Dean’s Update: Transition Continues

Dr. Peter S. Brouwer
Interim Dean, SOE&PS

A transition in leadership occurred this year in the School of Education and Professional Studies. Dr. William Amoriell, who had served the school well for fourteen years, retired in December 2010. The School enjoyed considerable growth and success under his leadership and he will be missed. We all wish him and Molly the best in retirement.

I will serve as Interim Dean through the summer of 2012. Before this transition, I was serving as Associate Dean of SOE&PS and Chair of the Secondary Education Department. Dr. Debbie Anderson, a faculty member in the Curriculum and Instruction (B-6) department, is currently serving as the Interim Associate Dean. The College is working on a plan to identify a more permanent Dean for the fall 2012 semester.

This is a challenging time to be in the profession of teacher preparation. Given the sluggish economy, many school districts are cutting back their teaching staffs. In New York State, there are many changes in state education regulations underway, from new student learning standards, to new student and teacher certification assessments, to new teacher and school leader evaluation frameworks. In the face of these challenges, SUNY Potsdam remains committed to preparing the best possible teachers.

The faculty and staff in the School of Education and Professional Studies remain very active, as evidenced by the wide variety of reports and articles included in this newsletter. In addition to departmental and individual updates, you will find a number of articles that describe our students’ experiences attending conferences and participating in academic competitions. We are quite proud that our students continue to excel when competing with peers from other institutions.

The School of Education and Professional Studies includes growing programs in Business Administration and Community Health. You will find articles on business ethics, finance 101 and wilderness leadership (a program in our Community Health department). You will also see a number of articles on standards and assessment, which reflect the current climate within which teacher education programs operate these days.

I especially wish to thank alumni for their continued support for student scholarships, as well as for initiatives such as our Literacy and Math/Science Centers. Your ongoing contributions allow us to maintain excellence in light of shrinking state funding. In these uncertain times, all of us who hold SUNY Potsdam dear to our hearts need to join together for the benefit of our current and future students.
Faculty Leaving SUNY Potsdam
School of Education and Professional Studies

Dr. William Amoriell, Dean, School of Education and Professional Studies
   Retiring after 14 years of service

Dr. Donna Mosier, Associate Professor, Business Administration
   Retiring after 27 years of service

Mike Sovay, Clinical Faculty, Secondary Education
   Retiring after 11 years of service

The School of Education & Professional Studies would like to thank the following people for their contribution to the Newsletter:
   Natasha Abramovich  ■  Central Printing Services  ■  Dayna Cole
   College Advancement Services  ■  Donna Smith-Raymond  ■  Lauren Ward (layout design)
**Wonderful Education Opportunity**

Dr. Madore was named the new College Level Representative and as such will serve on the Association of Mathematics Teachers of New York State (AMTNYS) executive committee for the next two years. His responsibilities included participating in the Assembly meeting and the meeting of the Executive Committee.

The students really enjoyed this meeting, and more importantly, learned a lot. I asked them about how this trip benefited both them and the college. Here is a sampling of their responses:

I think our presence at the conference demonstrates SUNY Potsdam’s involvement with and commitment to the larger mathematics educator community in New York State. It shows that Potsdam is an active and prominent institution in preparing educators to become math teachers. Presentations by pre-service teachers (Steph and Viv) add directly to the prestige of the program, and by exposing young pre-service teachers to the conference, the stage is set for contributing to and presenting at future conferences.

I learned several new teaching techniques that I plan to incorporate into the classroom. It was an excellent chance to network with fellow math teachers and to get an idea of some of the future challenges I may face. For example, the presentation that I attended regarding how to use the last 5 minutes of class gave me some ideas to keep students engaged right up until the bell rings. SUNY Potsdam benefited, as those of us who went can now share what we have learned with other students and staff. This pooling of information will help to strengthen the education program by increasing the knowledge of all those who are involved in it.

I thoroughly enjoyed the conference. It is a great way to meet other math educators as well as new ideas to use in the classroom. I also feel like it is the best way to update yourself on the modern teaching technology and then decide for yourself if it is something you would be willing to implement in your own classroom.

The conference benefited me because it gave me ideas to incorporate into my classroom and it also gave me things to think about when looking into math programs, materials, etc. Since I was a presenter and I felt that our presentation went really well, it just proved once again why SUNY Potsdam has a great reputation. I was at the dance on Thursday night and I was asked what school I attend. I told her SUNY Potsdam and she told me that we are her favorite students. SUNY Potsdam creates the most prepared pre-service teachers.

I feel that my presence at the conference was a benefit to me as I was able to attend meetings that gave me information above and beyond what I can learn in a classroom setting at college. I find the curriculum at SUNY Potsdam very informative but also find that learning is best done first hand. The many workshops at the conference gave me an opportunity to enhance my education at SUNY Potsdam and I feel grateful that SUNY Potsdam gave me the opportunity to attend the conference.

*Support for this trip was provided by the Dean of Arts and Science, the Dean of Education and Professional Studies, the Department of Secondary Education, The Department of Mathematics, and the Student Government Association. We are grateful to all our supporters for making it possible to participate in this wonderful educational opportunity.

**A Window into a Reggio Emilia Inspired Early Childhood Program**

*Kathleen M. Valentine*

Through an opportunity provided by the **Title III Strengthening Institutions Grant**, a team from SUNY Potsdam’s Department of Curriculum & Instruction undergraduate program was formed to visit and observe a unique approach to Early Childhood Education. The school that was visited was the **School Within a School at Peabody** in the District of Columbia. The team members consisted of Katie Jeror, Michele Pinard, Julie Reagan, and Kathleen Valentine. The team was granted permission to visit four different classrooms in the morning (2 preschool and 2 kindergarten) and then, during the afternoon, the team participated in a group discussion and question and answer session with the Director and teachers from the program. The experiences, information, and future plans obtained during this visit are the focus of this article.

**School Within a School at Peabody**

The specific goals for professional development in this project were to acquire information from the School Within a School at Peabody about how they developed their excellent Interdisciplinary Arts-based Early Childhood Education program (Reggio Emilia). We did this by going on a site visit to the school in order to observe the children, talk with the teachers about how their curriculum is developed as well as how they assess the progress of the children enrolled in the program. In addition, it was important to better understand the program philosophy. To gain the necessary level of understanding it was important to actually see a Reggio Emilia Early Childhood program “in action.” This provided us with the opportunity to understand the roles of the teachers and the children during a regular school day. Adding to the program’s uniqueness is the fact that the School Within a School at Peabody is a non-traditional school housed in a larger more traditional school setting. Because of this uniqueness, we were eager to discover how they were able to implement and then sustain their Arts-based program over time.

What follows next are the specific observations made by the different team members. These observations focused on the overall climate of the school, the curriculum emphasis, the roles of the teachers and the students, the aesthetics, and the “nuts and bolts” of assessment procedures. All team members commented on the “comfortable student-centered environment” of the setting. This could be seen through the displays of students’ work on the walls, not just in the class
rooms but also in the stairwells and hallways. One of their projects was a stained glass window that the children worked on throughout a year and pieced together. The children developed curriculum webs with the assistance of the teacher centering on the particular theme being studied in the class. Then activities, projects, and centers were developed by the teachers to provide the catalyst for further learning. All of the teachers in the center recorded the children’s dialogue throughout the day and listened carefully to these recordings to determine what needed to be added to the classroom instruction. Several times were set aside during the week for professional meetings among the teachers to discuss the progress of the children, the recorded dialogues of the children in the program, plans for future instruction, and program evaluation.

Because the school is contained within a larger more traditional school in the District of Columbia, they have had to enter into intense negotiations with school administrators and board members concerning assessment procedures and report card formats. It is due to the diligence of the faculty and director that the school has been able to continue with the assessment procedures adopted earlier, with some modifications. Their assessment procedures are a mix of formal assessment tools and informal observations, field notes, photographs, samples of children’s work, and children’s discussions and informal dialogues. The District of Columbia school district has selected the Gold as their formal evaluation tool as well as the Dibbles for the program and instruction effectiveness. Because the District of Columbia has selected these instruments, the School Within a School is also required to use them. The Gold is a change from the Creative Curriculum evaluation tool that has been used in the past, so there was little information as to its effectiveness as an evaluation instrument or the effect it could have on the program. Most believed that it would be “workable” since it shares similarities with the Creative Curriculum. In addition to the formal evaluation methods described above, the school uses multiple data sources to determine the overall effectiveness of the program, individual progress of children, and the development of new curriculum. Teachers could be seen webbing with their students, recording children’s dialogue, and maintaining running narratives while the children were engaged in play, discussions, and activities.

It was also apparent in the interactions between the faculty and students with each other and our team members. Everyone at the school was warm and welcoming. The children smiled and waved to us. They were comfortable about answering any questions we had and were eager to share their work and accomplishments. Each class had a morning meeting that supported not just the social language and development of the children, but also their ability to extend their language development to include more professional interactions with their peers and teachers. How each classroom approached this was different, but all included it as a part of their morning activities. All students and teachers were supportive of each other’s efforts.

The teachers’ roles were consistent throughout the school classrooms and were those of a guide for constructing learning rather than a provider of information. There was a high level of importance placed upon books that had been developed by the students. There was a book project on display that was completed by the parent and the child concerning their dreams for the future. The parent wrote about the dreams they had for their child, and the child wrote about his or her dreams for the future.

The implications for curriculum change at the college program level are still being considered but our initial meeting after the trip produced one important aspect of this “school within a school” and their assessment strategies. This was the critical skill of listening. The single most important skill that each teacher demonstrated was a respect for the child’s point of view, creative process, natural developmental levels, and progress. Although formal tests and student work were important parts of assessment in the school, listening to the children’s dialogues to obtain information about what the children were thinking, their level of cognitive development, and specific interests were all obtained through listening and observing the children during their work. As a result of this observation on our part, we are exploring the idea of further developing our existing relationship with the SUNY Potsdam Child Center to add an assignment to the Creative and Sensory course that requires the students to listen to and record the dialogues of children at the center. This will enhance the teacher candidates understanding of the cognitive development of children. This part of our project is just in the beginning stages of development and will require further study and examination.
The 2010-2011 academic year brought with it the implementation of the revised Community Health major, which was approved last year. As a result, students enrolled in fall semester in two new required courses: HLTH 380 — Theory in Community Health and HLTH 310 — Health Disparities. These courses will strengthen the foundation that Community Health majors have in these two very important areas. To accommodate the addition of these two courses, the previously required Human Nutrition and Drug Studies courses are now electives. Students are now required to take three HLTH electives for the major, rather than completing a concentration in a specific area.

In spring, we started offering a new elective. Sharon DeJoy will be teaching a new course: HTLH 395 — Maternal and Child Health. This course will fill a gap in our current course offerings, as Maternal and Child Health is a key component of public health.

The Community Health faculty members are preparing proposals for new minors in nutrition, fitness, therapeutic recreation, and sexual health. Students continuously express interest in each of these topics. Faculty is excited about developing and eventually offering these as opportunities for students who wish to examine these areas in greater depth.

Congratulations to Dr. Kelly Bonnar-Kidd for receiving a Drescher Leave that is a competitive award which provides funding for a faculty member to take a sabbatical in order to pursue research activities. Dr. Bonnar-Kidd is, therefore, not teaching but is very busy working on her research during the spring 2011 semester. We all wish her good luck and look forward to her return to the classroom in the fall 2011 semester.

Congratulations also to our "veteran" faculty member, Kathy O’Rourke, on her recent promotion. Kathy received a well-deserved promotion to Associate Professor last spring.

Our indefatigable internship coordinator, Ada Santefera, recently completed the coursework required to become certified in Thanatology (the study of death, dying and bereavement) through the Association for Death Education and Counseling. We all wish Ada luck as she embarks on a year of volunteer work with Hospice, which is the last step she will need to complete in order to qualify to take the certification exam next November.

Congratulations to Sharon DeJoy and her students Tina Runkles and Stephanie Hawkins, who prepared a paper that was accepted for presentation at the American Evaluation Association’s annual conference last fall. Good luck to Sharon DeJoy as well, as she defends her dissertation this year. We are looking forward to having "Dr. DeJoy" among us soon!

Our Wilderness Education Program Coordinator and faculty member, Mark Simon, once again led a successful expedition out west with a group of Wilderness Education students this summer. The expedition is an incredible opportunity for students to test and strengthen their skills. Congratulations to Mark, also, for completing a 12-day National Outdoor Leadership School instructor training in Wyoming last year.

Over the past year, Adam Wheeler, Wilderness Education faculty member and Coordinator of the Leadership and Challenge Center, made connections with Community Agencies such as BOCES and Cerebral Palsy of the North Country, providing services to their participants while also giving Wilderness Education students great opportunities to apply and strengthen their skills. Congratulations, also, to Adam Wheeler on becoming a Certifying Instructor through Stonehearth Open Learning Opportunity (SOLO) this year.

Faculty in the Department of Secondary Education had a busy year. This report will describe just a sampling of the activities that faculty engaged in.

