Curriculum and Instruction

Master of Science in Education (MSEd)

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

A. Students with initial New York certification who seek to complete the academic requirements for Professional certification. Each candidate will develop an individualized program of study in collaboration with the candidate’s adviser. This program of study will be designed to be functionally relevant to the candidate's initial certification area in one of the following disciplines:

- Business/Marketing
- Early Childhood/Childhood Education (B-6)
- Dance
- English 7-12
- French 7-12
- Health Education
- Mathematics 7-12
- Music
- Social Studies 7-12
- Spanish 7-12
- Theatre
- Visual Arts

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

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

Requirements for Admission

General Graduate Admission Requirements (see page 10)

Additional Admission Requirements and Information

1. Verification of a current teaching certificate (Certification track).
2. A minimum GPA of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for both program pathways.
3. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

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

Additional Degree Information

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

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

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

The 33 credit hours are divided as follows:

Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRED 600/614</td>
<td>Philosophical Foundations of Education</td>
</tr>
<tr>
<td>GRED 616</td>
<td>Curriculum &amp; Evaluation (content-linking)</td>
</tr>
<tr>
<td>GRED 635</td>
<td>Educational Research in Curriculum &amp; Instruction (content-linking)</td>
</tr>
<tr>
<td>IT 614</td>
<td>Technology in Education</td>
</tr>
<tr>
<td>GRED 687</td>
<td>Action Research</td>
</tr>
</tbody>
</table>

Content or Content-Linking Courses

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

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRED 504</td>
<td>Using Spreadsheets in Teaching School Mathematics</td>
</tr>
<tr>
<td>GRED 505</td>
<td>Topics in Mathematics for Elementary Teachers</td>
</tr>
<tr>
<td>GRED 516</td>
<td>Diversity and Advocacy in Education</td>
</tr>
<tr>
<td>GRED 517</td>
<td>Integrating the Arts into the Elementary Classroom</td>
</tr>
<tr>
<td>GRED 522</td>
<td>Creative and Affective Experiences for Young Children</td>
</tr>
<tr>
<td>GRED 531</td>
<td>Creative Problem Solving – Mathematics</td>
</tr>
<tr>
<td>GRED 534</td>
<td>Teaching Mathematics in a Technological World</td>
</tr>
<tr>
<td>GRED 548</td>
<td>Literacy &amp; Literature for Young Children</td>
</tr>
<tr>
<td>GRED 549</td>
<td>Adolescent Literature and the Teaching of Reading/Literacy</td>
</tr>
</tbody>
</table>
GRED 590  Special Social Studies Education Content Topic
GRDG 615  Literacy: Family/School/Community Collaboration
GRDG 620  Literacy & Linguistically Diverse Learners

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

General Education Track (non-certification)
For students seeking a masters degree in an educational context, but not pursuing teaching certification.

The 33 credit hours are divided as follows:

Core Requirements............................................................. 12
GRED 600/634  Philosophical Foundations of Education
GRED 616  Curriculum and Evaluation (content-linking)
GRED 635  Educational Research in Curriculum & Instruction (content-linking)
GRED 687  Action Research

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

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

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

All courses are 3 credits unless noted.

Concentrations
Candidates not seeking New York State teaching certification, but are interested in applying educational pedagogy in a variety of classroom/non-classroom contexts, may pursue electives in a particular focal area, or take a handcrafted set of electives based upon student's interests and career goals.

This opportunity is also available for international students who wish to improve their English Language Skills as well as gain a greater understanding of U.S. instructional approaches, but are not seeking professional certification.

Each student will meet with and design a program that includes educational pedagogy cornerstones such as philosophical foundations, research, curriculum & evaluation, technology in education, and more. Further, a culminating research project is designed to assist the student with synthesizing the fundamental concepts of education into a skillset that can be utilized immediately in the workplace. Review the option “B” advising form here to understand the course layout and options.

This program offers a series of focus areas that are designed to provide a student with additional depth in particular areas related to education, introduce interdisciplinary learning by combining educational pedagogy with practice based curriculum such as leadership or human resources, wilderness education and technology.

