2007 • 2009

SUNY Potsdam Graduate Catalog

Potsdam

THE STATE UNIVERSITY OF NEW YORK

1816

The State University of New York at Potsdam is accredited by the Middle States Association of Colleges and Secondary Schools. Education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Crane School of Music is accredited by The National Association of Schools of Music (NASM).

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

The information in this publication is accurate as of April 1, 2007. Names of instructors for courses, and days and times of class sessions are given in the Class Schedule booklet, available to students at Registration. All applicants are reminded that SUNY Potsdam is subject to the policies promulgated by the Board of Trustees of the State University of New York. Fees and charges are set forth in accordance with such policies and may change in response to alterations in policy or actions of the legislature, during the period covered by this publication. The College reserves the right to change its policies without notice.

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

POLICY AGAINST DISCRIMINATION: Whether considering candidates for admission for financial aid, applicants for employment, or the management of its policies and College-administered program, Potsdam does not discriminate on the basis of race, sex, age, national origin, religion, marital status, disability, sexual orientation, or veteran status. The College is an affirmative action, equal opportunity employer.

AFFIRMATIVE ACTION/NONDISCRIMINATION POLICY: The State University of New York at Potsdam has an affirmative action program which actively seeks a diverse faculty, staff and student body. SUNY Potsdam affirms its commitment to equality of opportunity for all individuals. This commitment requires that no discrimination shall occur regarding admission, access to, treatment or employment in, any program or activity of the College, on the basis of race, sex, age, national origin, religion, marital status, disability, sexual orientation, or veteran status. This policy is in accord with Title IX of the Education Amendments of 1972, as amended; sections 503 and 504 of the Rehabilitation Act of 1973, as amended; Americans with Disabilities Act of 1990; Title VI of the Civil Rights Act of 1964; and related administrative regulations and executive orders. Inquiries concerning the application of Title IX, sections 503 and 504, and other nondiscrimination laws may be referred to the Affirmative Action Officer at 315-267-3372, who is assigned the administrative responsibility for reviewing such matters.

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

Notwithstanding anything contained in this catalog, SUNY Potsdam expressly reserves the right, whenever it deems advisable, 1) to change or modify its schedule of tuition or fees; 2) to withdraw, cancel, reschedule or modify any course, program of study, degree or requirements or policy in connection with the foregoing, and; 3) to modify or revise any academic or other policy. Please be advised that, due to printing deadlines, information contained in this catalog may be outdated. It is the responsibility of each student to ascertain current information that pertains to individual academic programs, particularly with regard to satisfaction of degree requirements, through frequent reference the Schedule of Classes and by consultation with the student's advisor and major department as well as other appropriate College offices. In preparing this catalog, every effort has been made to provide accurate and current information; however, SUNY Potsdam assumes no liability for catalog errors or omissions.

Table of Contents

Graduate Programs

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

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

School of Arts and Sciences

The Crane School of Music

School of Education and Professional Studies

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

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

Academic Calendar*

Fall 2007

Classes Begin.. Monday, August 27
Fall Recess Begins................................... Friday, October 5 (10 pm)
Classes Resume....................................... Wednesday, October 10 (8 am)
Thanksgiving Recess Begins.................... Tuesday, November 20 (10 pm)
Classes Resume....................................... Monday, November 26 (8 am)
Last Day of Classes................................. Friday, December 7
Final Examinations................................. Mon.-Fri., Dec. 10-14

WINTERIM: January 3 - 15, 2008 (includes Sat., January 5, 2008)

Spring 2008

Classes Begin.. Monday, January 21
Winter Recess Begins .... Friday, February 15 (10 pm)
Classes Resume....................................... Wednesday, February 20 (8 am)
Spring Recess Begins .... Friday, March 21 (10 pm)
Classes Resume....................................... Monday, March 31 (8 am)
Last Day of Classes................................. Friday, May 9
Final Examinations................................. Mon.-Fri., May 12-16
Master's Commencement .... Saturday, May 17

Fall 2008

Classes Begin.. Monday, August 25
Labor Day Holiday .... Monday, September 1
Fall Recess Begins................................... Friday, October 10 (10 pm)
Classes Resume....................................... Wednesday, October 15 (8 am)
Thanksgiving Recess Begins.................... Tuesday, November 25 (10 pm)
Classes Resume....................................... Monday, December 1 (8 am)
Last Day of Classes................................. Monday, December 8
Final Examinations................................. Thur.-Wed., Dec. 11-17

WINTERIM: Tentatively, January 2 - 14, 2009 (one Saturday class)

Spring 2009

Classes Begin.. Monday, January 19
Winter Recess Begins .... Friday, February 13 (10 pm)
Classes Resume....................................... Wednesday, February 18 (8 am)
Spring Recess Begins .... Friday, March 20 (10 pm)
Classes Resume....................................... Monday, March 30 (8 am)
Last Day of Classes................................. Friday, May 8
Final Examinations................................. Mon.-Fri., May 11-15
Master's Commencement .... Saturday, May 16

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

State University of New York College at
POTSDAM

RACQUETTE RIVER

To Lehman Park

Suzanne Langelier-Lebeda

*Please note: University Police have moved to Van Housen

SUNY Potsdam Profile

History

The State University of New York at Potsdam is one of 64 units of The State University of New York and one of 13 SUNY arts and science colleges. Its origin was the St. Lawrence Academy, founded in 1816 by early settlers of the region. It continued as Potsdam Normal School in 1867, as Potsdam State Teachers College in 1942, and became part of the largest university system in the United States, The State University of New York, in 1948. Throughout its distinguished history, the institution has served the people of the North Country and of New York State.

Mission

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

Locale

The College is located in New York's picturesque North Country, an area imbued with scenic tranquility and replete with cultural and recreational activities.

The Adirondack Mountains to the southeast offer hiking, swimming, fishing or relaxing beside quiet streams and lakes. In winter, skiing the beautiful trails of Whiteface Mountain in Lake Placid (scene of the 1980 Winter Olympics) and Titus Mountain in Malone, or cross-country skiing the numerous scenic trails, is a popular pastime.

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

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

Of course, it's not necessary to travel. The Village of Potsdam has much to offer. Local stores carry the latest in clothes, books and CDs, and there are many fast-food restaurants, fine eating establishments and a movie theater.

People

While location is a definite plus for SUNY Potsdam, the people who make up the College community are its greatest asset. The students, faculty and staff make us what we are – a very special place.

Our enrollment is approximately 4,300 – including about 3,500 undergraduate and 800 graduate students.

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

SUNY Potsdam also has a diverse faculty. They hold degrees from such prestigious universities as Harvard, Stanford and Yale. They are published authors, well-known researchers, accomplished artists and musicians. Like their students, they are a friendly, caring group – always ready to discuss a problem or assist with a project. Dedicated to teaching, they are not just active in the classroom, but in every facet of their students' lives. Many of our students say they learn as much through professional interaction with their professors as they do through classroom instruction.

Public Service and Outreach Activities

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

Over the years, the College has increased, diversified and made more accessible a variety of educational services to the North Country. The North Country Migrant Education Program housed in Van Housen Hall provides educational services to migrant workers and their families. The Sheard Literacy Center in Satterlee Hall offers literacy tutoring for area children several afternoons a week. The Northern New York Early Childhood Direction Center provides information and referrals for families of young children with disabilities.

Thomas E. O'Shaughnessy Center

The Thomas E. O'Shaughnessy Center for Assistive Technology is housed within the Sheard Literacy Center. Dr. O'Shaughnessy was dedicated to finding technological solutions that would help people, and particularly children with disabilities, become independent learners. The purpose of the center is to allow opportunities for SUNY Potsdam students to gain hands-on experience with technology for students with special needs, and to create a demonstration center in northern New York for parents and teachers seeking to enhance the literacy skills of area children with physical and learning disabilities. The Center's collection includes software and adaptive hardware that can be used to increase accessibility to computers for those with special needs.

St. Lawrence Valley Teachers Learning Center

The St. Lawrence Valley Teachers Learning Center, housed in Satterlee Hall is funded by a state grant to provide professional development to 2,300 St. Lawrence County educators. Nearly 70 training opportunities are offered annually, most of which are held on campus. Complimentary attendance is extended to full-time SUNY Potsdam students at no cost. Students are also welcome to browse teacher resource materials and use the Ellison machine with assorted dies located in the Literacy Center.