We are pleased to report that SUNY Potsdam received notification of "National Recognition" from NCATE for our programs in Foreign Language and Secondary Science education. Congratulations to the faculty in those areas.

The Department had the good fortune to hire Dr. Laura Walsh as an Assistant Professor of Secondary English Education. Dr. Walsh completed her Ph.D. at Arizona State University and she replaces Dr. Linda Sermur, who retired at the end of the 2009-10 academic year.

In the summer of 2009, Ron Bretsch traveled in Hungary and Romania and studied the school program for the large Hungarian minority who live in central and western Romania. In the summer of 2010, he traveled and studied during July in Scotland, including a week at Iona Abbey.

Peter Brouwer participated in the national Facilitator Preparation program with the Center for Courage and Renewal (Courage to Teach). He attended three retreats at the Fetzer Institute in Michigan, and one in Seattle, Washington. In addition, he offered two one-day Courage to Teach workshops on campus (Sept. 2009 and Feb. 2010).

Elvira Sanatullova-Allison has a book publishing agreement with Lexington Books for the title Elementary teacher education and gender: A male perspective (working title). In addition, she published an article, Why men become elementary school teachers: Insights from an elementary teacher education program in the journal Action in Teacher Education.

Elvira Sanatullova-Allison presented at two conferences:
- Experiences Unique to Males in a Predominantly Female Elementary Teacher Education Program at the International Conference on Diversity in Organisations, Communities and Nations held in Belfast, Ireland
- Professional Needs of Language Teachers in the North Country, New York State Association of Foreign Language Teachers Annual Conference held in Buffalo, New York.
Elvira Sanatullova-Allison was nominated by the New York State Association of Foreign Language Teachers (NYSAFLT) to the Board of Directors of the American Council on the Teaching of Foreign Languages (ACTFL), and participated in a study abroad-travel course to France and Morocco during the 2010 Winterim with four colleagues from the Department of Modern Languages.

Joanne Stiles achieved National Board Certification, Adolescent/Young Adult ELA, November 2009. Furthermore, Joanne provided candidate support to 2010 cohort member Margaret Garner (Special Ed, Madrid-Waddington), who successfully submitted her portfolio in March. In March 2010, Joanne Stiles offered a recruiting session for National Board candidates for the upcoming 2011 cohort. This was in collaboration with the St. Lawrence Valley Teachers’ Learning Center, and Annette Romano from the Greater Capital Region Teachers’ Center. Eleven teachers participated in the session. Currently, two have committed to pursuing National Board certification.

Donald Straight held the second annual “Math Education Day” at Massena High School. This gives students, primarily juniors and seniors, an opportunity to consider fields related to mathematics, and also provides information about SUNY Potsdam’s math and math education programs.

Donald Straight participated in a Math Teacher Educator (MTE) workshop on the Texas Instruments most current technology, the Nspire handheld, at SUNY Geneseo.

Regional math teachers and former graduates Tricia Day, Nicole Deshaies, and Jacob Jeneault participated in the spring festival session “Footsteps in Education,” which was organized by Donald Straight. They joined several other regional educators who gathered to exchange ideas and experiences.

In June 2010, Dr. Peter Brouwer and Donald Straight presented at a Math Teacher Educator (MTE) workshop on the Texas Instruments most current technology, the Nspire handheld, at SUNY Geneseo.

Carol Rossi-Fries was the keynote speaker at the Leadership Institute for the International Alliance for Invitational Education Conference in Rochester in September 2009.

An article authored by Carol Rossi-Fries entitled “Invitational Education and The Essential Elements of Middle Level Schools, Creating an Invitational Community at A.A.K. Middle School: A Culture of Family and Shared Responsibility” was accepted for publication in the journal of the New York State Middle School Association called In Transition.

Carol Rossi-Fries continues to give workshops on campus: Keys to Effective Teaching (for TOC/ALLE annually) and An Integrated and Interdisciplinary Approach to Teaching Social Studies and ELA at the Middle School Level (student teaching seminars).

(For more information on the exhibit, see www.potsdampublicmuseum)

Faculty News

Sergei Abramovich (Department of Curriculum and Instruction) continued his participation in various professional activities at local, national, and international levels. He published a book titled Topics in Mathematics for Elementary Teachers: A Technology-Enhanced Experiential Approach, Information Age Publishing, 2010 (ISBN: 978-1-60752-461-8) and has written another book titled Computer-Enabled Mathematics: Integrating Experiment and Theory in Teacher Education scheduled to be published in the 1st quarter of 2011 by Nova Science Publishers (ISBN: 978-1-61122-784-0). His new journal articles appeared in the International Journal of Mathematical Education in Science and Technology [2010, 41(6)], Problems, Resources, and Issues in Mathematics Undergraduate Studies [2011, 21(1), with P. Brouwer], New York State Mathematics Teachers’ Journal [2010, 60(1), with P. Brouwer], Spreadsheets in Education [2010, 3(3), with V. Romanenko & G. Nikitina], and International Journal of Pure and Applied Mathematics [2010, 65(4), with G. A. Leonov]. In addition, with E. Cho of the University of New Hampshire, he co-authored a chapter in the book Education in Asia (ISBN: 978-1-61668-617-8). His presentation at the 22nd International Conference of the Society for Information Technology and Teacher Education (SITE), Nashville, TN (supported by a travel grant from United University Professions) resulted in a paper published in the 2011 Proceedings of SITE. He served on the editorial boards of four professional journals (Journal of Computers in Mathematics and Science Teaching, Spreadsheets in Education, Differential Equations and Control Processes The Open Virtual Reality Journal) and reviewed articles for another four international journals. In 2010, he was appointed as founding Editor-in-Chief of Open Mathematics Education Notes, an online journal of the International Mathematical Virtual Institute with headquarters in Banja Luka, Bosnia & Herzegovina, and charged with helping colleagues in the Balkans to develop mathematics education scholarships. In the fall of 2010 he traveled to Arlington, VA, to serve on a review panel of the National Science Foundation. At the local level, in addition to teaching up to 14 courses per year and serving on various committees, he continued coordinating the Ottawa MST Childhood Instruction program and the SOE&PS faculty seminar Disciplined Inquiry in Education.

Marta K. Albert (Department of Literacy Education) received the Presidential Distinguished Doctoral Dissertation Award from SUNY Albany in August 2010. The title of her dissertation was Enhancing Literacy Among
Rural, Work-Oriented Youth: A Cultural Analysis.

She also participated in following conferences:
a) New York State Reading Association: Multigenre Writing: An Across-the-Curriculum Adventure! Workshop presented with two graduates of our Literacy Education master's program, March 2010.
b) Writing Across the Curriculum, TLQP for Massena School District Intermediate-level teachers, August 2010, as a workshop presenter.
c) Literacy Education Conference, University of Wyoming: Promoting and Supporting Multigenre Writing. Workshop presented with two graduates of our Literacy Ed master’s program, September 2010.

In addition, she attended the American Library Association Annual Convention in Washington D.C. to learn more about trends and developments in children's and young adult literature, June 2010.

Kelly Bonnar-Kidd and Maureen McCarthy (Department of Community Health) presented their research at the Community–Campus Partnerships to Eliminate Health Disparities: SUNY Works in Progress workshop in Albany, NY in October 2010 on the results of their study exploring the relationship between availability of health resources, perceptions of racism, and the health status of racial/ethnic minorities who live in St. Lawrence County. This study was funded by the Walker Fellowship program. The Community-Campus Partnerships workshop was sponsored by SUNY Albany’s Center for the Elimination of Health Disparities. Health disparities, defined as inequitable and avoidable differences in health status due to race/ethnicity, age, gender, sexual orientation, or geographic location, are prominent in New York. This two-day event provided SUNY researchers and members of local community health agencies an opportunity to present their research and gain valuable feedback from others working in the field.

While at the workshop, Dr. Bonnar-Kidd and Dr. McCarthy learned the importance of appreciating culture when working with Native Americans, how to operationalize awareness when examining perceptions of chronic illness in racial/ethnic minority groups, and how important it will be to develop models that facilitate translation of outcomes associated with health disparity research into practice and health policy. They also learned about new methodological techniques for data collection, such as specialized PDAs for collecting qualitative data. This knowledge will aid them as they continue their work in social and behavioral determinants of racial/ethnic disparities in health for those living in rural areas.

Ronald Bretsch (Department of Secondary Education) traveled in Hungary and Romania and studied the school program for the large Hungarian minority who live in Central and Western Romania. In the summer of 2010, he traveled and studied in Scotland, including a week at Iona Abbey.

Peter Brouwer (Department of Secondary Education) continued to serve as Associate Dean of the School of Education and Professional Studies and Chair of the Department of Secondary Education during the 2009-10 academic year. In addition, Peter had two papers published in the Journal of Computers in Mathematics and Science Teaching (jointly authored with S. Abramovich), one paper accepted for publication in the journal PRIMUS (jointly authored with S. Abramovich), and two papers published in The New York State Mathematics Teacher Journal (one jointly authored with S. Abramovich and one with P. Posner). He facilitated two campus-based Courage to Teach retreats, as well as several off-campus retreats. He served as an external reviewer for a number of faculty tenure and promotion decisions being considered at other universities, and as an article reviewer for The New York State Mathematics Teacher Journal. He served on a number of organizational boards, both on-campus (Alumni Board) and off-campus (Potsdam Food Co-op). Peter began serving as Interim Dean of the School of Education and Professional Studies in January 2011.

Dennis Conrad and Becky Duprey (Department of Special Education and Department of Curriculum and Instruction) were accepted into a competitive program sponsored by The Council for Exceptional Children (CEC) and The National Council for Teachers of Mathematics (NCTM). They attended a two-day symposium in Washington DC and will work with Roberta Stillan-Dowman at BOCES to offer staff development for teachers in St. Lawrence County on best ways to provide Response to Intervention (RTI) to children who need support in mathematics. The work will continue over a period of two years.


He participated in the Tax Seminar held at Albany, New York and also in the 17th Annual Teaching Effectiveness Conference (November 7, 2009). He attended the Annual Meeting of NARBAL held in Boston, Massachusetts (April 24 - 26, 2010).

He also conducted a simultaneous chess exhibition at Massena High School for the students and faculty.

Victoria O’Neill Hayes (Department of Curriculum and Instruction) was honored in 2010 with the Distinguished Service Award—given to an alumnus/a who has made exceptional contribution to the Alumni Association and/or the College. Each year, the Alumni Association honors several alumni with Alumni Awards during Reunion Weekend.

Ed Portugal (Department of Business Administration) served as a Fulbright Specialist in the Philippines in July and August 2010. He attended a seminar at Harvard University School of Business on discussion centered leadership in June 2010. He made a presentation at an international conference at Kherson State University in Ukraine about sustaining international partnerships in November 2010. In January 2011, he presented a paper that he co-authored with the Chancellor of the University of the Philippines about campus internationalization. His students in “Ethical Issues in Business” developed a code of ethics that Dr. Bill Amoriell administered during an oath taking ceremony.

Glenn Simonelli (Department of Curriculum and Instruction) visited Croatia this summer for the world premiere of his latest choral piece “New Song” composed for SSAA (Soprano 1, Soprano 2, Alto 1, Alto 2—a four-part treble choir) youth chorus. A local youth chorus in Zagreb, Carobna Frula, performed the piece under the direction of Marijan Milic.
The Title III Strengthening Institutions Grant for Creativity, Inquiry and Discovery: Undergraduate Research In and Across the Disciplines

Kathleen M. Valentine

In July of 2010, Kathleen Valentine received an invitation from Gerald Ratliff to join a team comprised of faculty members from across the Potsdam College campus to attend the American Association of Colleges and Universities conference Creativity, Inquiry and Discovery: Undergraduate Research In and Across the Disciplines. The conference was held in Raleigh-Durham from November 11-13. The team members were Elvira Sanatullova-Allison (Secondary Education), Greg Gardner (Business Administration), John McGinness (Music), Kathleen Valentine (Early Childhood/Childhood), Cheryl Miller (Mathematics), and Nancy Lewis (Criminal Justice). Each member had goals and objectives for their specific areas of specialization, but this article will focus on the goals and objective proposed by Kathleen Valentine for the undergraduate programs. The following two items were proposed before attending the AAC&U conference in Raleigh-Durham as items in undergraduate research that would enhance the early childhood and childhood programs:

1. The Early Childhood and Childhood undergraduate teacher education programs at SUNY Potsdam have recently been combined into one program called the combined Childhood & Early Childhood Program. This change requires modifications to occur across the courses in the program to include assessment practices that are appropriate for young children (4-7 years). Assessment was also identified as an area for improvement in the NCATE report from the last accreditation process.

2. In order for undergraduates to fully understand assessment for young children, they need to understand good research skills and data collection procedures from the perspective of teacher action research as defined by Mills (2008). In teacher action research, the teacher is viewed as a teacher/researcher in his or her own classroom. Based upon good observation skills, the use of running narratives & anecdotal records, interactions and interviews with students, parents, administrators and other teachers, student work, and formal as well as informal tests, student teachers can make responsible decisions about what their students’ needs are. They can offer an instructional program in their classrooms that is not just appropriate for those needs but can be adapted as ongoing needs change or emerge. A solid understanding of how teacher action research is applied in the classroom is critical.