• Early Childhood Education (May also satisfy requirements to extend certification by adding B-2)
• Intercultural Educator
• Language Acquisition
• Leadership in Education
• Human Resource Educator
• Technology Educator
Master of Science in Education (MSEd)

Educational Technology Specialist

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

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

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

Program Overview

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

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

Requirements for Admission

General Graduate Admission Requirements (see page 10)

Additional Admission Requirements and Information

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

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

Additional Information

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

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

Course Requirements

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

The 36 credit hours are divided as follows:

**Foundation Requirements** ..................................................21
IT 614 Technology in Education
IT 625 History and Philosophy of Technology Utilization
IT 635 Research & Theory on Communication and Performance Technology
IT 647 Technology Coaching
IT 651 Systematic Design for Performance Improvement
IT 654 Program Evaluation
IT 657 Practicum in Technology

**Web Development (one of the following)** .............................3
IT 549 Web Page Development
IT 649 Advanced Web Page Development

**Technology of Literacy (one of the following)** ......................3
IT 544 Desktop Publishing
IT 545 Preparing and Delivering Professional Presentations

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

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

**Culminating Experience** ...................................................3
IT 659 Technology Product Development

All courses are 3 credits unless noted.
Literacy

Master of Science in Education (MSEd)

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

Requirements for Admission

General Graduate Admission Requirements (see page 10)

Additional Admission Requirements

1. A minimum grade point average of 3.0 (A = 4.0) in the most recent 60 credit hours of undergraduate study is required for admission.

2. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

3. Candidates will submit a thoughtful and well-written letter of intent in which they discuss why they wish to develop their knowledge and skills in the field of literacy education and highlight their personal attributes that will help them meet the challenges of graduate study in the program. The letter shall include a statement that the candidate has read and understands the MSED Literacy Procedures for Assessing and Monitoring Professional Dispositions. These are available online or by contacting the Center for Graduate Studies.

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

Program Requirements

1. Verification of a current teaching certificate is required within the first 18 credit hours completed and, for Literacy Specialist candidates, prior to registering for the literacy practicum or prior to completing the first semester of the literacy internship. Students will not be able to register for any additional courses if they have not obtained Initial certification by the indicated time. Until they meet the certification requirement, students participating in the literacy internship will receive an “IP” grade for the internship.

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

Additional Degree Information

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

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

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

Literacy Specialist Program

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

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

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

Program Requirements

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

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

The 36 credit hours are divided as follows:

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

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

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

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

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

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

All courses are 3 credits unless noted.

Literacy Educator Program

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

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

**Program Requirements**

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

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

**Literacy Educator Course Requirements**

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

The 33 credit hours are divided as follows:

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

Plus one of the following (chosen under advisement)
GRDG 655* Literacy Intervention Strategies B-6
   (*prerequisites: GRDG 600 and 605)
GRDG 656* Literacy Intervention Strategies 5-12
   (*prerequisites: GRDG 600 and 605)
Controlled Options (chosen under advisement) ................. 6
GRDG 660 Teaching Writing B-6
or
GRDG 661 Teaching Writing Grades 5-12
GRDG 665 Emergent Literacy
or
GRDG 670 Teaching Reading and Study Skills in the Content Area
GRDG 625 Using Technology to Teach Literacy
or
ITxxx (course selected with prior adviser approval)

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

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

All courses are 3 credits unless noted.

Special Education

Master of Science in Education (MSEd)

SUNY Potsdam offers three certification pathways to prepare teachers to work with students receiving special education services in public schools. The programs have been designed to meet the regulations of the New York State Education Department, the Council for the Accreditation of Educator Preparation (CAEP) and The Council for Exceptional Children standard.