Information about upcoming professional development offerings is available at **www.teacherslearningcenter.org** or by calling them at 315-267-3411. To be added to their e-mail newsletter list, send an e-mail message to **tlc@potsdam.edu.**

Admissions and Enrollment Policies

Admissions

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

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

General Graduate Admission Requirements

- Evidence of an earned baccalaureate degree from an accredited college or university;

- Submission of the Graduate Application;

- Submission of a typed Letter of Intent written by the applicant and expressing the applicant's professional goals as relevant to the program for which application is made;

- Submission of official transcripts from all colleges and universities attended, even if a degree was not earned. Official transcripts involve no student intervention and are forwarded directly from the Registrar's Office of the institution to the Office of Graduate Studies. Transcripts submitted in an admissions package will only be considered "official" if they are received in a sealed envelope bearing the signature of the Registrar across the seal. Canadian students who have attended high school in Ontario should also forward an official high school transcript;

- Submission of a non-refundable $50 (U.S. funds) application processing fee;

- A minimum undergraduate grade point average as indicated within each specific program of study – refer to the individual programs.

Additional Admission Information

- Specific programs may require additional materials such as letters of recommendation, submission of proof of current teaching certificate consistent with that of the proposed graduate study, and/or other requirements – refer to the Additional Admission Requirements within the specific program of study;

- Canadian and other international students must provide: certification of finances, and for non-native English speaking candidates a minimum TOEFL score of 550 (paper) or 213 (computerized).

For additional information, contact the Office of Graduate Studies at 800-458-1142, ext. 1 or 315-267-2165.

Admission Application Filing Deadlines

School of Arts and Sciences Applicants

Enrollment entry is primarily in the fall term. Contact the department chair for specifics.

Crane School of Music Applicants

Enrollment may begin during the summer or fall terms only. The admission application and graduate assistantship applications must be submitted together by March 1. All auditions and Music Theory and History Entrance Exams required for graduate admission must be scheduled for the Crane Audition Day on the first Saturday of February. For more information go to **www.potsdam.edu/crane** and click on Graduate Studies.

School of Education and Professional Studies Applicants

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

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

Admission Review Process

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

Appeals of Graduate Admission Decisions

School of Education and Professional Studies

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

The Crane School of Music

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

Graduate Admission Classifications

Matriculated Students

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

Matriculated students will be granted one of two enrollment statuses:

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

Non-matriculated Students

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

Non-matriculated admission requirements:

1. Meet the minimum grade point average for admission to graduate study;
2. Submit an official undergraduate transcript confirming the awarding of a bachelor's degree;
3. Submit the Non-Matriculated Graduate Student Application;

Upon completion of the six (6) graduate credits, if not before, the student is required to apply for formal admission to a master's degree program. The candidate must be granted Provisional or Full Admission before being allowed to register for further coursework.

Advance Deposit

A tuition deposit totaling $100 becomes payable for accepted students prior to being allowed to register for courses. This amount is credited at registration time against charges then due. Refunds are made under the following conditions:

1. If student withdraws prior to the start of classes.
2. If the College withdraws conditional acceptance.
3. If the College president deems that conditions beyond the student's control warrant a refund.

Deferred Admission

Students admitted to the College in a curriculum other than music, who elect not to enter in the semester for which they are admitted, may request that admission be deferred. Request for deferral may be granted for a maximum of one year – two consecutive semesters. Application files will be held in inactive status during periods of deferral and will be reactivated without payment of additional application fees.

Enrollment Policies

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

Academic Performance of Graduate Students

Graduate students are personally responsible for familiarizing themselves with the requirements of admission, registration, matriculation, and for the application for the degree. They are also expected to become familiar with academic regulations regarding effective standards of communication, maintain integrity in submitting their own work, and show evidence of the ability to use needed research tools. The maintenance

of competencies in these areas is requisite for satisfactory completion of any graduate course in any master's degree program. In addition, Master of Science in Teaching students are expected to read and agree to follow policies in the *Guide to Student Teaching* (**www.potsdam.edu/educ/studteach**.

Advisement

As part of the graduate experience at SUNY Potsdam, students will be assigned an academic program advisor. Graduate students are required to read, understand and retain all materials sent to them during the admission process. They are also required to meet with their advisor upon acceptance into the program in order to plan a timeframe for completion of the program and to complete the Approved Program of Studies form. The purpose of this is to help with planning and scheduling student coursework and educational experiences so that students might best accomplish their professional goals. To make the most of these advisement opportunities, it is strongly recommended that students contact their advisor as soon as possible after matriculation. Due to limited availability of advisors during the summer, it is strongly recommended that students attempt to meet with advisors during the academic year.

Transfer Credit

All master's degree students are required to complete a minimum of 24 credit hours of degree study through SUNY Potsdam. A total of no more than nine hours of transfer credit may normally be used to meet Master of Science in Education or Master of Science in Teaching degree requirements at SUNY Potsdam. No more than six hours of transfer credit may normally be used to satisfy Master of Arts and Master of Music degree requirements.

Credit transferred from another institution must meet the following conditions: upon evaluation, courses to be transferred are judged to be equal in scope and content to those offered by this College. Only graduate credit earned at accredited institutions is acceptable for transfer credit. The grades earned must be at the 3.0 level or above (based on a system where A=4.0). The transfer grade is not calculated in the student's GPA.

Matriculated students planning to enroll in transfer courses at another institution must obtain prior approval for such courses from their advisor. Evaluation should be requested in advance of registration for the course. A catalog description for each course should accompany requests for transfer credit. Transfer credit is not formally applied to the degree program until the student has achieved Full Admission. An official transcript confirming completion of the work must be submitted to the Graduate Studies Office.

Health Requirements

SUNY Potsdam students may download all required health forms at **www.potsdam.edu/shs**. All students who are taking 6 or more credit hours MUST submit the following to Student Health Services upon acceptance:

1. Students who were born on or after January 1, 1957 must provide proof of immunization against measles, mumps and rubella (MMR). This is a New York State Mandated Public Health Law. Immunity may also be shown by titer results.

2. A signed Meningitis Response Form. The Meningitis Response Form for all students who are 18 or older may be completed through their Bearpaws account. This is accessed by selecting "New Student Services" and then selecting "Mandatory Health Requirements."

3. Proof of a tuberculosis test (PPD) within the last year. If the student has a history of a positive PPD, a chest x-ray within the past one year is required.

4. A completed Health History packet.

All students should be aware that failure to comply with New York State Public Health Law requirements will result in disenrollment 30 days from the first day of class for New York State students and 45 days from the start of classes for out of state and international students.

For additional information or a hard copy of the Health History and/or the Meningitis Response form, please contact Student Health Services at 315-267-2377.

Graduate Grade Requirements

The overall or cumulative grade point average is determined by dividing the total number of quality points by the total number of credit hours earned on a numerical basis. See Graduate Grading System for levels of achievement.

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

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

Prerequisite Courses

Some graduate programs may require that students complete prerequisites through additional undergraduate or graduate coursework.

Students in the Master of Science in Teaching programs who lack program prerequisites must successfully complete all coursework prior to the student teaching semester.

Candidates in other education programs should consult with their advisor regarding prerequisite requirements.

Length of Time to Complete Degree

All requirements prescribed for the degree shall be completed within six years from the date of admission. In certain cases, a graduate student's studies may be interrupted or work toward a degree prolonged beyond the normal time required for a degree

program. In such cases the following time limit applies: no credit will be allowed for a course after 10 years from the date of registration for the first graduate course. However, a student affected by this rule may apply to the Dean of Graduate Studies for exemption of particular courses.

Canadian Graduate Students

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

Candidates must first meet all New York State Teacher Certification requirements to become eligible to apply for certification in Ontario through the Ontario College of Teachers. Please refer to New York State Teacher Certification for more information (see page 73).

SUNY Potsdam's MST programs include a strong academic component, a 100-hour classroom observation/participation practicum and two 8-week student teaching placements. Some programs require the practicum to be completed in New York State. However, many Canadian candidates are able to return to Ontario for their practica and student teaching. All practicum and student teaching placements in Ontario are arranged through the Canadian Program Coordinator in public, Catholic or private schools located in or near Belleville, Brockville, Cornwall, Gananoque, Kingston, North Grenville, Ottawa, Pembroke, Perth or Prescott.

SCHOOL OF ARTS AND SCIENCES

Graduate Programs of Study

English and Communication

Master of Arts (MA)

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

Student Profile

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

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. Applicants shall have earned a bachelor's degree with a major in English, Communication or Writing from an accredited college or university. Outstanding applicants who hold degrees in other areas may be admitted, but they should be aware that additional coursework might be required.

2. Submission of three letters of reference, at least two of which shall be from undergraduate professors in the academic discipline of the baccalaureate degree.