Information gained at the conference provided insights not just into ways in which undergraduate research can be integrated into the early childhood & childhood programs, but also validated many of the high impact learning and research practices that are already occurring in the undergraduate programs. It also allowed for a broader definition of what constitutes research in undergraduate programs of study.

Osborn & Paul (2010) provided a framework for the definition and implementation of high impact or deep learning activities. The first important bit of information is the expanded definition of what constitutes research. Osborn & Paul define it in the following manner: "Undergraduate research, scholarship, and creative activity is an inquiry or investigation conducted by an undergraduate in collaboration with a faculty mentor that makes an original intellectual or creative contribution to the discipline" (p. 4). This is accomplished throughout the undergraduate teacher education program in increasing levels of difficulty. Teacher candidates are required to develop lesson plans and units that are aligned with the New York State Core Standards. These performance-based assignments are in place so that students not only develop a plan for teaching, but they are also expected to carry out the plan in their field placements. They are required to evaluate not just their own performance as an instructor, but also the performance of their students. These performance-based assignments are integrated into the teacher candidates’ program of study for the three semesters in which they are enrolled. The students learn about the importance of documentation by applying different research strategies from qualitative and quantitative research. Students maintain reflective journals (anecdotal records), conduct observations, use checklists, collect their students’ work samples, and give formal and informal assessments, to name just a few. Throughout this process they are assigned a practicum instructor and then a supervisor (during student teaching) to provide guidance as they develop, apply, and evaluate their own and their students’ performances. According to the definition provided by Osborn & Paul (2010), this is the mentoring aspect of the undergraduate field experiences or research process.

The plan for curriculum changes to the undergraduate early childhood/childhood program will be the development of a paradigm shift among the students as well as the instructors concerning how they view themselves as professionals. Drawing from the work of Mills (2010), teachers and instructors will be encouraged to view themselves as teacher researchers. By bringing this aspect of their teaching practices to light, teacher researchers and teacher candidates will become empowered to enhance the lives of the children in their care as well as their lives as professionals.
“Standards”

An Op-ed Reflection Intended to Incite— or at Least to Inflict Needed Questions!

Dr. Ronald Bretsch, Department of Secondary Education

“Standards” is the “in” concept on today’s education Main Street. It leads the parade and elicits forth an excitement and “come join us” emotion about which I think Mark Twain (a fellow New Yorker), more realistically, would share, “I smoke six days of every week; drink only on days beginning with the letter “T” or “M” or “W”; cuss on Mondays through Saturdays, but not on Sundays; and steal from my neighbor only when he isn’t looking. Those are my standards by which I faithfully and fully live. I could not run my life without my standards.”

What is there about the word “standards” that implies an incompleteness, that evokes for me a superficiality? I venture that it is because everyone has standards. Every school has standards. Every past, present, and future pupil has been, is, and will be subject to standards.

It is the unthinking and irrational assumption that standards have the same high degree of quality that approaches—and for some folks—is the same as perfection or completeness. Although I recognize that each of us as educators fails in the perfection test, I do not want “standards” to substitute for “quality.” Quality is on my Main Street that may or may not end in perfection, but standards are not in the parade that I wish to join.

“Standards” in educational circles in the U.S. today frequently is preceded with “national”; “national standards.” Again, there is an appeal to many persons and political factions that if we all achieve national standards, throughout the country, something of great value is gained. For me as a New Yorker, I despair of New York adopting “national standards.” Our state history speaks against national standards. New York was the first state to develop and implement statewide curriculums and assessment. They date to the same decade as does the Civil War: the 1860s. Rightly so, the exams were intended—and have been—constructed to assess the statewide curriculums. New York understood earlier than did most states, the state constitutional requirement of free public education for all its children and youth.

The legal basis is embedded in the state’s Constitution, Article XI, “Education,” Section 1, “Common Schools,” which reads:

"The legislature shall provide for the main tenance and support of a system of free common schools, wherein all the children of this state may be educated. (Formerly §1 of Art. 9. Renumbered by Constitutional Convention of 1938 and approved by vote of the people November 8, 1938.)"

See: www.dos.state.ny.us/info/constitution

More recently, the elementary school curriculums of the state have been assessed by the state, in addition to the state’s Regents Exams of junior and senior high schools.

Such an attempt to provide education for all, with an emphasis on “all” (unlike in some other states’ and countries’ histories), has cost financially. Indeed, in some years since World War II, the amount of money that the State of New York has spent on education has exceeded the national budget of every European country except five. Money may not guarantee quality education, but without it, quality certainly is not as sure.

Yet, more profoundly needing questioning is the assumption that “if it is to be learned, it must be tested.” This assumption has roots in science: “If it exists, then it exists in some quantity; if it exists in some quantity, then it can be measured.” A pupil’s learning in arithmetic may be “measured,” or even in many aspects of science. But, how is a pupil’s learning to be measured and counted in English literature? In art? In social studies? In good citizenship? In driver’s education? Are there not qualitative distinctions that are as meaningful in one’s life as are quantitative distinctions?

“Evaluate Beethoven’s Seventh Symphony as played by the Cleveland Orchestra in last Saturday evening’s concert.”

Let us set aside, temporarily—perhaps our now more conservative U.S. Supreme Court will take up the cause—the basic constitutional premise that education is subject to “the reserve clause” of the U.S. Constitution (found in Amendment X). It is only in recent history (the last thirty years?) that the federal government has taken up what historically and constitutionally has been recognized as a state’s right (and responsibility?), namely, education. “No Child Left Behind” has been in the recent forefront of this federal involvement or intrusion. Its track record is not without serious criticisms.

“We’re testing now more than we’re teaching” is a frequent cry of teachers.

While fifty-plus state, county, and territorial “systems” of education perhaps are too many, one could posit, the greater argument can be made that a national curriculum in the guise of national standards puts American education in an “all or nothing” situation. At least with a diversity of educational curriculums and instructional techniques, there will be greater likelihood of some successes.

National standards force a New Yorker to ask, “Whose standards?” Certainly there is room for improvement within elementary, secondary, and tertiary education New York, but is our model to be Mississippi or Arkansas? Or a national mean or median?

Are “national standards” to be an amalgam of various “state standards”?

Is it possible that New York State “standards” have been or are being lowered as a result of “meeting national standards”?

Other countries’ educational “results” are sometimes used, especially in America’s popular press or by some American politicians, as bases of comparison for judging the “results” of American education. Yet infrequently is the question asked, “What are the goals of the other educational systems?” and “Does everyone need to attain four years of high school math?” American education values the humanities and the social sciences, as well as math and the natural sciences. The model of the well-rounded individual, the Renaissance Man or Woman, who is the individual with disciplinary breadth and not
Every school has standards. Every past, present, and future pupil has been, is, and will be subject to standards.

only disciplinary depth, is a prime American contribution to “free public education for all.” Where is John Dewey in the “standards” and the homogenization that they promote? Should I, as an American or a New Yorker, be concerned that American or New York pupils are not all among the top 5 percentile of high school or university graduates? How many excellent engineers, scientists, and mathematicians does a society need? Certainly not everyone. Are we “producing” enough of them? Does every individual pupil benefit from four years of required high school math? I think not.

Perhaps, instead, we would benefit more, both as individuals and as a society, if one or two years of high school study in psychology and in ethics were required. (Why are they censored from high school pupils, by being effectively reserved only for those individuals who attend college?)

Given the ethics that evidently—or not evidently—have undergirded our financial, banking, housing, and business sectors in the past ten years, should we not be more concerned about what our school pupils and university students learn about ethics? Civic responsibility? Individual, rather than group, thought and responsibility? That Detroit has not produced green vehicles surely is not because of a lack of qualified American engineers and engineering.

From another perspective regarding “standards,” the question must be asked, “What is expected of teachers—and, by extension, of collegiate teacher education programs?” That question cannot be separated from “Is teaching a science or an art?” If teaching is a science, then we can conclude that a good teacher can teach anything to anyone.

Teaching can be a fool-proof process. We need only to supply the recipe book. That thinking undergirds the standards movement. I recall the marketing—and failures—of commercially prepared “teacher-proof” instructional materials of the 1970s.

Yet, teaching is primarily an art or skill. It is knowledge-based, but knowledge alone is insufficient. Good teaching involves the pupil, together with the teacher, discovering and, for the teacher, rediscovering. It is ever creative. It is engaging. It is constructively critical and appropriately challenging. And it changes on a daily basis with the same pupil. The curricular item, the instructional objective, the specific standard is continually shifting, being interwoven with various other learnings, and frequently with unpredictable and beautiful results.

Do the great socio-economic, ethnic, and other diverse aspects of American pupils warrant a standardized curriculum and standardized instructional techniques? Finland may be 98% middle class, with 98% literacy on the part of pupils’ parents, with relatively high cultural homogeneity—and hardly any immigration. Similarly, Singapore is different than the U.S. Is it fair to compare American educational outcomes with theirs? Are our goals not different? Is it not rational to expect therefore that making comparisons between their educational systems’ successes is a fool-hardy endeavor?

If the pro-standards bandwagon on Main Street was intentionally promoting the shaping of society so as to have increased civility, or greater respect—and responsibility—for “the other” as a fellow human being, or a society that tended to its mentally unstable, or a society with fewer perceived needs for “a gun in my home to defend myself and family,” or members of a federal or state legislature who more frequently put the common good before private gain, then “standards” would be more attractive to me. But, that bandwagon does not strive to do so. It cannot do so. Rather, it assesses measures, evaluates, and judges on “the quantifiable outcomes of education.” Should the bandwagon not have the honesty to use the phrase “the quantifiable outcomes of training,” since education—classical liberal education—is not the standard?

Education is open-ended, not close-ended; creative, not mechanical; individually witnessed by smiles of “oh, I see now” as much as by high test scores on math tests; and beautiful to see in action, not crassly determined by a bean-counter in a distant assessment office.

A basic problem with “standards” is that they are expressed in terms of minimums. They state what is to be done, performed, or accomplished if one is to pass or to succeed. Thus, collegiate Teacher Education Departments are considered “successful” if they meet the externally prescribed standards. University professors are “successful” if their students meet the standards. Elementary and secondary school teachers are successful if they, individually or collectively in a given school or school districts, “meet the standards.” Removed is the goal or objective of each collegiate department, of each professor, of each teacher, of each pupil or student, to become all that each is capable of being.

If we value coming as close as possible to individualization of expectations and of the individualization of the means of delivering the appropriate instructional means, technology, and materials, then standards are inadequate.
The word “standards” itself carries with it a mystical or magical sense of “acceptability” and credibility, unwarranted although it is. “The standards were met” becomes a concluding mantra. Who wrote the standards? Were they designed as normative evaluation or as criterion-referenced evaluation? What is their applicability to “this particular situation, with this particular pupil or student”? What is their validity? Reliability? May we as professionals modify them in order to operate successfully in “this particular situation”?

In my forty-plus years of serving as a teacher and a teacher education professor, with a doctorate (SUNY) in curriculum design, instructional methods, and evaluation, my major conclusion based upon what I observe and experience is that “standards” are the enemy of quality. Standards seek the lowest level of acceptability. They discourage seeking quality in learning and teaching. And, they mislead the general public into assuming that the quality of education has increased and/or now is satisfactory, because “We meet the standards.”

From my perspective the worst aspect of “standards” is that they diminish the desire for self-monitoring, self-governance, self-improvement, which are the indicators of an individual professional. Somewhere in the rush in education and teacher education to “meet standards,” the classical, liberally educated, Renaissance Human is diminished. The unquestioning acceptance of “standards” by many of my younger colleagues worries me. Perhaps due to a lack of looking more completely (which terminal degrees are designed to promote), they are not as likely to “think outside the box” regarding teacher education. Perhaps we are going full circle. Perhaps we have gone through normal schools, which became teacher training colleges, which became liberal arts colleges with teacher education (not training) departments and that required undergraduate majors in academic disciplines to which professional education courses and programs were complements, and now are returning to all of teacher preparation once again being teacher training—enhanced by words such as “national,” and “standards,” and “outcomes,” as well as by technology, which speeds up the process—but within the teacher training model, nonetheless.

SUNY Potsdam Students and Faculty attend AMTNYS

The 60th annual meeting of the Association of Mathematics Teachers of New York State was held in Saratoga Springs, November 11-13. In attendance were Dr. Peter Brouwer from the Secondary Education department, Dr. Blair Madore from the Mathematics department, and 8 students seeking certification as high school math teachers. The students were Kevin Bissonette, Stephany Bremer, Colleen Pagan, Vivian Fischer, Suzanne Landry, Chris Martin, Chris Oonk, and Lisa Weninger. Jim Parks, faculty emeritus in the math department, was also at the meeting, as well as Becky Duprey from the Childhood Education department, with 5 of her students.

