, Used, Rental, E-Book Formats

The College Store is the official SUNY Potsdam textbook retailer. Professors request specific books, editions, and course material which are stocked only at the store. The store's online textbook ordering system will show you what books are required, recommended or suggested for a course.

Books ordered online through the store's website (http://bookstore.potsdam.edu) can be shipped or pre-packed for pick-up on campus. Online ordering begins two weeks prior to the start of the semester and closes three days prior to the start of classes. Books are also available for purchase in the store.

The store sells textbook in all available formats: new, used, e-book, or rental. USED books are generally 25% off the new book price. Orders are filled on a first-come, first-serve basis. Online orders are filled before books go on sale in the bookstore therefore the chances of getting a preferred format is greater if you order in advance and online.

Changes to course titles, books and materials can be made prior to the start of the semester, so ordering books for prepack assures greater accuracy. You will be notified as to when and where to pick up your books on campus via email. The College Store has a textbook buy back program, and a full inventory of school supplies. Books may be paid for with Bear Express or credit card. The store also buys back books so that used books are made available to other SUNY Potsdam students.

The Union Market

The Union Market is the campus convenience store. Specialty gift baskets, Video games, groceries, pharmacy items, cosmetics, electronics, candy, snacks, magazines, dorm supplies and college living essentials are available in the store or for pre-order. The Market also serves hot coffee and breakfast sandwiches. Bear Express, cash, credit and debit cards are accepted at the Market.

Dining Service – Eating on Campus

PACES operates eight restaurants on campus. Meal plans can be used at every dining operation on campus. Every restaurant accepts debit and credit cards. Food is available on campus between fifteen and seventeen hours every day.

PACES operates one all you care to eat facility (Lehman Dining Hall), a food court with eight kiosks (Student Union Dining Court), five cafes (Crane Snack Bar, Minerva's Café, Dexter's Café, Becky's Place, Performing Arts Café), a franchise operation (Tim Hortons). PACES manages a catering division, a concession stand at Maxcy Hall (The Stand), and a campus bakery/commissary (Bowman Kitchen)

PACES Dining Service was rated #1 of all the 27 colleges and universities of its size in the SUNY System in the most recent (2011) student opinion survey.

In 2015, PACES SUNY Potsdam's PACES Dining Services ranked 39th out of 1,175 colleges surveyed in a survey of the nation's best campuses for food by Niche.com. The colleges were ranked based on meal plan cost and more than 470,000 opinions from 64,000 students. The high ranking indicates the college offers a variety of healthy, quality food options that accommodate various dietary preferences and students are happy with the quality of campus food.

PACES has also consistently ranked in the highest percentile in the NACUFS national benchmarking survey for customer satisfaction. Dining Services offers award-winning food and programs based on its core values: variety, quality and choice. The majority of PACES operations prepare food to customers' specifications. Whenever feasible, PACES buys local and regional goods, helping to support the economy while reducing its carbon footprint.

Meal Plans

Meal Plans are available to residential and non-residential and commuter students. Plans offer the best value, convenience, and cost savings for students who dine or buy grab and go items while on campus. Meal Plans are valid for one semester; they do not rollover and are non refundable. When an account is opened, the plan you select is billed in both the fall and spring semesters. Changes or cancellation to the account must be made prior to Thursday of the first week of classes.

For information on dining units, hours of operation, meal plans, terms and conditions, visit **www.potsdam.edu/studentlife/dining**.

Dining Facilities

PACES provides more eating facilities than any other SUNY residential campus of our size. Operations are just a walk away from a dorm or classroom and food is available between fifteen and seventeen hours a day.

PACES dining facilities are Lehman Dining Hall, Crane Snack Bar, Minerva's Café, Dexter's Café, Becky's Café, Becky's Place, Tim Hortons and the Student Union Dining Court.

Lehman Dining Center offers a traditional residential dining all you care to eat menu, while the other facilities offer individually priced menu items.

Banking

PACES in partnership with North Country Savings Bank, provides two ATM's on campus. One is located in the Barrington Student Union and the other is located in Carson Hall, adjacent to Becky's Place. The ATM's are part of the Allpoint Network, a surcharge-free ATM network. The network has more than 55,000 ATMs in national and regional merchant locations across the United States, Canada, Mexico, United Kingdom and Australia.