3. A minimum Grade Point Average of 3.00 (A=4.0) in the most recent 60 semester hours of undergraduate study.

4. A writing sample, preferably a recent essay written for an upper-level English or Communication course that shows evidence of scholarly research and writing.

5. Each student must demonstrate competence in a foreign language equivalent to that required for the awarding of the Bachelor of Arts degree at SUNY Potsdam.

Advisor

Upon admission into the program, students should meet with the Director of Graduate Studies in the English and Communication Department for advising.

Courses

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

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 Arts in English and Communication. The 33 credit hours are divided as follows:

Students will select, with prior advisor approval, five graduate English and Communication courses, at least nine hours must be completed at the 600 level. Six hours may be taken at the 500 level in any courses with LITR, COMP or COMM designators.

At least 27 of the 33 credit hours must be taken at the 600 level.

The Master's Thesis

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

Master's Committee

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

Mathematics

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements/Notations

1. A baccalaureate degree granted by an accredited college or university with preparation substantially equivalent to that required of mathematics majors at this institution.

2. Three letters of recommendation, two of which must be from members of the mathematics faculty under whom the applicant has taken courses.

3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

4. A minimum grade point average of 3.0 or higher in all undergraduate coursework in mathematics.

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

Curricular Requirements

The master's degree requires a minimum of 30 graduate credit hours of coursework and passing written examinations in two areas: Algebra, Real Analysis, Complex Analysis or Topology, with one being in Algebra or Topology. Under certain conditions these examinations may be waived. A policy statement on these examinations may be obtained from the Mathematics Department. A language examination is not required. However, students wishing to pursue a doctoral program usually find it necessary to pass a proficiency examination in one or two foreign languages, namely French, German or Russian.

Course Requirements

A minimum of 30 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Arts in Mathematics. The 30 credit hours are divided as follows:

One of the following:

MATH 662   Topology II... 3
MATH 682   Complex Variables II 3
MATH 692   Real Variables II.. 3
Mathematics Electives 9
MATH xxx   Courses selected with prior advisor approval
                   Total required credit hours..........................30

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

Four-Year Bachelor/ Master Degree Program in Mathematics

Master of Arts (MA)

Some students are able to develop their mathematics ability to a high level at an early age. Hence, this program is designed so that our best mathematics majors can progress toward the frontiers of mathematics as rapidly as their ability and motivation will permit them.

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

MATH 151   Calculus I 4
MATH 152   Calculus II... 4
MATH 253   Multivariate Calculus...................................... 4
MATH 340   Set Theory and Logic 3
MATH 375   Linear Algebra I.. 3

In general, the student's grade point average is expected to be at least 3.0 and the grade point average in mathematics is expected to be at least in the 3.5–4.0 range.

This program permits acceptable quality undergraduates to work for the BA and MA simultaneously.

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

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

School of Arts and Sciences Course Descriptions

Courses are listed alphabetically by academic department.

Anthropology Courses

ANTH 615 Archeological Field Techniques (3) Through excavations in historical and pre-historical settlements in Northern New York, the principal methods of archeological field research are practiced. Independent research project and report culminate the course. Prerequisite: graduate standing and permission of instructor. Ordinarily taken concurrently with ANTA 616. Summer session.

ANTH 616 Archeological Laboratory Techniques (3) The results of excavation are preserved, prepared for analysis, and analytic techniques are demonstrated. An independent laboratory analysis project concludes the course. Prerequisite: graduate standing and permission of instructor. Ordinarily taken concurrently with ANTA 615. Summer session.

ANTH 698 Tutorial (3) Readings selected and assigned on the basis of the individual's background, professional needs and interest. Prerequisite: permission of instructor.

Art Courses

ARTS 685 Special Problems – Art Studio (3) Individualized studio research in a selected art studio area. Project ideas developed on the basis of students' needs and professional interests in conjunction with the instructor. Prerequisite: 34 undergraduate hours in art studio and permission of the instructor.

ARTH 691 Readings in the History of Art (3) Individualized study and research on projects and problems in the history of art. Project ideas developed on the basis of student needs and professional interests in conjunction with the instructor. Prerequisites: 31 hours in art history and permission of the instructor.

Economic Courses

ECON 595 Special Topics (1–4) This is a special topics course which includes one or more modules of material in specialized areas which are not covered in the department course offerings. The content is determined by the instructor. Prerequisites: ECON 105/305 and ECON 110/310. Offered as schedule permits.

EMRE 595 Special Topics (1–4)

English and Communication Courses

GECD 601 Introduction to Research Methods (3) Practice in the skills and processes necessary to the graduate student, including compiling and evaluating sources, writing literature reviews, generating research topics, conducting research, and presenting one's findings within a discourse community.

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

GECD 603 Semiotics (3) Semiotics is the study of signs and symbolic systems, especially in relation to verbal and nonverbal communication. This course investigates the relationship between signs and their symbolic systems, with specific attention to the culture and media in which they are produced: from language and its generic structures, to such nonverbal media as images (artwork, tattoos, money, fashion, and landscapes), sounds and music, and gestures (both conscious and unconscious).

GECD 604 Professional Writing (3) Practice in writing texts for professional publication in which students refine their understanding of form and style. Projects and readings are shaped by class interests and may include: 1) articles and essays for academic, professional, or mass media, 2) fiction or poetry, 3) technical communications.

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

GECD 610 Theories of Interpretation (3) Examines the interpretative methods leading to the perception, interpretation, and understanding of texts. This course explores recent theories of interpretation by literary critics, philosophers, and other scholars. Consideration will also be given to the role of interpretation in students' writing, speaking, teaching, and research.

GECD 615 Narratology (3) Narratology is the study of the structural components of a narrative. Drawing upon the works of various theorists—from Russian formalists to French structuralists—this course examines narrative as a distinct system of rules, exploring literary and cultural productions as embodiments of these rules.

GECD 620 Poetics (3) Poetics is concerned with the principles and rules of poetic composition. This course examines how such principles relate to various rhetorical and aesthetic theories about poetry.

GECD 625 Psychology and Discourse (3) Examines theories of the human mind and their effects on personal, cultural and literary constructions. While the specific subject matter may vary, recent topics have included the study of writing as a vehicle for psychological healing; the study of archetypal and myth criticism; and the study of shame-based literature.

GECD 640 Discourses of Nationalism (3) The purpose of this course is twofold: to explore discourses of nationalism and to examine the role that literary and non-literary texts have played in fostering, complicating, and resisting nationalist sentiments.

GECD 645 Discourses of Humanism (3) Examines the history and development of humanism, its relation to the divine, to the world as a scientifically observable phenomenon, to the individual, and to social and cultural institutions.

GECD 650 Discourses of Culture (3) Examines the varied discourses of culture, with particular attention given to forms of cultural production and networks of cultural dissemination.

GECD 655 Discourses of Ecology (3) Examines the discourse of ecological movements. Particular concerns are the shifts in aesthetic and communicative discourses as they respond to and influence community action, public policy, and scientific inquiry.

GECD 660 Gender and Identity in Discourse (3) Examines the discourse of gender and how such discourse serves to construct, reify, or challenge gender identities.

GECD 680 Special Topics (3) Topics will vary. Recent courses include Discourses of Modernism, Epic and Empire, and Shakespeare on Film.

GECD 690 Thesis Credits (1–6)

GECD 598 Independent Study (3) Guided individual reading and research under the supervision of a member of the English and Communications graduate faculty.

Geology Courses

GEOL 501 Seminar on Evolution (3) Interdisciplinary seminar on the theory of evolution. Readings and discussions on the general theory of evolution, genetics and variation, natural selection, sexual selection, origin of species, the fossil record and human evolution. Each student will lead one or more of the discussions and present a talk and written report on some aspect of evolution and a written report on the teaching of evolution in the public school curriculum. Prereq: graduate status; permission of advisor.

GEOL 575 Geology Laboratory Techniques (1) Experience in laboratory instruction under supervision and guidance of a faculty member. Prerequisites: GEOL 104, graduate standing and permission. Graded S*/U*. Fall and spring.

GEOL 598 Tutorial (3–6) Geological study projects generally limited to topics that are not part of the regular course offerings. Prerequisite: departmental approval.

GEOL 680 Geology Research Problem (3–6) Original research designed to give practical experience in any area of geology. The student, under advisement, must present a research proposal in writing to the supervising professor. If approved, the research must be conducted in close cooperation with one or more graduate faculty members in geology.

History Courses

HIST 640 Readings in American History (3) Programs of individual study, designed with the advice of the instructor, on selected topics in American history. (May be taken more than once.) Prerequisite: 12 hours in history.