Highlights from the meeting included:

- Students attended high quality professional development sessions from 12-5 Thursday, 8-5 Friday and 8-12 Saturday.
- All of us attended the Key Note Address from the creator of Geometer’s Sketchpad. It was great to hear the speaker refer to our own Dr. Parks (multiple times) as a key part of the history of Geometer’s Sketchpad in NY.
- Many of us were able to attend the Gala speaker, Jim Rubillo, former Executive Director of the National Council of Teachers of Mathematics (NCTM). He was a fantastically entertaining speaker who emphasized the importance of mathematical thinking in all of our lives.
- Stephany Bremer and Vivian Fischer presented a 60-minute session on contest problems solving entitled “A Plethora of Perplexing Problems.” Dr. Madore was their faculty advisor.
- Dr. Brouwer presented “Engaging Problems with Unexpected Answers: Stimulating Curiosity and Deepening Insight.”
- Additionally, Dr. Brouwer led a session with Prue Posner of St. Lawrence BOCES entitled, “Number Line Blues: What seventh-grade students understand about decimal fractions and the number line.”
- Jillian Dunkleberg of Hannibal CSD, a Potsdam Alumna, presented “The Search for my Buried Treasure” with Dr. Madore as a co-presenter. They used a pirate theme to explore locus and constructions.
- Dr. Jim Parks presented “Solving Geometry Puzzles.” This was an exploration, using Geometer’s sketchpad, of a proof of the Pythagorean Theorem and other ways it can be used.
- We met Potsdam alumna of 2005 Misty Leroux who is now happily teaching in the middle school. We also met Mika Irie who was Dr. Madore’s BA/MA seminar student in 2004-2005, and Will Hardin, alumnus of 2002, who is a high school teacher and certified Smart Board Instructor.
- Our large group ran into Gary Hind, College Foundation Board Member, who was pleased to see so many Potsdam students attending the conference.
- Our students won many prizes from vendors including textbooks and technology for their future classrooms.
- Dr. Brouwer and Dr. Madore participated in a meeting of college level participants sharing concerns at that level.
I teach science education methods to preservice teachers, and in class the same questions seem to come up very often. I figure if my students have these questions, so do a lot of other people, so I thought I’d share some of them and my responses to them.

“What's the difference between a hypothesis and a prediction?”

This question usually arises when students are conducting an experiment. Actually, I’m glad to get this question. At least the student realizes that there is a difference. The two terms are not interchangeable. A hypothesis is a tentative explanation, a general statement that attempts to account for an observed phenomenon that can then be used to generate predictions. I tell my students that a good hypothesis often contains the word “because.” For example, a hypothesis about what influences the period of a pendulum might be:

“The greater the mass of the bob of a pendulum, the longer the period, because it requires more energy to move an object of greater mass than one of lesser mass.” Semantically, this is a perfectly good hypothesis—even though it is incorrect—because it can be tested many different ways. Suppose a student designed a test for this hypothesis. They might decide to test pendulum bobs of 4 different masses, say 10 g, 20 g, 30 g and 50 g keeping all other variables constant. Now that they have their hypothesis and their test designed, they can come up with predictions: The 10 g bob will have the shortest period, the 50 g bob will have the longest, etc. These are good predictions because a) they are specific to the test being conducted, and b) they are consistent with the hypothesis. In this example, a prediction that all the bobs will have the same period would not be a good prediction—even though it would prove to be correct—because it is not consistent with the hypothesis.

If a student generated the above hypothesis, designed a valid experiment to test this hypothesis, made a prediction about the results of the experiment and then conducted the experiment, they would discover that their prediction was incorrect. The natural assumption is then that the hypothesis has been disproven, but this is not the case; because hypotheses are derived from accumulated observations, one test is not enough to prove or disprove a hypothesis. A single test can reveal a prediction as correct or incorrect, but it only supports or undermines the hypothesis; there may be many reasons why the predicted results were not observed. This is another difference between the two terms.

Students are often discouraged when their predictions turn out to be incorrect and their hypotheses are undermined. I point out to them that it’s always nice to get the results you anticipate and to have your hypothesis supported, but the real scientific breakthroughs occur when unexpected results are achieved. Thus, incorrect predictions can often lead to new discoveries.

“What's the difference between a theory and a hypothesis?”

This one is a little less cut and dry. Both hypotheses and theories are attempts to explain observations; they are both subject to testing and revision, but theories are broader. They attempt to provide a general overarching principle to explain many phenomena. A theory may encompass many related hypotheses. In much the same way that there is no one specific moment when a sapling becomes a tree and is no longer a sapling, the distinction between the theories and hypotheses is not precise, and is usually determined by consensus or general usage.

“When does a theory become a law?”

Short answer: it doesn’t. The two terms describe different things. Theories attempt to provide explanations. In science, laws describe mathematical relationships, such as the inverse square law, which states that the strength of gravitational attraction between two objects is inversely proportional to the square of their distance (F=1/d2), or Boyle’s law, which states that the pressure exerted by a gas times the volume of its container always remains constant (PV=k). It doesn’t matter how much evidence accumulates to support the theory of plate tectonics or the theory of evolution, they will always remain theories and will never become law.

“Wait a minute. You’re saying that evolution is a theory?”

Of course it is, and it’s a darn good one, too, because it helps us explain the diversity of life on Earth, how that life adapts to its environment and how it changes over time, and because it’s based on observations of such phenomena as plant and animal morphology, the fossil record, and patterns and differences in DNA, along with many other observations. All these observations collectively help us to put together an explanation for why we see such an amazing diversity of life on our planet, and that explanation helps create a framework for developing additional hypotheses that we can then use to make predictions, test, and further refine our theory, our overarching principle that acts as a framework for our understanding of life.

“But then if evolution is really a theory after all, then why do so many people object to calling it a theory?”

Beats me. Maybe it’s because some people are confused about the difference between a scientific theory and scientific law, and they think that theories are somehow inferior to laws. But I’m not convinced that many scientists object to calling evolution a theory. Rather, they object to equating the theory of evolution with the belief in creationism or intelligent design and to teaching them as equally valid scientific theories.

“So are you saying that evolution is better than creationism or intelligent design?”

I’m saying nothing of the sort. What I’m saying is that they are completely different ways of thinking about life, and it makes no more sense to say that they are equal in validity than it does to say that a penguin is as equally valid as a typewriter. It is a meaningless statement.

Evolution is a scientific theory based on observations and subject to continual testing and revision. Both creationism and intelligent design are belief systems. They don’t require evidence or testing; they require faith. Faith is the ability to maintain a belief in spite of observations to the contrary; it assumes that our tests and observations are not capable of leading to a true understanding of life.

About Predictions, Hypotheses, Theories and Laws
Glenn Simonelli, Department of Curriculum and Instruction
Science assumes they are, (i.e. above the atomic level).

For example, if tomorrow a herd of large, six-footed mammals with DNA radically different from all other known mammals suddenly appeared in New York State, we would then need to seriously revise the theory of evolution in an attempt to explain this. But when radiocarbon dating shows some woolly mammoth bones to be 25,000 years old, it does not lead to a revision of young-Earth creationism, which generally asserts that the Earth is around 6,000 to 10,000 years old. Regardless of how you feel about our ability to make sense of the world through observation and testing, I think most of us can agree that faith and scientific observation are two very different ways of coming up with explanations for the way things are, and it makes little sense to claim they are the same thing. As a scientist, I choose to rely on observation and testing to explain the way the world works. But I also enjoy stories, even when those stories contain fantastic elements that I know can’t really happen. There are no hobbits or orcs, but maybe reading about them can help me understand or appreciate aspects of life that I might not otherwise have thought about.

And if someone wants to give more credence to their faith than to the accumulated result or hundreds of years of collected observation and testing, they are entirely within their right to do so. Just don’t call a belief a scientific theory, any more than you would call a penguin a typewriter.

---

**Distinguished Award for SUNY Potsdam Professor**

Dr. Ed Portugal was presented with a Distinguished Paper Award at the 6th Annual International Conference of e-CASE that was held in Tokyo, Japan in January 2011. The paper, "Internationalization in Higher Education: Strategic Perspectives of Universities in the United States and the University of the Philippines," was co-authored with Chancellor Sergio Cao of the University of the Philippines. The paper was a result of collaboration when Dr. Gerry Cao invited Dr. Ed Portugal to serve as a Fulbright Specialist at UP Diliman in July and August 2010.

“I was pleasantly surprised by the award. Chancellor Cao was at the conference to co-present the paper, and it was fitting that the two of us received the award in a public ceremony attended by more than 300 academics from all over the world,” said Portugal. “He and I worked hard collaborating on writing the paper and the distance between the Philippine and the U.S. was not a hindrance since we were emailing regularly as we co-wrote the paper,” he added.

More than 560 papers, representing about 40 countries worldwide, were submitted for blind review. Only 375 were selected for presentation at the international conference, and the top 6 percent of those accepted were recognized with the Distinguished Papers Award. The recipients were awarded with a plaque at the opening ceremonies of the e-CASE International Conference in Tokyo.
How Half an Hour in Finance 301 Could Have Prevented the Financial Collapse

Dr. Joe Timmerman, Department of Business Administration

Finance 301 is the introduction course to the finance sequence here at SUNY Potsdam. In this class we spend about half an hour discussing an old concept called the Five “C’s” of Credit. Their origins are lost to history, but they’re the type of genius that seems simple and obvious. But when ignored, their impact becomes mind-boggling. These “C’s” should be applied by any lender before making any loan to any borrower.

First let’s lay them out, and then we can apply these Five “C’s” to how we got where we are today:

1. Character: Will the borrower do everything they can to pay you back?
2. Capacity: Does the borrower have the ability to pay you back (income and assets)?
3. Capital: How much of their own money has the borrower put at risk?
4. Collateral: Does the borrower have an asset for you to take and sell that is worth enough to pay you back in the event they can’t?
5. Conditions: How is the economy, or the borrower’s particular industry, doing at the time of the loan?

Now apply them to the “sub-prime mortgage” crisis and we see how we got where we are now. (Thought: If you feel the desire to name your financial product “sub-prime,” stop.)

1. Character:

Character is the most important of the 5 C’s. If your answer to “will the borrower do all they can to repay the loan” is “No,” then don’t make the loan. How do you measure character?

First, here’s what “Character” is not: Race, Age, Gender, Sexual Orientation, Height, Weight, and Political Party Affiliation—well, you get the idea.

And here’s what Character is: Credit Score, Repayment History, and Prior Bankruptcy.

Yes, maybe a customer declared bankruptcy due to serious health costs that were beyond their control. Lenders do have the leeway to make exceptions. But for the most part, a poor credit risk is a poor credit risk, so say “no” to the loan. If you lend to a poor credit risk, why be surprised when they don’t pay back?

2. Capacity:

Every April 15th our wonderful Federal and State governments provide us with the opportunity to send in a report showing how much money we earned the prior year. Lenders can then use this document (before they lend any money) to determine if the borrower has enough income to repay the loan. Lenders should also call the borrower’s employer to do employment/income verification. For “sub-prime” loans, not only were lenders NOT checking income—they would give loans based on “self reported” income!

3. Capital:

In the case of loans, capital is how much of their own money a borrower has put into the purchase of whatever it is they are borrowing money to buy. For something like a house, the “capital” is the amount of the down payment. For decades, this had to be at least 10%. For an “average” house, this would be $20,000 in cash. This helps ensure that borrowers have enough financial interest in the loan that they will work harder to make their payments. But the past decade saw an unprecedented increase in “no” or at least “low” money down lending. In large part, this was a result of the federal government telling “Freddie and Fannie” (government related business that helped borrowers get loans for buying a home) to make it easier for everyone to buy a house, even if they couldn’t afford one.

4. Collateral:

Collateral is an asset that the borrower can promise to let the lender take and sell in the event the borrower can’t pay. The theory goes that the lender will earn enough money from selling the asset to pay off the loan. In part because everyone who wanted a home loan could get one, real estate values soared every year during the “sub-prime mortgage” boom. This made it look like no matter how bad a credit risk the borrower was, if they quit making payments, selling the house would pay off the loan. But that bubble has popped. As it had to. Home prices had risen to the point that even payments on “low interest loans” took up too much of the average family’s income. They became truly unaffordable. Banks are now looking at house values well below the loan amounts. (Much like they did in the 1980’s with commercial real estate, but why should we learn anything from history?)

5. Conditions:

In good economic times, lenders lend more, making those times even better. When the economy takes a turn for the worse, however, lenders tend to cut back on lending, making the bad times that much harder. For the past two decades, we have had an exceptionally strong economy. Not due to any political party or any one economic idea, but due to technology. This internet thingy is fairly new, and we are still coming up with new ways to make use of it (Twitter, Flitter, and what all). But we have already put in an amazing amount of “infrastructure” (wiring and hardware), and the dollars that went into that infrastructure have helped fuel our past two decades. It was not possible for it to continue forever (just like the huge increases in home values). But again, our bankers and politicians were unable to take the long view. I actually remember a statement that Alan Greenspan had “killed the business cycle.”