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

• Early Childhood Special Education (Birth–Grade 2)
• Childhood Special Education (Grades 1–6)
• Adolescence Special Education (Grades 7–12, Generalist)

Requirements for Admission

General Graduate Admission Requirements (see page 10)

Additional Admission Requirements and Information

1. Verification of a current teaching certificate in early childhood, childhood, middle childhood, or adolescence education (or their equivalent).
2. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate/graduate study.
3. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).
4. Prerequisites:
   a. literacy/reading methods (6 credit hours)
   b. an introductory course in special education (3 credit hours)
   c. a minimum of 50 hours of field experience
   d. at least 20 days of student teaching
5. In accordance with New York State certification regulations, applicants for certification in special education must have preparation in general education at the level they are seeking in special education. For example, an applicant holding an Elementary Education certificate valid for Grades PK–6 is eligible to complete Special Education programs at the Early Childhood (Birth–Grade 2) or Childhood (Grades 1–6) levels. For applicants intending to complete the new Students with Disabilities Generalist certification, additional prerequisites include meeting the general requirements for the content core (major or concentration in liberal arts and sciences) AND six semester hours each in math, science, English language arts and social studies. These may be at the undergraduate or graduate level.
6. Candidates with other certifications (e.g. music, art, physical education, speech) should consult with the Chair of the Inclusive and Special Education Department. Prerequisite courses will be determined on an individual basis.

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

Additional Degree Information

This program provides the academic preparation required for Initial/Professional certification in special education. However, applicants for certification will need to meet additional state testing and other requirements to be eligible for certification. Questions about certification should be addressed to the Office of Teacher Certification and Field Experiences, 111 Satterlee Hall. Student progress is carefully monitored throughout the MSEd Special Education programs based on demonstration of appropriate knowledge, skills and dispositions. Students are provided with information on program expectations in their first semester. Students not making satisfactory progress will be counseled by their adviser and may be dropped from the program.
Special Education Course Requirements

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

The 36 credit hours are divided as follows:

Required Courses .............................................................. 30

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

Program-Specific Course Requirements ....................... 6

(selected from I, II or III)

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

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

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

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

Full-time Sample Schedule

MSEd Special Education Program

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
<th>Fall II</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 601</td>
<td>SPED 607</td>
<td>SPED 612</td>
</tr>
<tr>
<td>SPED 609</td>
<td>SPED 638</td>
<td>SPED 669</td>
</tr>
<tr>
<td>SPED 637</td>
<td>SPED 649</td>
<td>SPED 670</td>
</tr>
<tr>
<td>SPED 640</td>
<td>Program Specific Courses</td>
<td></td>
</tr>
<tr>
<td>SPED 650</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part-time Sample Schedule

MSEd Special Education Program

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
<th>Summer I or Fall II</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 601</td>
<td>SPED 607</td>
<td>SPED 612</td>
</tr>
<tr>
<td>SPED 637</td>
<td>SPED 649</td>
<td>SPED 669</td>
</tr>
<tr>
<td>SPED 640</td>
<td>Program Specific Courses</td>
<td>SPED 670</td>
</tr>
<tr>
<td>SPED 650</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completion of MORE THAN ONE Certification Program

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

For candidates pursuing Early Childhood Special Education:
To add Childhood certification; complete SPED 646 in lieu of an elective.

For candidates pursuing Childhood Special Education:
To add Early Childhood certification; complete SPED 648 in lieu of an elective.

Advanced Certificate in Inclusive and Special Education

Certificate of Advanced Study (CAS)

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

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

General Graduate Admission Requirements (see page 10)

Additional Admission Requirements

1. A minimum grade point average of 3.0 (A = 4.0) in the most recent 60 credit hours of undergraduate study is required for admission.

2. Submission of three professional letters of recommendation with cover sheets from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrator, or other professional references).

3. Six credits of prerequisite coursework in Special Education. SPED 501 and 505 recommended.

4. Two years of employment and/or experience in a formal setting with persons with disabilities.

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

Program Summary

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

Program Schedule

The 18 credit hours are divided as follows:

Summer ................................................................. 6
SPED 601 Characteristics of Learners with Mild/Moderate Disabilities
SPED 650 Collaborative Consultation with Professionals and Parents

Fall ................................................................. 6
GRED 516 Diversity and Advocacy of Education
SPED 637 Diagnosis and Assessment of Educational Disabilities

Spring ................................................................. 6
SPED 640 Behavior Management for the Special Educator
SPED 646 Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities

or

SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities

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

All courses are 3 credits unless noted.