HIST 641 Readings in European History (3) Programs of individual study, designed with the advice of the instructor, on selected topics in European history. (May be taken more than once.) Prerequisite: 12 hours in history.

Mathematics Courses

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

MATH 524 Modern Algebra II (3) Topics in the theory of groups, rings and fields, such as factorization and Galois theory. Prerequisite: MATH 423. (MATH 375 recommended.)

MATH 526 Linear Algebra II (3) Selected topics: inner product spaces, canonical forms, bilinear and quadratic forms. Prerequisites: MATH 375 and permission. As demand warrants.

MATH 541 Introduction to Topology (3) Open and closed sets, continuous functions, compactness, connectedness, separation properties and product spaces. Prerequisite: MATH 451 or permission. Spring only.

MATH 542 Introduction to Algebraic Topology (3) Concept of homotopy, fundamental group, covering spaces, integral homology and cohomology. Prerequisite: MATH 541. As demand warrants.

MATH 543 Topics in Topology (3) Topics such as surfaces and manifolds, knot theory, geometry of the hyperbolic plane, dimension theory, geometry in higher dimensions. Prerequisites: MATH 375, MATH 423 and MATH 451 or permission. May not be repeated for additional credit. As demand warrants.

MATH 547 Theory of Sets (3) Theoretical set concepts, axioms of set theory; axioms of choice and Zorn's lemma, ordinals and cardinals, transfinite induction. By invitation only. Prerequisites: MATH 340 and permission. Spring only.

MATH 553 Concepts of Geometry (3) Topics from Euclidean and non-Euclidean geometries: theory of transformations of the plane, elements of projective geometry, etc. Prerequisites: MATH 375 and MATH 423 or permission. Spring only.

MATH 562 Probability and Mathematical Statistics II (3) Sampling distributions, tests of hypotheses, linear regression, non-parametric methods, sufficient statistics and further topics in statistical inference. Prerequisite: MATH 461. As demand warrants.

MATH 567 Complex Variables with Applications (3) Complex numbers, analytic functions, contour integration, power series, conformal mapping, residues and poles. Prerequisite: MATH 451. Spring only.

MATH 661 Topology I (3) Ordinals and cardinals, topological spaces, metric spaces, Cartesian products, connectedness, identification topology, weak topologies, separation axioms. Prerequisite: MATH 451 or permission. Spring only.

MATH 662 Topology II (3) A continuation of MATH 661. Second countable spaces, filter bases, compactness and function spaces. Prerequisite: MATH 661 or permission. As demand warrants.

MATH 671 Abstract Algebra I (3) Groups, Sylow theorems, rings, modules. Prerequisites: MATH 375 and permission. Fall only.

MATH 672 Abstract Algebra II (3) A continuation of MATH 671. Galois theory, structure theorem for semisimple rings, injective and projective modules, introduction to homological algebra. Prerequisites: MATH 671 and permission. Spring only.

MATH 681 Complex Variables I (3) Complex numbers, holomorphic functions, Cauchy's integral theorem and formula, Taylor and Laurent series, residue calculus, analytic functions and analytic extension. Prerequisite: MATH 451 and permission. Spring only.

MATH 682 Complex Variables II (3) A continuation of MATH 681. Conformal mapping, Riemann mapping theorem and Dirichlet problem, representation of entire functions and meromorphic functions. Prerequisites: MATH 681 and permission. As demand warrants.

MATH 691 Real Variables I (3) Real number system, comparison of Riemann integral and Lebesgue integral, measurable functions, Lebesgue Dominated Convergence Theorem. Prerequisites: MATH 451 and permission. Fall only.

MATH 692 Real Variables II (3) A continuation of MATH 691. Normed linear spaces, Hilbert spaces, modes of convergence, Radon-Nikodym theorem, Riesz representation theorem, Fubini's theorem. Prerequisites: MATH 691 and permission. Spring only.

MATH 696 Advanced Topics (3) Seminars in advanced topics from various branches of mathematics. May be repeated if content changes. Prerequisite: permission. As demand warrants.

MATH 698 Seminar: Tutorial (3) Study of current topics in mathematics as found in research articles or reference texts. Prerequisites: four of the 600-level graduate mathematics courses required for the M.A. degree and permission of the department chair. May be repeated if content changes. As demand warrants.

Philosophy Courses

PHIL 601, 602 Studies in Normative Problems (3) Graduate students desiring to pursue studies in ethical theory, social and political philosophy, aesthetics, or philosophy of law should consult with the chair of the philosophy department. Students may pursue their interests through coursework or through tutorial study.

PHIL 603, 604 Logic, Foundations of Knowledge and Metaphysics (3) Graduate students desiring to pursue studies in symbolic logic, theory of knowledge, philosophy of history, philosophy of science, philosophy of the social sciences, philosophy of language, philosophy of religion, or metaphysics should consult with the chair of the philosophy department. Students may pursue their interest either through coursework or through tutorial study.

PHIL 605, 606 History of Philosophy (3) Graduate students desiring to pursue studies in the philosophy of a historical period or in the philosophy of an individual thinker should consult with the chair of the philosophy department. Students may pursue their interest either through coursework or through tutorial study.

Sociology Courses

SOCI 510 Readings in Sociological Theory (3) Individualized study consisting of a critical review of major works in sociological theory.

SOCI 520 Readings in Sociological Methods (3) Individualized study consisting of a critical review of major works in research methods.

SOCI 540 Readings in Urban Sociology (3) Individualized study consisting of a critical review of major works in the field of sociology.

SOCI 550 Readings in Sociology of the Family (3) Individualized study consisting of a critical review of major works in the field of sociology of the family.

SOCI 560 Readings: Deviance and Corrections (3) Individualized study consisting of a critical review of major works in the fields of sociology of deviance and corrections.

SOCI 570 Readings in the Sociology of Education (3) Individualized study consisting of a critical reviews of major works in the area of sociology of education.

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

SOCI 661 Sociology of Human Services (3) Individualized study consisting of a critical review of human services as social phenomena.

THE CRANE SCHOOL OF MUSIC

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

Graduate Programs of Study

Master of Music (MM)

General Information

The Crane School of Music offers programs leading to the Master of Music (MM) degree in composition, music education and performance. These programs are designed to meet student interests, needs and requirements within a framework that provides opportunities to pursue a balance of academic and professionally oriented courses. Full-time students with no deficiencies can usually earn a master's degree in one full calendar year (three semesters of study). Inquiries concerning graduate study in music may be addressed to: Director of Graduate Music Studies, The Crane School of Music, SUNY Potsdam, 44 Pierrepont Avenue, Potsdam, NY 13676.

A minimum of 24 credit hours for 30-hour programs and 30 hours for the 36-hour program must be earned in courses offered by SUNY Potsdam. A minimum of 18 credit hours must be earned at the Potsdam campus. With prior approval from the Dean of The Crane School of Music or his designee, a maximum of six credit hours may be transferred from other approved colleges and universities.

For those persons holding initial certification to teach music K–12 in the State of New York, all degree programs in The Crane School of Music are designed to lead to recommendation for Professional certification to teach music K–12 in the State of New York (pending approval).

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

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. Evidence of an earned baccalaureate degree in music from an accredited college or university.

2. Submission of two letters of recommendation.

3. A minimum undergraduate Grade Point Average (GPA) of 3.0 (A=4.0) to qualify for Full Admission. Applicants with a GPA between 2.75 and 3.0 may be granted, upon the recommendation of the Crane Graduate Admissions Committee, Provisional Admission. A student provisionally admitted into the graduate program cannot, during the first semester of study, enroll in more than 12 credits during any fall or spring semester or six credits during the summer session. After one semester of study, the student's progress will be reviewed by the Crane Graduate Admissions Committee and the student will be granted either Full Admission, a renewal of Provisional Status or be dismissed from the program.

4. All graduate music degree program applicants are required to pass graduate entrance examinations in music theory and history before they are admitted to any graduate program in music. Applicants who earned an average GPA of 3.0 or higher in their undergraduate musicianship core (music theory, aural skills and music history) are exempt from the exams. Applicants who earned an average GPA below 3.0 in their undergraduate musicianship core must take and pass the graduate theory and history exams before admission to any graduate program will be considered. The graduate admissions examinations may be taken only once. Information about the graduate entrance music theory and history exams as well as dates the exams will be administered are available online at: **www.potsdam.edu/crane**. Click on "Graduate Studies" on the left margin.

5. All graduate admissions materials must be received by the Crane Office of Graduate Music Studies no later than March 1 of the year of matriculation in order to be considered for summer or fall admission. Students are not permitted to begin the graduate music programs in the spring semester. Applications will be reviewed by the Crane Graduate Admissions Committee during the month of March and decision letters will be mailed on or around April 1.