Well, it’s back from the dead. The main “regulation” we need is to revive intelligent lending. Yes, Wall Street came up with complex ways of selling loans to each other. And that is a problem. But the main problem is that what they were selling was garbage. Their fancy derivatives and “mortgage backed securities” were nothing more than putting lipstick on a pig, and that’s an insult to pigs.

(This article was originally printed in longer form in the Watertown Daily Times.)
I arrived at my Inbox to find an email from the Dean. Chancellor Nancy Zimpher had been meeting with Arne Duncan and other education policymakers in Washington. “This was an historic coming together of major stakeholders to make excellent programs the norm in teacher education,” said Chancellor Zimpher. “Teaching, like medicine, is a profession of practice. Making clinical preparation the centerpiece of teacher education will transform the way we prepare teachers, and I am looking forward to working with my colleagues in higher education to implement the (Blue Ribbon Panel Report on Clinical Preparation and Partnerships for Improved Student Learning) panel’s recommendations.”

Honestly, I hadn’t been feeling very “blue ribbon” lately. I had noticed tensions on campus. Staff, strained by budget cuts enacted last year, was simply doing more with less: more students per section, more paperwork, more room cleaning, and fewer resources to support efforts across the board, resulting in morale deficiency. But today, I had actually felt invigorated. Not by the email—by what I’d observed in the field. That is what Clinical Faculty members call the place they spend at least half of their time. Apparently, according to Human Resources personnel, it is a misnomer applied to “Instructional Support Specialists” in Education Departments on SUNY campuses. The label is officially reserved for medical faculty who hold similar positions in health education settings. We straddle academic roles. Part-time on campus we teach courses, develop syllabi, attend committee meetings and provide service to the community. We engage in research, as time or inclination permits. But mostly we are attuned to the needs and situations of our students in “the field.”

I had observed a very good lesson that day. At 8:30 a.m., I sat on one of the tiniest chairs available in a rural district ten miles and ten minutes from campus. Twenty kindergartners sat in a horseshoe. The Block II student teacher, excused from campus on Tuesdays and Thursdays for five weeks to cultivate practical skills, began with a song about “Senses.” Youngsters joined in, mimicking her motions, reviewing five sensory categories, in anticipation of an investigatory lab. In the back of the room, stood a “guide by the side,” the student’s mentor and veteran teacher. An aide quietly distributed six numbered cups to each desk. Inside were mystery foods students would taste test momentarily. Instructions to put on their “magic science goggles” (setting safety standards reinforced throughout the elementary school program) followed a review of procedures. Students examined their model data sheet for collecting class findings, comparing it to the one propped on an easel, with markers nearby. Miniature scientists excitedly but stealthily, without a word, had tiptoed back to their labs, where they began to test each cup’s contents. Was the food salty or sweet? One student said, “Bitter.” Would one bite or two do? Scientists repeat experiments. What about if we disagree? Elaborating on the “teachable moment,” the Block II teacher described how sampler’s taste buds might differ. Though there was no place on the data sheet to record student responses as outliers (next time, I suggested), the class concluded the substance was “salty” and colored in that side of the graph with their favorite crayon. Teachers circulated, redirecting data record keeping, nurturing skill development, and reassuring children, “Yes, you can go spit it out.” Even scientists, after all, were once kids.

To extend the experiment, the teachers intended to pool students’ observations and generate adverbs to describe various tastes; the end product would become a poem. Integrating English Language Arts and Science (and Math and Music and careers…) demonstrated this student’s emerging understanding of how to develop and implement interdisciplinary curriculum. Authentically engaging students in a high interest activity, the teacher could document for parents or administrators (or policy makers) where individuals were spatially orienting, recording data, and following directions. Using developmentally appropriate practices, the student teacher countered what I sometimes hear, “We don’t do science.”

I had my benchmarks, too. I dutifully scribbled notes about how well the lesson plan addressed Universal Design Principles (it did), whether objectives were met (they were), and whether technology was utilized (it didn’t need to be). I had witnessed good teaching principles in action. The Kindergartners, Block and mentor teachers, aide, and I had gotten our Blue Ribbon for the day. No D.C. panel on Clinical Preparation had awarded it, but memories of a successful field experience carried me on to my next partnership. Too bad the Chancellor wasn’t there.
**Reflections on Wilderness Leadership**

**Justin Maggs, Wilderness Education Minor**

During the summer of 2010 I spent two weeks in the Siamese Ponds Wilderness area with five other Wilderness Education students. Although I had been on similar trips in the past, what set this one apart from the others was the fact that, technically, I was in class. As part of SUNY Potsdam's Wilderness Education minor, students are required to take a course known as Wilderness Leadership 1, instructed by Adam Wheeler. The course was specifically designed to teach students how to become capable outdoor leaders. In the months leading up to our trip, we spent many hours in the classroom going over the theories and principles of outdoor leadership, while at the same time planning and making the necessary preparations for our departure. The skills we were expected to improve or perfect during our trip included map and compass navigation, flora and fauna identification, knot tying, pristine campsite selection, and leave-no-trace principles. In addition to these “hard skills” or physically based tasks, we were also required to demonstrate the ability to recognize group dynamics and then apply the appropriate situational leadership style based on our class lectures. These cognitive based tasks are known as “soft skills,” and as many of us discovered, they can be the most challenging skills to hone. Because this trip had such an impact on each of us as individuals, I believe the best way to share our unique experience is through personal reflection.

**Participant:** Justin Maggs  
**Age:** 23  
**Education Info:** Junior, History Major, Wilderness Education Minor

**Career Aspirations:** I hope to become a high school social studies teacher and work with at-risk youth in a wilderness setting during the summer.

**Inspiration for becoming a Wilderness Education minor:** I was a poor student lacking motivation and self confidence in high school. After going to summer school in order to graduate, my parents offered me an ultimatum; I could chose to move out and try to get a job to support myself, or I could opt to go to a wilderness program in Utah. My decision to go to Utah ultimately changed my life. I ended up spending ten and a half weeks in the desert, during which I discovered my inner leadership qualities, reflected on past decisions, and made new plans for the future. I returned home with a greater respect for the healing and transformative power of nature as well as a desire to share this newfound knowledge.

**Most challenging part of the trip this summer:** My strength is soft skills, so for me the most difficult aspect of the course was learning how to effectively navigate with a map and compass.

**Most valuable lesson learned:** I learned the importance of using different leadership styles when working with groups. I also learned that in order to achieve your goals as a leader, you must be tactful and sell ideas by describing the potential benefits of your plans. This was especially important with a group of strong-willed, independent-minded individuals. The leadership skills I developed this summer have had a direct effect on my academics by strengthening my ability to delegate and organize with group projects.

**Most memorable moment:** This one is a tie between two equally memorable moments. First of all, I will never forget the night we all decided to stay up late sharing stories around a campfire. At this point we had been in the woods long enough to start acting strangely, I don't know who started it, but the next thing I remember was the fact that we were all singing Christmas carols at the top of our lungs, despite the fact that it was the middle of August. The second most memorable moment for me occurred during our first night camping near a small body of water. I was getting ready to get into my sleeping bag when I heard a strange yet hauntingly beautiful noise coming from the water. Upon investigation, I discovered that it was the sound of a loon. For the rest of the trip I was mesmerized by the beautiful noises made by this creature, which helped to usher me off to sleep each night.

**Participant:** Tyler Kellogg  
**Age:** 22  
**Educational Info:** Senior Speech Communications Major, Wilderness Education Minor  
**Career Aspirations:** Documentary Film maker, Author, Motivational Speaker, and last but not least—Social Entrepreneur.

**Inspiration for becoming a Wilderness Education minor:** What kind of person who aspires to be any one of the previously stated occupations would turn down an opportunity to figure out who you are in the way that this minor does? I didn't choose this minor, this minor chose me.

**Most challenging part of the trip this summer:** For me the most difficult part of the trip was not just knowing when to shut my mouth, but actually doing it. I have always been drawn to the leadership role, but in a situation like this where you have 6 guys trying to hone in on their skills to become the best leader possible, you have to learn from everyone. And although my favorite thing to do in life is talk, sometimes I had to accept that my voice would hurt (not help) the group.

**Most valuable lesson learned:** Coming to terms with wet boots will make walking in sunshine far more enjoyable.

**Most memorable moment:** It was the eighth day and we had just finished our first solo day. We hiked to the top of a mountain— I believe it was Kunjamuk—and couldn't believe that we had all made it back. It was a long and testing day. When we got back to the site, we made a massive hot dinner and then went for a swim in a lake that had our mountain as the backdrop. As we sat on the beach looking at it while the sun went down, I realized what is important in life, the things I take for granted, and what I really need to do to become the person I wanted to be. It didn't hurt that following this realization the boys and I sang Christmas carols until Maggs (one of the guys) fell asleep face first, arms
at his side, on the ground. We blew bubbles in his face and he didn’t wake up. Eventually it got to the point, blame the long day or the lack of entertainment, where we were laughing so hard at Maggs and his excessive snoring that we all broke into tears. That was what living was all about.

Also one quick thought. Walking into a gas station as the first place with electricity over a two week period is an eye-opening experience. So many bells, lights, noises, it blew my mind how natural they had all become.

Most valuable lesson learned: The most valuable thing I learned was that I needed to find a balance in group ownership. There are times when a leader should be authoritarian and grab the situation by the horns, and other times where the leader should back off and say “hey, its up to you guys.” For example, on my last day as leader of the day the group was moving slower than we should have, and then someone found an old abandoned metal canoe in the middle of the woods. We stopped there and played around with it for a bit, and someone got the idea that we should carry it. At first I was against doing it, saying that carrying a canoe would only make us slower, but we agreed as long as the canoe did not slow us down it was ok. As we continued, I noticed the pace was much faster than before, and morale was high. So I guess what I learned was that maybe the best thing to do isn’t really the most logical.

Most memorable moment: The most memorable moment was toward the beginning of the trip when we were traveling (bushwhacking) from Siamese Pond to South Pond, a trip that was over a mountain and into the valley across the way. This marked the first day when we left any signs of human civilization for good. After breaking on top of a saddle on County Line Mountain, we took a bearing towards a landmark into the valley and I was instructed to hold this bearing, as the others found smoother, easier route toward our destination. For a good 45 minutes we descended the mountain with a spectacular view of seemingly untraveled wilderness through thick evergreens. Besides infrequent communication with the other members of the group I was seemingly alone in the wilderness, an opportunity not many people can experience nowadays.

Participant: Ian Mauhs
Age: 20
Educational Info: Junior, Environmental Studies Major, Wilderness Education and Writing Minor.
Career Aspirations: Short term I hope to work for a Search and Rescue Company or for National Park Service and then work for land management or legislature later on.
Inspiration for becoming a wilderness education minor: I have always loved the woods; in fact my family has a history in preservation and conservation. The Boy Scouts also had a great impact on my outdoor leadership, so I thought the Wilderness Education minor would augment those skills to a professional level. The minor has given me more experience in outdoor leadership, instilled the ethical responsibility of minimally impacting the land around me in addition to general leave-no-trace expedition skills.
Most challenging part of the trip this summer: The most difficult part of the trip was the soft skills. I needed learn how to lead a group of experienced hikers in a less authoritarian way.
SUNY Potsdam Advanced Business Students Win in 34th Strategic Business Plan Competition
Dr. Ed Portugal, Department of Business Administration

Four teams of advanced business administration students at SUNY Potsdam competed in the 34th strategic business plan team excellence competition. Students in the business capstone course named Strategic and Global Management have been working in teams throughout the fall semester developing a strategic business model.

The theme for the event is “clean drinking water.” So, teams identified a clear market for a new way to produce clean drinking water and developed a way to find financing to start their business, produce, sell, and expand the business globally. The teams presented to 5 external judges. The team with the best presentation won the coveted 34th Team Excellence Trophy.

Team “Cool-V Systems” won with a business proposal for a 3-stage water filtration system combining a large particle filter, a water softener, and ultraviolet light that will eliminate 99% of water impurities. Their initial market is: families in rural areas with at least 2 children living in upstate NY, Vermont, and New Hampshire and with a family income of $75,000. The three-in-one filtration system sells for $3,000.00 with a 2-year warranty. The business plans to expand to Lisbon, Portugal by the fifth year of the business operations.

Members of the team are: Ann Panzetta (Syracuse), Dan Boshart (hometown), Kevin Green (hometown), Jenna Kafline (hometown), Bob Owens (hometown), and Jessica Byard (hometown).

“It has been a very busy semester for the teams. They started from scratch at the beginning of the semester and as the competition got closer, the level of energy increased. I am impressed how the students rose to the challenge,” said Dr. Ed Portugal who first introduced the competition in 1993.

The other team business proposals are a system for filtering rainwater, a method to enrich tap water with vitamins, and a new clean tropical drink mix.

There are five external judges who will review the 50-75 page business plans and evaluate a 30-minute team presentation. Serving as judges are: James Wilkes, a graduate business student; Yingying Xu, an international graduate student; Dan Hayes, executive director of the SUNY Potsdam PACES; Dr. Dave Kistler, business professor; and John Struthers, president of a multinational corporation based in Montreal.