Vending and Laundry Services

PACES contracts with A.W. Collins of Canton, NY to provide vending services to the campus. Goods may be purchased from vending machines with Bear Express or cash.

PACES contracts with MacGray to provide laundry services to the campus. MacGray services these machines. The office of Residence Life charges a fixed fee to every resident student and reimburses PACES for the use of the machines.

Residence Halls

Graduate students are a welcomed part of our residential community and we hope that you will consider all of the benefits of living on campus. Students who would like to live on campus should request housing by logging in to your BearPAWS account and click on the "New Student Services" link. Students can preference living in one of our seven modern, fully equipped residence halls where living options include double rooms, suites, apartments, and Town Houses. All student rooms have internet access as well as a number of other convenient amenities in each residential area. More information can be found online at: **www.potsdam.edu/studentlife/ResHalls/index.cfm**.

Academic Directory area code (315)

School of Arts and Sciences

Anthropology 267-2053
MacVicar Hall
Art 267-2251
Brainerd Hall
Biology 267-2264
Stowell Hall
Chemistry 267-2264
Stowell Hall
Computer Science 267-2206
Dunn Hall
Economics 267-2206
Dunn Hall
English & Communication 267-2005
Morey Hall
Geology 267-2286
Timerman Hall
History 267-4910
Satterlee Hall
Mathematics 267-2064
MacVicar Hall
Modern Languages 267-2792
Carson Hall
Philosophy 267-2792
Carson Hall
Physics 267-2286
Timerman Hall
Politics 267-2768
Satterlee Hall
Psychology 267-2606
Flagg Hall
Sociology 267-2768
Satterlee Hall
Theatre and Dance 265-2556
Performing Arts Center

School of Education and Professional Studies

Business Administration 267-2306
Dunn Hall
Community Health 267-2306
Dunn Hall
Curriculum and Instruction 267-2525
Satterlee Hall
Inclusive & Special Education 267-2525
Satterlee Hall
Information Communication and Technology 267-2206
Dunn Hall
Literacy Education 267-2535
Satterlee Hall
Secondary Education 267-2535
Satterlee Hall

The Crane School of Music

Music, Graduate Studies 267-2417
Bishop Hall
Music Education 267-2775
Schuette Hall
Performance 267-2775
Bishop Hall

Administrative Directory area code (315)

Academic Affairs – Provost, Raymond Hall 267-2108
Accommodative Services, Sisson Hall 267-3267
Affirmative Action, Raymond Hall 267-3372
Arts and Sciences – Dean, Dunn Hall 267-2231
Career Planning, Sisson Hall 267-2344
Center for Graduate Studies,
Satterlee Hall 238 ..... 267-2165/ 800-458-1142, ext. 1
Computing and Technology Services
Administrative Information Systems,
Stillman Hall 267-4444
Helpdesk, Stillman Hall 267-4444
Counseling Center, Van Housen Hall 267-2330
Crane School of Music, The
Dean, Bishop Hall 267-2775
Director of Graduate Studies, Bishop Hall 267-2417
Education and Professional Studies – Dean,
Satterlee Hall 267-2515
Extended Education,
Raymond Hall ..... 267-2166 or 800-458-1142
Financial Aid, Raymond Hall 267-2162
Field Experiences and Teacher Certification,
Satterlee Hall 267-2517
Human Resources, Raymond Hall 267-4816
International Education & Programs, Sisson Hall 267-2507
Libraries
Crumb Memorial Library 267-2485
Crane Music Library 267-2451
PACES
Business Office, Merritt Hall 267-3096
Dining Services, Thatcher Hall 267-2657
The College Store, Student Union 267-2573
SUNYCard, Merritt Hall 267-2658
President's Office, Raymond Hall 267-2100
Registrar, Raymond Hall 267-2154
Residence Life, Draime Hall 267-2350
Student Accounts, Raymond Hall 267-2137
Student Affairs, Barrington Student Union 267-2117
Student Conduct and Community Standards,
Barrington Student Union 267-2579
Student Health Services, Van Housen Hall 267-2377
University Police, Van Housen Hall 267-2222

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