6. Assistantships in Music: Crane awards a number of graduate assistantships each spring for the following academic year (fall and spring only). Applicants interested in applying for a music assistantship must complete and submit an "Application for Assistantships in Music" no later than

March 1 of the year of matriculation. A list of assistantships offered for the following year is available on-line or from the Crane Office of Graduate Music Studies by November 1 of the previous year. Assistantship applications are also distributed with all requests for graduate music admission applications.

7. A demonstration of competency by submission of one of the following sets of requirements as defined by program of study:

   A. *Music Education*

   An essay or college–level paper on a topic in music education that demonstrates the student's ability to organize ideas, research a topic, and write in an academic style. The essay must be typewritten, well documented and include a bibliography; and

   A live or taped audition on the applicant's principal instrument; and

   A video tape of the applicant teaching in a general music classroom or conducting a rehearsal or performance of an ensemble.

   B. *Composition*

   A portfolio of representative compositions.

   C. *Performance*

   A live audition for at least three faculty in the applicant's performance area (brass, strings, voice, etc.) or the submission of a high-quality tape or video recording.

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

Thesis or Graduate Research Project

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

Composition (academic year program only)

Course Requirements

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

MUCH 611* Introduction to Graduate Study........................ 3
MUCH 6xx A course in Music History and Literature 3
MUCT 6xx Courses and/or seminars in Composition 9
(including a course in electronic music)
MUCT 5xx Courses in Music Theory 6
Elective... 3
MUCT 697 Thesis in Music Composition 6
(original composition with accompanying analytical paper)

Total required credit hours.......................... 30

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

Music Education

Course Requirements

A minimum of 30–36 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Music, Music Education degree. Students may select one of two options of program pursuit with Thesis (Option A, 30 credit hours) or without Thesis (Option B, 36 credit hours). At least 50% of all graduate degree coursework must be at the 600 level. Only three- or four-credit hour courses may satisfy education and music education electives. The 30–36 credit hours are divided as follows:

Music Education Program with Thesis
(Option A, 30 credit hours)

MUCE 601 Philosophies and Issues in Music Education 3
MUCE 608 Curriculum Development in the School
Music Program 3
MUCH 611* Introduction to Graduate Study........................ 3
Elective A course in Education..................................... 3
MUCE 5xx A course in Music Education 3
MUCH 6xx A course in Music History and Literature 3
MUCT 5xx A course in Music Theory 3
Elective... 3
MUCE 699 Thesis/Graduate Research Project in Music
Education 6

Total required credit hours.......................... 30

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

Music Education Program without Thesis
(Option B, 36 credit hours)

MUCE 601   Philosophies and Issues in Music Education 3
MUCE 608   Curriculum Development in the School Music
            Program.. 3
MUCH 611* Introduction to Graduate Study....................... 3
MUCH 6xx   A course in Music History/Literature............... 3
MUCT 5xx   A course in Music Theory 3
Electives 12
Courses in education or music education 9
      (with the following stipulations)
      a. at least three credit hours must be in the field of
         education
      b. at least three credit hours must be in the field of music
         education

            Total required credit hours.........................36

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

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

Performance (academic year program only)

Course Requirements

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

MUCH 611* Introduction to Graduate Study....................... 3
MUCP 640   Literature and Pedagogy.................................. 2
MUCP 681   Chamber Music 1
MUCS 630   Performance Concentration 9
MUCP 5xx   Performance elective 3
MUCX 5xx   Non-performance elective................................ 3
Graduate courses in music theory or music history/literature. 9
      (with the following stipulations)
      a. at least three credit hours must be in the field of music
         theory
      b. at least three credit hours must be in the field of music
         history and literature

            Total required credit hours.........................30

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

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

a. detailed program notes of the works to be performed on the recital; or

b. an analytical/historical paper focusing on the works to be performed on the recital.

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

Piano Pedagogy Concentration

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

MUCE 660   Piano Pedagogy I... 3
MUCE 661   Piano Pedagogy II 3
MUCE 663   Project in Piano Pedagogy 3

            Total Piano Pedagogy Concentration 9

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

The Crane School of Music Course Descriptions

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

MUAC 630 Production Techniques for Music Theatre (3) Development of basic skills in music theatre production management. Includes practical hands-on experience working on a Crane School of Music opera production. The course is designed for music performers, as well as music educators.

MUAP XXX Performance Ensembles (1) By arrangement and/or audition with instructor. Graduate students may enroll for credit in performance groups. Course number varies with type of ensemble.

Music Education Courses

MUCE 508 Advanced Woodwind Techniques (3) Performance on each of the primary woodwind instruments – flute, oboe, bassoon, clarinet, alto saxophone. Discussion of pedagogical issues and survey of instructional materials for the school instrumental music teacher. Students should bring a supply of reeds; instruments will be provided.

MUCE 509 Advanced Brass Techniques (3) Performance on each of the primary brass instruments – trumpet, horn, trombone, euphonium, tuba. Discussion of pedagogical issues and survey of instructional materials for the school instrumental music teacher. Instruments will be provided.

MUCE 520 Topics in Music Technology (3) A seminar exploring computer, MIDI and Multimedia technology as it might be applied in a music education setting. The hands-on sessions in the Crane MIDI Lab will include the following: use of a generic office software for managing classroom records, tasks and class presentations; MIDI sequencing and auto-accompaniment generating software, and possible uses in

music education; utilization of music notation software; introduction to multimedia programming for creating interactive classroom materials; and accessing and creating simple documents for the musical World Wide Web. Although prior knowledge of computer/MIDI technology will be helpful, it is not required.

MUCE 523 Advanced Issues in Music Education (3) Examination of critical issues which impact music in the schools, including curriculum development, the use of technology in the music class, multicultural music, and classroom management skills. Students will have an opportunity to evaluate instructional techniques and develop program goals for their particular teaching situation.

MUCE 524 Rehearsal Techniques and Repertoire for the Instrumental Ensemble (3) Examination of methods and materials for the development of the school band or orchestra program. Areas of concentration include score study and analysis, rehearsal procedures, and repertoire.

MUCE 530, 531, 532 School Instrument Repair and Maintenance (Strings, Woodwind, Brass, Percussion) (1) Overview of most commonly encountered problems of student-quality strings, woodwind, brass and percussion instruments. Emphasis on problem identification and deficiency correction in the school setting.

MUCE 540 Wind Band Literature (3) Examination of wind band literature and instructional materials for use with elementary, middle, and high school bands. Students will become acquainted with reference sources related to band repertoire. Class activities will include reading sessions (class size and instrumentation permitting), examination of scores and sound recordings, and survey of pedagogical materials (e.g., chorales, methods, technical studies for unison band). Projects will be tailored to each student's area of interest.

MUCE 541 Marching Band Techniques (3) This "hands on" course is designed for the teacher with some or no experience with marching band. It will cover such topics as program development, teaching/ rehearsal methods, marching fundamentals for parade, traditional style and competitive corps style marching, and an introduction into contemporary computer show design and charting techniques. Basic mouse and Windows skills are a prerequisite. Summer only.

MUCE 601 Philosophies and Issues in Music Education (3) Survey of educational philosophies which have influenced current thought. Discussion of issues regarding public school music instruction, administration, and supervision including curricular structure and evaluative techniques.

MUCE 602 Developmental Psychology of Music: Implications for Classroom Instruction (3) Examination of the psychological processes that underlie musical learning. Emphasis given to understanding these processes within a developmental framework. Additional attention given to examining psychological processes involved in listening, performing, and composing/improvising. Both theory and research are examined for classroom application.

MUCE 608 Curriculum Development in the School Music Program (3) Examination of the systematic process of program development. Focus upon the development of general goals, program objectives, and instructional objectives, as well as the design and sequence of musical experiences and materials. Final project involves the development of a program for a specific course of study; school music teachers are encouraged to gear projects toward their own specific teaching situations.

MUCE 609 Evaluation in Music Education (3) An investigation of rationales for evaluation, problems facing the evaluator and possible solutions to the problems. Existing methods and instruments for evaluation in music are studied.

MUCE 640 Projects and Readings in Music Education (3) Individual investigation and analysis through reading of selected topics in music education. The student writes analytical and critical papers on selected basic sources in music education, concluding with a comprehensive paper summarizing the readings. The course is intended to allow the student to investigate subject topics not included in regular coursework.

MUCE 645 Music in Special Education (3) Acquaints music education students with the individualized education program (IEP) process, music materials and techniques for teaching special learners in self-contained classrooms or mainstreamed into music classes. Readings, observations, music activities and originally designed materials a part of this class. Fall only.