The purpose of the team competition is to provide business administration students the chance to apply their analytical problem resolution skills, innovative thinking skills, and communication skills in a competitive environment. It tests the students’ and the teams’ ability to comprehensively integrate knowledge of accounting, finance, operations management, human resources management, legal environment of business, marketing, management, information systems for business, and strategic management in the development of an innovative and unique business plan, and succinctly and clearly present their ideas.

The competition was introduced in Fall 1993 to inspire students to work effectively in teams and to provide a competitive experience. The teams are judged on their multi-media presentation based on their 50-75 page Strategic Business Plan. The team with the best presentation is awarded the coveted trophy.
Working Assessment into the Academic Time-Crunch

Debbie Anderson

Faculty members work in continuous cycles of formative and summative assessment of their students, their courses, and their programs, all for the purpose of improvement. In addition, there is the ever present need for more formal assessment processes and documentation expected by such accrediting agents as the Middle States Commission on Higher Education (MSCHE), the International Assembly for Collegiate Business Education (IACBE), the National Association of Schools of Music (NASM) and, of course, the National Council for Accreditation of Teacher Education (NCATE). A common question emerges from conversations and survey data alike: “Where do we find the time for assessment?” In the busy academic and professional lives of faculty, there are many and varied demands on time: teaching, fieldwork, committee work, service, and scholarship, just to name a few of the larger consumers. Enlarge all this with responding to emails, meetings with colleagues, handling paperwork, etc., and time becomes our most valued commodity. Just how do we work smarter, perhaps more efficiently, to make assessment a more natural part of our daily regime, rather than an imposing task when a large-scale assessment is fast approaching?

The ideas in the box below are from the work of Dr. Linda Suskie (2004); more details can be found in this and other books she has written on this topic. Consider how some of these strategies might assist you in your program assessment endeavors, for the benefit of our students.

**KEEP ASSESSMENT EFFORTS COST EFFECTIVE**

The business world’s concept of “return on investment” applies to assessment activities. Assessments should yield dividends—namely more effective learning experiences for students—sufficiently worthwhile to justify our investment of time and resources. Assessment is like putting together a jigsaw puzzle when we don’t have enough time to assemble the entire puzzle. We want to put together just enough pieces to get a reasonably good sense of what the completed picture would look like. …

- **Focus your assessments.** It’s better to do a few assessments well than many poorly. Concentrate on assessing just a few key goals ([she] recommends three to six) rather than every goal of your course or program.
- **Make maximum use of existing information** before creating or purchasing new tools.
- **Focus on those assessment strategies that give the greatest dividends** for time and resources invested.
- **Limit the volume of assessment information** you collect from students. Perhaps a one-page chart will give you just as much information on students’ analysis skills as a three-page essay. Perhaps a two-page abstract will give you just as much information on students’ writing skills as a 20-page term paper.
- **Use rubrics**—they really speed up the process of evaluating student papers and projects.
- **Stop doing something else.** Consider dropping your midterm examination to give you more time to assess student projects. Consider moving some of your more straightforward lectures to handouts that students read on their own, creating more class time for students to collaborate on assignments and for you to review assignments with individual students.
- **Look at samples** rather than censuses of student work [i.e. each individual student submission]. If students maintain journals in your course, for example, spot check a random sample of them each week rather than read them all. If all students in a program complete a senior thesis, evaluate just a sample of them for writing and critical thinking skills.
- **Stagger your assessments.** Stagger the due dates for assignments so each class’s assignments are turned in a few weeks apart and you’re not overwhelmed with papers at any one point in the term. Similarly, stagger program assessments across a multi-year period. A three-year assessment cycle might include an examination of student portfolios every first year, a survey of alumni every second year, and exit interviews of graduating students every third year.
- **Adapt your assessment schedule to meet your evolving needs.** Suppose that focus groups show high levels of student satisfaction but senior theses show poor organizational skills. You may want to put the focus groups on a back burner, conducting them only once every three years just to make sure student satisfaction isn’t slipping, and begin reviewing theses every term to monitor the effectiveness of your efforts to strengthen organizational skills.
- **We’re not talking dissertation-quality research here; establish realistic expectations for quality.** … Assessment is a form of action research, a brand of research that, while disciplined and systematic, is inherently imperfect, so don’t expect perfection. While it would be wonderful if every assessment project were designed to meet standards for publication in peer-reviewed research journals, realistically most faculty don’t have the time – or interest – to do this. Aim not for replicable, generalizable research but for results that are simply good enough to use with confidence to make decisions about teaching and learning in your course, program, or institution. (Suskie, 2004, pp. 28-30)

Some final assessment strategy suggestions to further Suskie’s tips: try implementing just one or two of these ideas, based on those you feel will potentially create the greatest impact in terms of saving you time, energy and resources, and that yield the greatest “bang for your buck” with respect to data collection, analysis and student improvement. Perhaps refer back to this list in the future as you consider the most effective ways to assess. Check with colleagues for their ideas on what works best for them. Assessment is a great collaborative topic for discussion, as we are all assessing in many ways on a daily basis. The sharing of “best assessment practices” with one another can become one of our greatest collegial resources.

On January 9, 2011, I received an email from The Interim Dean of the School of Education announcing that the SUNY Faculty senate was organizing a celebration of graduate research across the SUNY system. The SUNY faculty senate was requesting that three graduate students from each SUNY campus come to the Legislative Office Building in Albany to present research projects in which they were currently involved. The date for names to be submitted was the 19th of January, so we did not have much time. Having just completed Educational Research in the fall, the School of Education was fortunate to have a student, Chelsea Widrick, already working on the second phase of her study. It was a perfect opportunity for Chelsea to present her project in a high profile location and interact with many different SUNY systemic graduate student/researchers as well as with SUNY professors, administrators, State Legislators, and Lobbyists. When I asked if she would be interested in this unique opportunity, she responded in the affirmative, and we immediately set up a series of meetings to put together her poster and power point presentation.

Chelsea’s study is an action research project and centers on a topic of keen interest to her as a Spanish teacher in the public schools. The title of her project is, “Philosophy of Education and its Influence on Teacher Role, Student Role, Curriculum, and Student Involvement.” The research question that guides her study is: “How do different philosophies of education influence the teacher’s role, the students’ role, the curriculum, student involvement, and overall achievement?” She completed an extensive review of current research on her topic and analyzed the data she gathered into two different categories. One category centered on the characteristics of student-centered instruction and philosophy and the other on teacher-centered. The opportunity to present her findings at the Graduate Research Matters Symposium at the Albany Legislative Office Building could not have been timed better for her. She was eager to share the information that she had just finished gathering.

When the morning of March 7th arrived, Chelsea and I were both dismayed to see that yet another snow storm had descended upon the North Country. This was our travel day, and we had planned to leave Potsdam at 11:00 a.m. Due to white-out conditions and a driveway that was not exactly conducive to moving vehicles, we did not leave Potsdam until 2:00 p.m. Little did we know that Clinton and Essex county roads had been closed due to severe driving conditions. I am happy to report that the SUNY Potsdam Chevy Impalas drive beautifully in the snow, and even though we drove at 40 miles an hour for half of the distance, we still arrived in Albany safe and sound.

The next morning we both were up bright and early and left with an extra hour-and-a-half for finding our way to the Legislative Office Building. Although many may be familiar with the Albany area, neither Chelsea or I had ever visited the Legislative Office Building, so we allowed for navigation time. It was a good thing that we did. Between the huge mounds of snow surrounding the streets like walls, snowed-in vehicles, and one-way streets, we found ourselves driving in circles for a while until we drove through what we thought was the entrance to the underground parking lot. The parking lot attendant was quick to inform us that we needed to go to the opposite side of the street to park in the visitors’ lot. Normally this would not be difficult, but there was a building between us and our destination. With the assistance of two parking lot attendents, a map, and numerous signs and street names, we negotiated our way through back streets, underground parking lots, and one-way streets to finally appear at the entrance to the visitors’ underground garage. From this point on everything became easy.

Chelsea and I went through the building security without a single beep and found our station in the building. We quickly got the station set up and explored our surroundings. It was not long before we had the opportunity to talk with the president of the CUNY faculty senate, the director of the symposium and a lobbyist. Chelsea did an outstanding job of introducing herself and her project to everyone who visited her station.

Shortly after our arrival, the other SUNY Potsdam student attending the Symposium arrived at our station. Elizabeth Sterling, from Crane School of Music, arrived and set up her poster. Her project was titled, “The Construction of Musical Identity,” and much to my amazement, even managed to bring a folding table with her through security. Now both students had a place to setup their laptops and lay out their papers. They looked like seasoned professionals!
Toward the end of the day, the chancellor of the SUNY system came to speak at the symposium. Before beginning, she visited each of the stations, and Chelsea and Elizabeth were able to introduce themselves and explain their projects to her; as you can imagine, they were thrilled.

The symposium was highly successful, and there was a great deal of interaction and exchanging of information between the different students, mentors, and colleges. We were told that next year there would be another Symposium that will focus on the research being done at Community Colleges in the SUNY and CUNY systems. It is disappointing to learn that there will not be another graduate research symposium next year. It was such a powerful hands on experience for the students, and one that I am certain they will find beneficial to them professionally in the years to come.

Department of Literacy Education Provides Authentic Professional Development Experiences for Students and Graduates

Lynn A. Hall, Chair, Department of Literacy Education

Professional collaboration and presentation are essential elements of the Department of Literacy Education’s MSED Literacy Education programs as well as of literacy courses in other SOEPS programs. It is steadily becoming common practice for department faculty and students to collaborate in preparation for presenting their work in authentic professional settings. This year the Department will have funded six students to present at national and state conferences for literacy professionals. As an end result of engaging with ideas from literacy courses, these experiences build confidence, increase motivation, for learning, and provide authentic contexts for professional presentation in both undergraduate and graduate classrooms. They also provide opportunities for faculty to network with graduates of MSED Literacy programs and for graduates to increase opportunities for professional development and growth.

The “Where Are the Books?” Conference for undergraduate students in the Early Childhood/Childhood Program is one example of the department’s tradition of providing professional development opportunities for students. An alternative to the classic multiple-choice final exam, this experience simulates a conference where students exhibit their posters and interactive displays of science and literacy integrated curriculum. Students collaborate in small groups to prepare for the conference by exploring quality literature on a variety of science topics and ways to teach those topics with interactive, hands-on pedagogies. “Judges,” comprised of faculty members Carolyn Stone, Deborah Conrad, Michele Pinard, Glenn Simonelli, Tina Bush, Julie Reagan, and Marta Albert as well as members of the community, Sarah Sachs, Potsdam Public Library Children’s Librarian, and Courtney Johnson-Woods, a public speaker consultant and business owner of Woods Ink Communications, and Faculty Emerita of the College Sandra Bondellio, award prizes to students based on best examples of quality literature choices, interactive pedagogy, integrated curriculum, and professional display. The department has supported the conference since its inception in 2003 and recognizes its value of professionalizing students as they near their student teaching semesters.

The tradition of supporting students in their professional collaborative efforts has expanded to other projects this year. Assistant Professor Marta Albert collaborated with MSED Literacy graduates Susannah Luttman and Faith Bish to present at the University of Wyoming Literacy Education Conference. The annual conference for K-12 literacy educators from Wyoming and the Mountain West region provides practical, classroom-based instructional strategies that are grounded in recent research and theory in literacy education. Their presentation, “Promoting and Supporting Multigenre Writing,” was one of eight presentations at the juried Conference and was attended by 45 workshop participants. Ms. Bish is currently a Literacy Specialist for the Massena Central School District in northern New York State, currently coordinates her school’s Instructional Support Team, and works primarily with struggling and at-risk readers in Tiers II and III of the Response to Intervention (RtI) process. Susannah Luttman is a fifth grade social studies and reading teacher at Norwood Norfolk Central School in Norwood. Her prior teaching experiences include teaching kindergarten, special education, and English as a second language to children and adults both here in the United States and abroad.

The collaboration between Dr. Albert, Ms.
Bish, and Ms. Luttman began in the spring of 2009 in Dr. Albert’s graduate writing methods course. Along with MSED Literacy graduate Caitlin Levere Roth, the collaborators presented at the New York State Reading Association Conference in the spring of 2009. The workshop featured projects from several students in the course that explored innovative approaches to conducting and presenting research on historical topics with elementary students. Project work in the course included a site visit to a historical museum to learn about interpretation of artifacts and photos; online book clubs focused on historical fiction for upper elementary levels; and design of an original multigenre research project on a historical topic of choice. Supporting collaborative professional development efforts between faculty and local educators who are MSED Literacy graduates is vital to networking with our alumni as well as improving the department’s programs.