MUCE 660 Piano Pedagogy and Practicum I (3) Introduction to the field of piano pedagogy, with an emphasis on teaching beginning piano students. Course topics include career opportunities in piano teaching, survey of early-age, average-age and adult beginning piano methods and repertoire, techniques of group and private piano teaching for beginners, preparing students for recitals, and the application of learning theories to piano teaching. Students gain supervised group and private teaching experience for elementary students.

MUCE 661 Piano Pedagogy and Practicum II (3) Emphasis on teaching intermediate piano students. Course topics include survey of intermediate-level piano solo and duet repertoire, writing lesson plans and assignments for intermediate students, teaching repertoire, technique and musicianship skills, preparing students for competitions, teaching transfer students, managing an independent piano studio, and resources for piano teachers. Students gain supervised group and private teaching experience for intermediate and/or elementary students.

MUCE 663 Project in Piano Pedagogy (3) Advanced project in piano pedagogy completed under faculty supervision. Prerequisite: Instructor consent.

MUCE 699 Thesis/Graduate Research Project in Music Education (3) Completion of a major research project in the field of music or music education. Working with a faculty advisor on a tutorial basis, the student will develop a proposal for a study which must be approved by faculty committee before the student embarks upon the project. The project culminates in the preparation of a written report of the research project (in thesis format) and an oral defense of the report before a faculty committee. The student will register for Thesis/Graduate Research Project each semester that the student is actively working on the project with the assistance of the advisor. A copy of the document becomes part of the College library.

Music History and Literature Courses

MUAH 650 Women in Music (3) History of women in music, including teachers, administrators, and patrons, as well as composers, performers, and conductors from ancient Greece to the present.

MUCH 604 Music of the Nineteenth Century (3) Examination of the principal composers and musical repertoire of the Romantic period, including the influence of contemporary philosophy, literature, and social climate upon 19th century musical life.

MUCH 605 The German Lied (3) Development of the German Lied from Reichardt to Webern. Style characteristics of the major exponents of the German Lied with emphasis on the interrelationship among poetic scansion, literary content, and musical analysis.

MUCH 611 Introduction to Graduate Study (3) Survey of bibliographic and resource materials in music, education, and music education. Examination of basic research methodologies, techniques and procedures and their practical applications. Core course for all Master of Music degrees.

MUCH 614 Symphonic Literature (3) Examination of symphonic works in the standard repertoire. Emphasis will be placed upon the aesthetic, stylistic, and historical aspects of the literature.

MUCH 621, 622, 623 Seminar in Music History and Literature I, II, III (3) Achievement in and knowledge of essential materials for a comprehensive study of the fields inherent in musicology. Consideration of such topics as: stylistic development within historical periods and among salient composers; problems of notation and its growth.

MUCH 621 Renaissance Culture and Music (3) Musical styles from 1400 to 1600, including sacred and secular genres within a cultural context.

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

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

MUCH 624 Music of the Nineteenth Century (3) Music literature from Beethoven to Debussy. Consideration of stylistic and formal elements together with aesthetic principles and historical perspectives.

MUCH 638 Music in America (3) Survey of the variety of musical experiences in the United States, including Native-American music, early American psalmody, and the respective developments leading to jazz and the commercial genres. Special emphasis will be given to major movements and composers of the cultivated tradition and the avant-garde.

MUCH 641 J. S. Bach (3) Examination of the music of Johann Sebastian Bach. Historical and biographical factors which influenced Bach's composition will receive major consideration. Class performance will be included.

MUCH 695 Music of Brahms (3) A study of the life and works of Brahms, that focuses on his stylistic development and uniquely successful combination of characteristics from the Baroque, Classic, and Romantic Periods, which in turn became the point of departure for twentieth century composers like Schoenberg.

MUCH 695 Post-romantic Music (3) European art music and its cultural context at the turn of the twentieth century.

MUCH 695 Sonata from Bach to Bartok (3) A historical and analytical survey of pieces designated as sonatas from the Renaissance to the twentieth century, featuring in-class performance of works from the students' own repertoire.

Music Performance Courses

MUCP 518 Vocal Coaching (1) Coaching for advanced vocal students. In-depth musical work on interpretation and performance of Vocal repertoire.

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

MUCP 603 Music Theater Performance I (3)

MUCP 630 Opera Production Workshop (3) Scene and costume construction directed and supervised by the instructor and professional technical staff. One full production of an opera, operetta or musical comedy is undertaken each semester.

MUCP 640 Literature and Pedagogy (2) Etude and solo literature in the student's major performing medium; study and discussion of teaching methods and strategies appropriate for the medium.

MUCP 648 Flute Orchestral Studies (3) Study of ensemble concepts and major flute and piccolo excerpts from the orchestral literature through the study of complete parts, scores, and recordings. Orchestral routine and the responsibility of each section member will be discussed. Some memorization of materials is required. Designed for flute students pursuing the MM degree in Performance.

MUCP 681 Chamber Music (1) Study and rehearsal of representative chamber works in the student's major performance medium under the guidance of an instructor.

MUCS 610 Performance Concentration (1)

MUCS 620 Performance Concentration (2)

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

Music Theory Courses

MUCT 514 Modal Counterpoint (3) Materials of 16th century vocal polyphony examined from three sides: appreciation, performance, creativity. Study of sacred and secular music literature of the period. Composition motets and madrigals for two, three, four and/or five voice parts.

MUCT 515 Tonal Counterpoint (3) Contrapuntal music of the Baroque era with emphasis on works of J. S. Bach. Study of two- and three-voice counterpoint, invention, forms based on chorale, invertible counterpoint and fugue.

MUCT 517 Analytical Techniques (3) Study of selected analytical approaches to tonal music, including issues of form, harmony, and style.

MUCT 520 Theory and Analysis of Twentieth Century Music (3) Study of selected analytical approaches to 20th century music, including pitch-class, set theory and twelve-tone (serial theory).

MUCT 521 Orchestration (3) Techniques of orchestration for various instrumental ensembles at an advanced level culminating in the scoring of a work for full symphony orchestra.

MUCT 601, 602, 603 Composition I, II, III (3) Application of devices and techniques used in contemporary composition. Work in larger homophonic, contrapuntal, and symphonic forms.

MUCT 611, 612, 613 Electronic Composition I, II, III (3) Study of, and experience in, the art of composing with electronically-generated sound. Examination of major works in the repertoire. Working independently, students will create their own electronic compositions.

MUCT 695 Sonata from Bach to Bartok (3) A historical and analytical survey of pieces designated as sonatas from the Renaissance to the twentieth century, featuring in-class performance of works from the students' own repertoire.

MUCT 697 Thesis in Music Composition (3) Extended original composition with an accompanying analytical paper, developed with approval of the student's advisor and a guidance committee. A performance is suggested.

SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES

Graduate Programs of Study

Conceptual Framework

The conceptual framework of the SUNY Potsdam Education unit is organized around the vision statement *A Tradition of Excellence: Preparing Creative and Reflective Educators.* The three major strands in the framework are *Well-Educated Citizen, Reflective Practitioner* and *Principled Educator.*

Well-Educated Citizen.
- critically analyzes and solves problems
- organizes thought and communicates effectively
- understands history and our social and political institutions
- understands and respects other cultures and our intercultural world
- understands the impact of science and technology on our lives
- appropriately uses technology
- has experience creating and appreciating the arts
- has a broad and deep understanding of the subject matter one teaches
- models the skills, attitudes, and values of inquiry appropriate to one's discipline

Reflective Practitioner.
- models inquiry, practice, and reflection
- effectively uses research-based models of curriculum, instruction and assessment
- meets the diverse learning needs of students
- applies knowledge of local, state, and national standards
- effectively uses instructional and assistive technology
- promotes inquiry, critical thinking, and problem solving
- creates positive learning environments for all students
- uses research, reflection and discourse throughout one's career
- prepares to become an instructional leader

Principled Educator.
- behaves in a professional manner
- maintains a high level of competence and integrity in one's practice
- willing to take risks, be flexible, and show comfort with uncertainty
- works well with others
- takes responsibility for one's own actions
- recognizes and respects one's own diversity and that of others
- fosters positive relationships with students, parents, administrators, colleagues, and agencies in the community to support student learning and well being

Special Programs

Academy for Leadership in Literacy Education

The Academy for Leadership in Literacy Education (ALLE) provides current and future educators with the opportunity to explore topics in literacy education. In association with the Sheard Literacy Center, College Writing Center, Teacher Opportunity Corps and Learning Communities program, ALLE sponsors the *Write Well, Teach Well* and *Best Practices Seminar* series, the *School and Community* residential Freshman Interest Group (FIG), *Teacher Study Groups* and the *Practicum and Student Teaching Sponsors* programs.

All education students and inservice teachers from partner districts attend ALLE programs for free. Preference for registration and supplementary materials is limited to ALLE members who commit to 40 hours of professional development within one year. To complete their commitment, participants attend ALLE events, research and inquiry related to literacy education, and present at a culminating colloquium. ALLE members are also eligible for funding to attend professional

conferences, such as the New York State Reading Association, North Country Council of the International Reading Association, and New York State Secondary English Council conferences.

ALLE is a Teacher/Leader Quality Partnerships (TLQP) Program funded by the New York State Department of Education to provide professional development to preservice and inservice teachers for the purpose of improving student achievement in core academic subjects by improving the quality and recruitment of teachers and administrators in high needs school districts.

For more information, contact the ALLE office at 315-267-2508 or search for the ALLE link on the School of Education and Professional Studies web page at **www.potsdam.edu/educ.**

Teacher Opportunity Corps

The Teacher Opportunity Corps (TOC) seeks to enhance the preparation of teachers and prospective teachers in addressing the learning needs of students at risk of truancy, academic failure, or dropping out of school; and to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. TOC is funded by the New York State Education Department, Office of K-16 Initiatives and Access Programs, Teacher Development Programs Unit.

TOC works closely with SUNY Potsdam's School of Education and Professional Studies and the Teacher/Leader Quality Partnerships Program (TLQP), which supports education majors with field-based learning experiences in the Salmon River Central School District on the St. Regis Mohawk Akwesasne Reservation and the Gouverneur Central School District.

TOC student members are provided enrichment activities that include financial support for review books and payment of New York State Teacher Certification Examination fees; educational programs on methods and strategies to teach at-risk students; opportunities to attend educational conferences; portfolio development; and academic and personal counseling. TOC graduates are also provided mentoring by master teachers during their first year of teaching.

TOC serves full-time undergraduate/graduate students, or part-time graduate students completing the requirements for initial/provisional/permanent certification.

Students eligible for TOC must be New York State residents and fall within one of the following priority groups:

1. Individuals who have been historically underrepresented and underserved in the teaching professions – African Americans, Hispanic Americans, Native Americans or Alaskan Natives; or

2. Individuals who are economically disadvantaged (in accordance with the criteria established in statute for the TOC program); or

3. Individuals not from historically underrepresented or economically disadvantaged groups, but who plan to teach in school districts where there are a large number of at-risk students.

Eligible individuals must achieve at minimum the following GPAs—sophomores, 2.5; juniors and seniors, 2.75; and graduate students, 3.0.

For further information about TOC membership, please contact the TOC Director, Sisson Hall 119, 315-267-2745 or e-mail **fisherdg@potsdam.edu**.

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 three groups of candidates: 1) professionals with provisional or initial certification in early childhood education or childhood education, 2) candidates holding initial certification in one of the special-subject areas (including, but not limited to, physical education, business education, home economics, industrial arts and foreign language); and 3) international students who wish to develop their English-language skills and learn about teaching in United States schools but who do not desire New York certification.

Each candidate will develop an individualized program of study, in collaboration with the candidate's advisor. This program of study will be designed to be functionally relevant to their certification area

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. Submission of a copy of a current teaching certificate.

2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

3. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators).

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures*, focusing on the specific information related to education programs.

All degree candidates are required to successfully complete a thesis designed to synthesize their academic experiences.

Candidates holding certification in areas other than childhood and early childhood education must consult with the department chair prior to enrollment to discuss the feasibility of completing this program. Candidates must be able to include 12 credits of content courses related to their certification (such as music, art, physical education, health, vocational education, foreign languages) for program completion. This program will provide the academic background required for Professional certification, but candidates must apply for that certification

directly through the New York State Education Department once they have completed their programs of study.

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

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

Course Requirements

A. Concentration for Candidates holding Initial Certification in Childhood or Early Childhood Education*

Core Requirements..**12**

GRED 634 Philosophical Foundations of Curriculum and Instruction 3
GRED 616 Curriculum and Evaluation 3
GRED 635 Educational Research in Curriculum and Instruction.. 3
GRED 699 Thesis Research. 3

Content or Content Linking Courses..................................**12**

Content or content linking courses are selected in consultation with the advisor 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 (see list of possible content-linking courses below).

GRED 504 Using Spreadsheets in Teaching School Mathematics... 3
GRED 505 Topics in Mathematics for Elementary Teachers.. 3
GRED 516 Multicultural Education 3
GRED 517 Integrating the Arts into the Elementary Curriculum... 3
GRED 531 Creative Problem Solving................................. 3
GRED 534 Teaching Mathematics in a Technological World 3
GRED 548 Literacy & Literature for Young Children 3
GRED 549 Adolescent Literature & the Teaching of Literacy.. 3
GRED 552 Teaching Vietnam: The Cultural/Historical Travel Program 3
GRED 574 Navajo Cultural Exchange Program 3
GRED 595A Science & Literature: An Interdisciplinary Model... 3
GRED 595S Perspectives in Schooling, Culture and Ethnicity: A Caribbean Experience 3

GRED 690 Special Social Studies Education Content Topic 3
GRDG 615 Literacy/Family/School/Community Collaboration 3
GRDG 620 Literacy & Linguistically Diverse Learners....... 3

Graduate Education Electives...**9**

Three graduate courses in education (selected with prior approval of the advisor)

Total required credit hours........................... 33

* Candidates holding certification in areas other than childhood and early childhood education must consult with the department chair prior to enrollment to discuss the feasibility of completing this program.

B. Concentration in Language Acquisition for International Students (Non-certification Program)

This program does not lead to a teaching certificate in New York State and is not a TESOL program. It is specifically designed for international students who desire to improve their own language skills as they acquire a background in American education. The program involves placement in an elementary or middle school at least one day a week throughout the spring semester.

Core Requirements.. **22**

GRED 634 Philosophical Foundations of Curriculum and Instruction 3
GRED 660 Educational Research in Curriculum and Instruction.. 3
GRED 665 Language & Culture (ESL/EFL strategies) 3
GRED 558 Literacy I: Methods-Childhood 3
GRED 559 Literacy II: Methods-Childhood..................... 3
GRED 576 Practicum I (Immersion in English language usage).............1
GRED 586 Practicum II (Formal Observation & Participation) 3
GRED 699 Thesis Research. 3

Education Electives **12**

Four graduate education courses selected with prior advisor approval

Total required credit hours...........................34

Candidates may select the following additional optional courses (in addition to the 34 credits needed for graduation) to develop their written language skills further:
GRED 595c The Development of Writing 1
GRED 595c The Development of Writing II 1

Information and Communication Technology

Master of Science in Education (MSED)

SUNY Potsdam's Department of Information and Communication Technology offers five master's degree options:

- **Educational Technology Specialist (Pre–K to Grade 12)**
  This concentration leads to a New York State Educational Technology Specialist certificate (Pre K–12). This program also meets the professional standards established by The New York State Education Department (NYSED) and is nationally recognized by the Association for Educational Communications and Technology (AECT). Upon completion, candidates will have satisfied the academic requirements for Professional certification in their initial certification area as well as being eligible for recommendation for the Educational Technology Specialist certification. (Note: Although there are no examination requirements for program completion and graduation, candidates seeking certification as an Educational Technology Specialist will be required to pass all applicable New York State Teaching Examinations, including the Educational Technology Specialist CST, and satisfy all New York State Teaching regulations to be eligible for this certification.)

- **Human Performance Technology**
  This concentration is intended to prepare students for careers in human performance improvement, training and organizational development. This concentration does not lead to an Initial or Professional New York State teaching certificate.

- **Organizational Leadership**
  This concentration is intended for individuals seeking employment in leadership or management positions in organizations such as higher education, social service agencies and the military. This concentration does not lead to an Initial or Professional New York State teaching certificate.

- **Information Technology Specialist**
  This concentration is intended for individuals seeking employment in media and product development. Candidates can focus their program through our networking, web development, media production, or game development tracks. This concentration does not lead to an Initial or Professional New York State teaching certificate.

- **Technology Educator**
  This program is intended for candidates with existing New York State Teaching Certificates who wish to become better technology-using teachers. This program allows candidates to satisfy the academic requirements for Professional certification in their Initial certification area but does not lead to an additional area of certification.