The Department also supports authentic Professional Development collaborations for students currently enrolled in the MSED Literacy Programs. Instructors Kathryn Jerr and Carolyn Stone will be traveling with three successful candidates who apply and receive funding to attend the New York State Reading Association Conference in April 2011. The winning projects will be shared in a presentation entitled “Budget Conscious Ways to Support Host Districts”. The objective of the workshop is to share an effective, well-received approach to repay schools for their hosting of teacher education students in their practical experience. In the “Pay It Forward” project students design and complete a research-based, hand-crafted product to leave behind a gift of learning to the host school. The “Pay it Forward” products are one way of showing our appreciation to hosting teachers and districts in these times of budget restraint and is an effective way to motivate students to share their newfound knowledge and creative teaching ideas in authentic professional development settings as they evolve into literacy education leaders in the field.

The Department also plants the professional development seed early with undergraduate students in the arts. In April 2011 two undergraduate students majoring in K-12 Art Education will present their workshop, “Integrating Art and Classroom Literacy Instruction” at the New York State Reading Association (NYSRA) Conference this spring. Kara Didio and Meaghan Place designed their workshop as part of their three semesters of studying literacy instruction with Dr. Richard Bates. According to Dr. Bates, “Kara and Meaghan were outstanding students when I first met them in their sophomore year in EDLS 207 Literacy for Arts Educators course. It was clear that they understood the connections between art and literacy - that art can enhance literacy instruction and that incorporating literacy can be useful in the art classroom.” Prior to submitting their proposal to NYSRA, Ms. Didio and Ms. Place have modeled integrated curriculum planning for students in Dr. Bates’ classes and presented workshops for Early Childhood/Childhood Education students in the Sheard Literacy Center Mentoring Program. Both Kara and Meaghan plan to pursue graduate study in literacy at SUNY Potsdam.

Supporting student-faculty collaborations in preparation for authentic and simulated professional development settings is becoming a primary objective of the Department of Literacy Education. By virtue of faculty and students who pursue their inquiries of research-based teaching of literacy, the Department has steadily come to appreciate the sustained benefits of investing in such projects: motivating students with authentic spaces to share their understanding, networking with program graduates to continue scholarly dialogue regarding innovative ways to support literacy in our Northern New York communities, finding ways to show appreciation to our host districts, and sharing the educational experiences of SUNY Potsdam programs.

A class of 13 advanced business students at SUNY Potsdam who were enrolled in “Ethical Issues in Business” in Fall 2010 developed a business ethics oath. The idea for the oath was patterned after the “MBA Oath” at the Harvard School of Business and the “Professional Oath of Honor” at the Thunderbird School of Business in Arizona. Throughout the fall semester, the students learned a framework to use when faced with an ethical business issue and read and analyzed business ethics case scenarios.

“In one of the class discussions, we were examining responsible behaviors expected of corporate leaders and corporate codes of ethics. The conversation led to why not have some type of an honor code for business
students at SUNY Potsdam,” said Dr. Ed Por
tugal who taught the course.

The professor and the students did their research and stumbled into Harvard’s and Thunderbird’s honor codes. For several weeks, the class methodically developed the business ethics oath. First, the students independently wrote what they thought should be part of the honor code. Then, they formed small teams to discuss each other’s perspectives. Finally, as a class, there was further discussion about what should be covered. A 6-point oath of ethics for business students resulted from this intense discussion.

“I believe it is practical because it is what we will be faced with in the world,” said Lindsay Sloan, who is a team leader in the class.

Dr. William Amoriell, Dean of the School of Education and Professional Studies, conducted the oath taking where the 13 students read the oath, signed the document, and spoke about the meaning of the oath to them.

According to Dr. Amoriell, “Focusing in more intentional ways on ethical issues and making ethics an essential element in our studies are exactly what is needed in today’s society. The Oath of Ethics is an important step in the right direction, but in order for this to become systemic, discussions of ethical behavior need to be integrated into every aspect of a student’s experience. It is only through this kind of immersion that high ethical standards will become an inseparable part of a student’s character and something that truly influences behavior in very positive ways,” Amoriell added.

“The 13 business students are pioneers in thinking about and developing the business ethics oath,” said Portugal. “We hope that we can encourage all the business students at SUNY Potsdam to consider and freely agree to sign the oath in the future,” he added.

The group of 13 students included: Justin Day, Moses Faciane, Stephanie Horne, Joseph Meyvis, Karen Miller, Mark Miller, Hitoshi Omoto, Aram Salehi, Bradley Schuyler, Michael Seelman, Adam Segal, Bridgette Sharlow, and Lindsey Sloan.

After the ceremony, the students presented their semester-long research on ethical issues faced by Philip Morris with regard to cigarettes harming various segments of society and by the BP Oil Company with regard to the oil spill disaster affecting multiple groups in the Gulf of Mexico coastal region.

The Oath:

As a Business Administration major at SUNY Potsdam, future alumnus, and future business leader, I will be true to the Business Ethics Oath:

I will work with integrity and be completely honest with my peers and myself.
I will respect the dignity of all people, including my fellow classmates, faculty and staff at SUNY Potsdam, along with members of the general community.
I will accept responsibility for my actions or inactions in all aspects of my work.
I will find ways to improve myself as a professional as well as improve the people around me at work and in the community.
I will be environmentally conscious in all aspects of business and in my personal life.
I will avoid all forms of corruption and exploitation in personal and professional activities.
This oath I make freely and upon my honor.
In Search of the Holy Grail of Assessment

Dr. Kevin Arno

Like other schools, our institution is also faced with the challenge of developing an assessment program that works. Long before Johann Herbart published The Science of Education in 1893, and long after our generation contributes to the knowledge base, there has been and will still be, educational institutions searching for what works in assessment.

It has been an interesting journey to live in an era when educational assessment was at the heart of what we do in the public schools and in higher education, and it has been particularly interesting to watch and be a part of the evolution of assessment in our school at this institution during the past decade. For many years we have focused on standards and assessments and have attended the National Council for the Accreditation of Teacher Education (NCATE) conferences in order to better understand what “they” wanted. It was during my first NCATE conference in Detroit where I formed my first impression of what “they” wanted. At that time, I concluded that they wanted us to plod along in a somewhat blind fashion, trying to out different solutions until we stumbled on something that appeared to work. We have come a long way since then, largely due to a classic, bottoms-up, demand for guidance and models. Like any endeavor, it has been a learning experience, and we still seek the Holy Grail and magic formula for success when it comes to assessment.

The famous educator Jean Piaget once said, “Intelligence is what you use when you don’t know what to do.” As an earlier key player, and now as a participant and observer of the NCATE driven requirement of assessment, I am not sure how we will be perceived when the time comes for those in the know to determine if we have met Piaget’s criteria for intelligence, but it may be fair to say that by applying some principles outside of our traditional knowledge base to the process, we may stand a better chance.

In working with secondary teachers from various content areas and academic disciplines over the years, I have learned the language of their discipline and in doing so, observed some ways in which we might apply their concepts to our search for what works. After all, as literacy specialists know, our universal language is nothing more than a vehicle for storing and transmitting knowledge, but more importantly, it can also be regarded as a shaper of knowledge, and it is with this latter thought in mind that I share some observations that might assist other educators in our position who are faced with the complex task of program assessment.

When we began to assess our programs, sometimes the steps we should begin with were clear and distinct, and sometimes they were not. We were not able to approach the multi-faceted tasks like a mathematician approaches a multiplication problem. In the mathematician’s world, there is a very specific set of actions that must be taken as defined by the laws of mathematics and these actions can be applied to the multiplication problem in a very direct way to obtain a result. We, on the other hand, have been searching for that “law” to solve our problems. The mathematician’s processes are so well defined and specific that if they are applied in the proper order, a correct answer to the problem will always be obtained. We, on the other hand, who are looking for the “correct” solutions to our assessment dilemma, are not as fortunate. The mathematicians have algorithms, and these algorithms are procedures that always result in success. We, on the other hand, hold many meetings, and based on my perceptions of the outcomes of our many meetings held, it became clear that we could not tell ahead of time how the process should be broken down because we did not have clear, simple rules that led to a solution. An algorithm did not exist, so we made educated guesses about the best way to proceed, based on guidelines from NCATE.

These educated guesses are how most of us function in our daily lives, and as a former chess club advisor in the public school, I always told the students that there are certain general strategies to observe that would place them in a better position to win: keep your knights off the edges of the chessboard; protect your queen, etc. Other academic disciplines refer to these educated guesses as heuristics or, simply, good guesses, but they are made on a sound understanding of what is needed to be successful. This is part of the process that we went through in order to get to where we are today. We did not have a clear algorithm for our process, so we made best guesses about what would work, and we searched through all of the possible things that might work and tried to find a sequence of actions that would lead to success and that is where we are now, and probably will continue to be for some time because of the nature of our discipline.

I am certain that all of you who are involved in the assessment process will share some of the experiences that we did, particularly in the initial stages when your fixations are on operationalizing what it is that we do or do not do. It is often referred to by other academic disciplines as functional fixedness. I call it “the forest-for-the-trees syndrome,” but the point is that we are often fixated on what something is, rather than on what it can do or has the potential to do.”

“It is often referred to by other academic disciplines as functional fixedness. I call it ‘the forest-for-the-trees syndrome,’ but the point is that we are often fixated on what something is, rather than on what it can do or has the potential to do.”
together if you could not reach both ends? Until you see objects or concepts serving different functions, it is difficult to achieve success. We could tack the box that the tacks came in to the wall and put the candle on the box and we could take off our shoe, tie it to one string and swing it like a pendulum in order to reach and tie both ends, but until we see the box or our shoe as serving other functions, we are stifled in our attempts at arriving at a solution or successful process. Fortunately for us, throughout the assessment process, we discovered that functional relationships were our key to success.

In short, we turned a corner when we realized that functional relationships [not in the form of \( y = f(x) \)], were at the heart of what we do. Behavioral change, or learning, or whatever you want to call it, was dependent on us operationalizing and manipulating program tasks. In other words, we viewed practice (time) as an independent variable and the behavior as the dependent variable. The program requirements and timelines (gates) served to inform us of the desired behavioral change (learning) and at this point in time, serve as our algorithm for success. In other words, in the evolution of our assessment process, we discovered that we could not always observe learning directly or be sure that it was occurring in our classroom, but we could understand it through the relationship of time and performance. Our functional fixedness prevented us from initial success. Getting the candle on the wall, by using the box of tacks for something other than a container and tying the strings together by using our shoe as something other than footwear was, figuratively speaking, the key to our success.

The implications for educators who are undergoing program assessment are that although we may never find the holy grail of assessment and discover the algorithm for cause and effect, we can say with some certainty, that whether it be an NCATE “evidence room,” “gallery walk,” or TaskStream™ database, we are closer to a program assessment algorithm than we were in the beginning of the decade and that through the “process,” which has always been at the heart and soul of NCATE philosophy, we are consistently and diligently committed to delineating, distinguishing, and searching for, the functional relationship between the situations in which a change in behavior is desired (learning) and the situations in which behavioral change is accomplished (our teaching).

Scholarship News

The family of Kathleen (Mason) Sipher ’73 has endowed a scholarship in her memory for students pursuing a degree in secondary education/mathematics. Kathy was an outstanding math teacher in the Potsdam Central School District for many years. In addition to her bachelor’s degree, Kathy also earned her master’s in instructional technology at SUNY Potsdam. Pictured at the College’s annual Scholarship Luncheon are (from left) Kathy’s son Justin Sipher ’92 and his wife Amy (Leonard) Sipher ’94 of Queensbury; Amanda Barr of Ogdensburg, first recipient of the Sipher Scholarship; and Kathy’s husband, David Sipher ’95 (master’s in education) of Gouverneur. Justin was keynote speaker at the Scholarship Luncheon.

Gary Hind ’77 (left) and his wife Debbie Diefendorf Hind ’75 endowed two scholarships in honor of retiring deans Dr. Galen Pletcher Hon. ’09 (second from left), School of Arts and Sciences; and Dr. William Amoriell ’68, School of Education and Professional Studies. The Amoriell Scholarship is designated for a student enrolled in a major within the School of Education and Professional Studies. The student must be a junior or a graduate student, with preference given to non-traditional adult learners. The Pletcher Scholarship will be awarded to a student enrolled in a major in the School of Arts and Sciences, or in an interdisciplinary program based in Arts and Sciences who is involved in a collaborative “discovery” project with a faculty member. Both scholarships will be awarded for the first time in 2011-2012.
The Elizabeth "Betsy" Burgan Northrop Class of 1961 Scholarship was established in 2010 by Dr. William T. Kirchgasser, SUNY Potsdam professor emeritus of geology, in memory of his longtime partner, Elizabeth "Betsy" Northrop.

In establishing the scholarship, Dr. Kirchgasser wished to commemorate Betsy's extraordinary life, her long and distinguished career in education, and her dedication to serving the North Country community that she loved so much.

Beginning in Fall 2011, the scholarship will be awarded to a junior who shows great promise of being an outstanding Early Childhood/Childhood teacher, demonstrating a passion for teaching and a desire to reach all children. Although financial need is not a requirement for the scholarship, preference shall be given to students who exhibit financial need. The scholarship is a one-time award and thus will be given to a different student each year.

Born in 1939 in Geneva, N.Y., Betsy Northrop attended the Glass Factory Bay School, one of the last one-room schoolhouses in the state. After graduating from Victor Central School in 1957, she earned her Bachelor of Science degree in education from SUNY Potsdam in 1961. While at the College, Betsy was a member of Delta Kappa Pi and was a nominee for the Woodrow Wilson Fellowship.

She went on to teach for some thirty years, first founding a preschool in Ellis Hollow, N.Y., and then serving as an elementary school instructor for districts in South Huntington, Key West, Pittsford, Spencerport and Madison. From 1975 to 2000, Betsy was a third grade teacher for Heuvelton Central School, where she served a term as President of the Heuvelton Teachers' Association. During that period, she was invited to participate in a conference on elementary education in Sydney, Australia, where she worked as a visiting educator at several schools in eastern Australia.

In addition to her teaching work, she served on the SUNY Potsdam School of Education Alumni Advisory Board and was instrumental in raising funds in support of the new Rebecca V. Sheard Literacy Center. She was also a long-time member of Delta Kappa Gamma Education Honorary Society.

In 2002, she was elected to the Canton Central School Board of Education. An active member of the Unitarian Universalist Church in Canton, Betsy was a chairperson for several committees there, including the Program, Budget and Finance, Ministerial Search, and Community Outreach. Additionally, she was a founding member of the St. Lawrence County chapter of PFLAG, Parents and Friends of Lesbians and Gays. From 2003 to 2009, she served on the board of directors for the Orchestra of Northern New York, serving as President from 2005 to 2008.

Betsy died on Aug. 31, 2009, of cancer. In July 2010, SUNY Potsdam posthumously awarded her the Leadership Through Service Award in recognition of her lifelong dedication to making the North Country a better and more welcoming place.

Contributions to the scholarship are welcome and may be made payable to the Potsdam College Foundation and mailed to College Advancement, SUNY Potsdam, Potsdam, NY 13676. Questions may be directed to Nancy Griffin, Development Officer, at (315) 267-2112 or at griffine@potsdam.edu.
Office of Field Experiences & Teacher Certification

Professional Field Experience

Outstanding School Administrators
- Mary Anne Dobmeier, Assistant Superintendent, Indian River Central School
- Richard Holmes, Supervising Principal, Limestone District School Board
- Patricia LaBarr, Principal, H. T. Wiley Intermediate School
- Jan LaRock, Assistant Superintendent, Carthage Central School District

Outstanding Sponsor Teachers
- Joanne Spooner, Copenhagen Central School
- Danielle Keating, Alicia Menton, Franklin Academy
- Emily Wagner, Hawthorne Public School
- Julie Madlin, Heuvelton Middle/High School
- Lesley Kathelson, Hopewell Avenue Public School
- Keith Cahill, Joyceville Public School
- Helen Mace, A. A. Kingston Middle School
- Cindy Flint, J. William Leary Jr. High School
- Diane Tedford, Lyme Central School
- Laura Burnett, Madrid-Waddington Central School
- Rick Short, Norwood-Norfolk Central School
- Robert LaVoue, St. Regis Falls Central School
- Ryan Wright, SUNY Potsdam - School of Education and Professional Studies

Business Administration

Departmental Scholars
- Bridgett Condon
- Ashley Hazen
- Dagmar Heinmets
- Zachary Lyndaker
- Anna Panzetta
- Maria Adamfi Quevedo
- Shrvan Seetharaman
- Shannon Smith
- James Wilkes

Excellence in Accounting
- Maria Adamfi Quevedo

Excellence in Finance
- Pam Griffin

Excellence in Management
- Alexa Ricks

Excellence in Marketing
- Shrvan Seetharaman

Community Health

Departmental Scholars
- Amy Baum
- Brandi Bishop
- Natasha Coon

Outstanding Community Health Student
- Sarah Carnachan

Curriculum & Instruction, B-6

Departmental Scholars
- Early Childhood Education
  - Lacey Leroux

Childhood Education
- Rhonda Dudley
- Sarah McCullough
- Kaitlin McMullen
- Elizabeth Richards
- Morgan Siddon

Stephanie Warnekros

Childhood/Early Childhood
- Anna Allen-Wolf
- Kayla Fletcher
- Brandi Larue
- Wendy MacCue
- Rhonda Noffiser
- Krysta Sauvage

Harry F. Brooks ’68 North Country Educator Scholarship
- Courtney Tripp

Kenneth H. Campbell Scholarship
- Julia Dowling
- Carbury Scholarship
- Jie Faulkner

Michele Christy Memorial Scholarship
- Nanette Holt
- Courtney Malinoski

Vernice Ives Church ’61 Scholarship
- Victoria Hamilton

Class of 1951 Scholarship
- Bridget Bond

Class of 1953 Scholarship
- Stephanie Lashomb

Peg Cullen Scholarship
- Jennifer Cole-Warriner

Evans-Cummings ’83 Scholarship
- Lacey Leroux

Susan Holly Dierks ’75 Scholarship For Early Childhood Education
- Rhonda Noffiser

Richard C. & Joy (MacDonald ’58) Dorf Family Scholarship

Florence M. Dowd Scholarship
- Heather Horning

Kathleen Strobeck Fales ’44 & Allen R. Fales Scholarship
- Elizabeth Richards

William Flynn Teacher Preparation Scholarship
- Tyler O’Grady

Gary & Deborah Diefendorf Hind Scholarship
- Taylor Miliiken

Nannie Zelle Johnson Scholarship
- Jennifer Colon

Evelyn Timmerman Kelsey Scholarship
- Traci Brewster

Eola Patz Memorial Scholarship
- Stephanie Lashomb

Camilla Ray Scholarship
- Kearstin Petro

Cecelia Alton Rock Scholarship
- Kara Montroy

Alfred W. Santway Scholarship
- Ashley Baylor
- Sherry Cordwell

Evelyn Perley Schmidt ’35 Scholarship
- Kallie Olmstead

James W. & Ruth J. Scott Student Scholarship
- Stephanie Bremer
- Jennifer Lator
- Dana Miller

Mildred Pierce Work ’26 Memorial Scholarship
- Morgan Siddon

Information & Communication Technology

Award for Outstanding Research
- Brittany Williams

Award for Outstanding Video Production
- Brandon Scharf

Award for Outstanding Interactive Media Production
- Tracy Joror

Evans-Cummings ’83 Scholarship
- Natalie Gilbert

Dorothy C. & John P. Flynn Fellowship
- Josh Briggs

Literacy

Winton H. Buddington Reading Scholarship
- Faith Bish

Alfred W. Santway Scholarship
- Elisa-Beth Heffernan

James W. & Ruth J. Scott Student Scholarship
- Jamie Acito

Special Education

Outstanding Student of the Year
- Gabrielle Martineau

Teacher Education Study Abroad Scholarship
- Nicole Felm

Rebecca V. Sheard Literacy Center

William Q. & Patricia B. Davis Scholarship
- Christopher Chirinos

Dr. Patricia Ruggiano & Thomas Schmidt Outstanding Mentor Award
- Mallory Hamilton
- Wendy MacCue
- Krista Metz
- Kelly Snyder

School of Education & Professional Studies

Annual Fund Scholarship
- Kara Collins
- Graham Gauthier
- Markie Hooper
- David Patterson
- Maria Adamfi Quevedo
- Joanna Saint Croix
- Michele Tremin
- Stephanie Warnekros

Dorothy M. McGeech Memorial Graduate Student Award
- Amanda Chapman

Promising New Teacher Award
- Paul Fobare
School of Education Alumni Association
Award for St. Lawrence Academy Medal

The School of Education Alumni Association is pleased to announce the establishment of the St. Lawrence Academy Medal Award. The first medal presentation took place at Alumni Weekend, July 2001. Please read the following information and rationale about the Medal Award and feel free to use the enclosed nomination form to nominate a deserving professional in the field of education or community health.

**Sponsor**
State University of New York at Potsdam School of Education Alumni Association

**Purpose**
To recognize an alumnus of the SUNY School of Education who has distinguished himself/herself in the field of education and whose contributions were exceptional.

**Election Criteria**
The candidate must be an alumnus of SUNY Potsdam School of Education (excluding the Crane School of Music) who has, through significant contributions to the field of professional education or a related field, dignified the professions of teaching or community health profession in study, research, and practice either directly or indirectly in political, social, or financial ways.

**Selection Committee**
The selection committee shall administer the needs and purposes of the SUNY Potsdam School of Education St. Lawrence Academy Medal. These duties shall include the processing of nominations, the selection of inductees, and the staging of presentation events.

Membership on the selection committee shall consist of five members of the School of Education Alumni Advisory Board appointed by the president of the board.

**Selection Procedures**
Each year appropriate groups will be solicited for nominations. Letters of nomination must include a completed nomination form and the following materials:

- Resumé of college activities and positions held
- Updated resumé of post-graduation endeavors and accomplishments
- Three additional letters of recommendation/support
- Present position, family, address, and phone numbers

Nominations must be approved by a majority vote of the selection committee before being placed in the applicant pool. The selection committee will prepare a list of no more than five candidates from the pool of nominees.

The award winner will be selected from the finalists by means of rank order vote.

If a candidate is accepted into the pool but not inducted, he/she shall be carried for a period of five years and is eligible for renomination.

**Induction Ceremony**
The president of the School of Education Alumni Board will notify the recipient. The presentation will take place during the Alumni Weekend at the College Recognition Ceremony.

**Deadline: February 1**

**Return Application To:**
President, School of Education Alumni Association
117 Satterlee Hall
State University College at Potsdam
44 Pierrepont Avenue
Potsdam, New York 13676
St. Lawrence Academy Medal Application Form

The St. Lawrence Academy Medal is presented to the alumnus who has dignified the field of professional education or related fields in study, research, or practice, whether directly in schools or indirectly in political, social, or financial ways. Please remember that the individual must be a graduate from one of the teacher education programs. This does not apply to graduates of the music education program. The Crane School of Music has awards for their alumni.

The nomination: Provide the following information as it pertains to the individual being nominated.

(Please print or type)

Name of Nominee ___________________________ Class Year ___________________________
Home Address ___________________________ Home/Cell Phone _______________________
Business Address ___________________________ Work Phone _______________________

College Education

Degrees Awarded ___________________________ Major(s) ___________________________
Date Awarded ___________________________ College/University _______________________

Employment History

Current/Last Position ___________________________
Employer ___________________________
Date of Appointment ___________________________
Description of Responsibilities ___________________________

Previous Employment

Dates ___________________________
Employer ___________________________

Other Information

_________________________

Please substantiate your nomination with the aforementioned materials and by attaching any additional supportive documents such as awards and accomplishments. All additional pages and information may be appended to the application.

Nominated by ___________________________
Address ___________________________
Donate to the School of Education and Professional Studies Scholarship Fund

I am pleased to make a contribution to the scholarship fund for students attending a teacher preparation program within the School of Education and Professional Studies at SUNY Potsdam.

Name ____________________________________________
Address ____________________________________________

Friends ($25) $ ____________
Other $ ____________

Payment Options

1. ___ I am enclosing my check made payable to:
   “Potsdam College Foundation/School of Education and Professional Studies”

2. ___ Please bill me for: ___ 2 installments/year ___ 4 installments/year ___ 6 installments/year

3. ___ Please charge my credit card as follows:
   ___ Master Card ___ Visa ___ Discover
   Card # ____________________________ CVV2# (3 digits on back) ____________
   Name on Card ____________________________ Expiration Date ____________
   Signature ____________________________

Bequests or Gifts of Stock

___ Please send information on how to include The School of Education and Professional Studies in my will.
___ Please call. I need help making a gift of stock. Phone: ____________________________

Corporate Matching Gifts

Your company may double or triple your personal contribution to SUNY Potsdam. In most cases, if your spouse works for a matching gift company, they too, will often match your gift to the college. In order for the college to benefit from a corporate matching gift program, you must fill out a Matching Gift Form (obtained from your company's personnel office) and send it with this form and your contribution to the Potsdam College Foundation. If you're not sure whether your company matches gifts to higher education, please check with your personnel office or call us (315-267-3050).

Secure online giving form: https://secure.potsdam.edu/giving
Email: invest@potsdam.edu

Please send this form along with your gift to:
Potsdam College Foundation, Inc. SUNY Potsdam, 44 Pierrepont Avenue Potsdam, Ny 13676

Thank you for your gift!
Please Keep in Touch!
Alumni Update Information Sheet

Please complete and return this form to us as soon as possible. We look forward to hearing from you. Let us know what you are doing and any news you have about other education alumni. Thanks for your help.

(Mail form to: Potsdam College Foundation, Raymond Hall, SUNY Potsdam 44 Pierrepont Ave Potsdam, Ny 13676)

Name ____________________________________________ Graduation Year ____________
Street ________________________________________________
City _________________________ State _____________ Zip __________
Spouse's Name __________________________________________
Position or Occupation __________________________________
Recent Activities/Achievements __________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Newsletter Suggestions: __________________________________________
________________________________________________________________________
________________________________________________________________________
Other Information (family, news, past employment, travels, publications, exhibitions, memberships, etc.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please feel free to attach additional pages. Thank you!