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Requirements for Admission

1. Educational Technology Specialist: A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for full admission. Applicants with a minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study may be provisionally admitted. Applicants for the Educational Technology Specialist program must have completed an undergraduate degree from a college or university whose programs meet the New York State Education Department regulations and must hold a current New York State teaching certificate. Submission of a copy of the teaching certificate is required for admission. Applicants must also submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and potential for being a technology leader in a school system.

2. Technology Educator: A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for full admission. Applicants with a minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study may be provisionally admitted. Applicants for the Technology Educator program must have completed an undergraduate degree from a college or university whose programs meet the New York State Education Department regulations and must hold a current New York State teaching certificate. Submission of a copy of the teaching certificate is required for admission. Applicants must also submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and potential for being a technology leader in a school system.

3. Human Performance Technology: A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for full admission. Applicants must also submit at least two letters of recommendation that speak to the applicant's readiness for graduate work.

4. Organizational Leadership: A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for full admission. Applicants must submit also at least two letters of recommendation that speak to the applicant's leadership potential and readiness for graduate work.

5. Information Technology: A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study is required for full admission. Applicants must also submit at least two letters of recommendation that speak to the applicant's readiness for graduate work and preparedness for working with advanced technologies.

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

7. Candidates in the ICT programs will only be considered fully matriculated after all program planning forms and Designation of Advisor forms have been filed with the Office of Graduate Studies.

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

Additional Degree Information

Students in ICT programs will be working with computers and computer applications throughout their program of study. As such, it is required that all students own or have regular access to a personal computer that can be used outside of class. No preference is given to Windows or Macintosh operating systems.

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

Course Requirements

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

A. Educational Technology Specialist

The Educational Technology Specialist concentration is intended for students who hold a valid classroom teaching certificate and who wish to earn an additional certification as an Educational Technology Specialist. Completion of this program will also satisfy the academic requirements for Professional certification in the candidate's existing certification area(s).

Foundation Requirements 24

IT 614	Technology in Education 3
IT 635	Research & Theory on Communication and Performance Technology 3
IT 651	Systematic Design for Performance Improvement 3
IT 654	Program Evaluation 3
IT 656	Multimedia Production 3
IT 657	Practicum in Technology 3

One of the following courses selected with prior approval of the advisor:

IT 605	Network Architecture 3
IT 639	Network Management 3

One of the following courses selected with prior approval of the advisor:

IT 549	Web Page Development..................................... 3
IT 649	Advanced Web Page Development................... 3

Controlled Options/Electives 12

One course from each of the following four sets with prior approval of advisor:

I. Philosophical/Cultural Foundations

IT 615	Critical Issues with Technology Utilization 3
IT 625	History and Philosophy of Technology Utilization 3

II. Literacy Component

IT 544	Desktop Publishing 3
IT 545	Preparation and Delivery Professional Presentations.. 3
IT 546	Preparing Performance Support Materials........ 3
IT 644	Advanced Desktop Publishing 3
GRDG 625	Using Technology to Teach Literacy................. 3

III. Programming and Authoring

IT 619	Principles of Computer Programming 3
IT 621	Authoring and Scripting for Multimedia.......... 3
IT 622	Computer Programming for Performance Support 3
IT 623	Programming and Authoring for the Internet .. 3
IT 624	Visual Basic Programming 3

IV. Technology Utilization

IT 529	Computer Applications/Performance Improvement... 3
IT 650	Seminar in Performance and Communication Technology 3
IT 652	Computer Graphics 3
IT 655	Video Design and Production.......................... 3
IT 666	Simulations and Games 3
IT 668	Distance Education.. 3
GRED 534	Teaching Mathematics in a Technological World 3
SPED 612	Technology in Special Education 3
OR	other technology courses with prior advisor approval

Culminating Experience...3

IT 659	Technology Product Development................... 3
	Total required credit hours..........................39

B. Human Performance Technology

The Human Performance Technology ICT concentration is intended for individuals seeking employment in education and training for the health services, social service agencies, post-secondary education and military service. This degree will not lead to a New York State teaching certificate.

Performance Technology Required Courses 15

IT 635	Research & Theory on Communication and Performance Technology 3
IT 648	Principles of Performance Technology.............. 3
IT 651	Systematic Design for Performance Improvement 3
IT 654	Program Evaluation 3

One of the following courses selected with prior approval of the advisor:

IT 615	Critical Issues with Technology Utilization	3
IT 625	History and Philosophy of Technology Utilization	3

Controlled Options/Electives **18**

At least six courses which focus on management, training or hardware utilization selected with prior approval of the advisor:

IT 502	Organizational Development	3
IT 503	Team Building	3
IT 504	Public Relations	3
IT 505	Organizational Communications	3
IT 506	Small Group Communications	3
IT 507	Information Management	3
IT 508	Cost Analysis	3
IT 515	Managing Innovation	3
IT 520	Knowledge Management	3
IT 529	Computer Applications/Performance Improvement	3
IT 544	Desktop Publishing	3
IT 545	Prepararing and Delivering Professional Presentations	3
IT 546	Preparing Performance Support Materials	3
IT 549	Web Page Development	3
IT 601	Staff Development	3
IT 602	Human Resources	3
IT 603	Policies, Issues and Ethics for Professional Practice	3
IT 604	Principles of Design for Information Technology	3
IT 605	Network Architecture	3
IT 606	Project Management	3
IT 607	Principles of Leadership	3
IT 608	Organizational Theory	3
IT 609	Conflict Resolution	3
IT 610	Change Processes	3
IT 611	Data Management	3
IT 614	Technology in Education	3
IT 619	Principles of Computer Programming	3
IT 621	Authoring and Scripting for Multimedia	3
IT 622	Computer Programming for Performance Support	3
IT 623	Programming and Authoring for the Internet	3
IT 624	Visual Basic Programming	3
IT 637	Computer Training	3
IT 639	Network Management	3
IT 644	Advanced Desktop Publishing	3
IT 649	Advanced Web Page Development	3
IT 650	Seminar in Performance and Communication Technology	3
IT 652	Computer Graphics	3
IT 653	Instructional Planning and Development Process	3
IT 655	Video Design and Production	3
IT 656	Multimedia Production	3
IT 661	Advanced Systematic Design	3
IT 666	Simulations and Games	3
IT 667	Internship	3

IT 668	Distance Education	3
IT 669	Project Development	3
OR	other management, training, or hardware utilization course, with prior advisor approval	

Culminating Experience **3**

IT 658	Needs Assessment	3
	Total required credit hours	***36***

C. Organizational Leadership

The Organizational Leadership concentration is intended for individuals seeking employment in a leadership position in management, training, health services, social service agencies, post-secondary education and military service. This degree will not lead to a New York State teaching certificate.

Foundation Requirements **12**

IT 502	Organizational Development	3
IT 648	Principles of Performance Technology	3
IT 654	Program Evaluation	3
IT 607	Principles of Leadership	3

Controlled Options/Electives **21**

I. At least four courses focusing on Management, selected from the following list, with prior approval of the advisor:

IT 503	Team Building	3
IT 504	Public Relations	3
IT 505	Organizational Communications	3
IT 506	Small Group Communication	3
IT 507	Information Management	3
IT 508	Cost Analysis	3
IT 515	Managing Innovation	3
IT 520	Knowledge Management	3
IT 601	Staff Development	3
IT 602	Human Resources	3
IT 603	Policies/Issues Ethics in Professional Practice	3
IT 604	Principles of Design for Information Technology	3
IT 606	Project Management	3
IT 608	Organizational Theory	3
IT 609	Conflict Resolution	3
IT 610	Change Processes	3
IT 611	Data Management	3
IT 653	Instructional Planning and Development Process	3
IT 667	Internship	3

II. At least two courses which focus on Performance or Technology Utilization, selected from the following list with prior approval of the advisor:

IT 529	Computer Applications/Performance Improvement	3
IT 544	Desktop Publishing	3
IT 545	Preparation and Delivery Professional Presentations	3
IT 546	Preparing Performance Support Materials	3
IT 549	Web Page Development	3
IT 605	Network Architecture	3
IT 614	Technology in Education	3
IT 619	Principles of Computer Programming	3

IT 621	Authoring and Scripting for Multimedia	3
IT 622	Computer Programming for Performance Support	3
IT 623	Programming and Authoring for the Internet	3
IT 624	Visual Basic Programming	3
IT 637	Computer Training	3
IT 639	Network Management	3
IT 644	Advanced Desktop Publishing	3
IT 649	Advanced Web Page Development	3
IT 650	Seminar in Performance & Communication Technology	3
IT 651	Systematic Design for Performance Improvement	3
IT 652	Computer Graphics	3
IT 655	Video Design and Production	3
IT 656	Multimedia Production	3
IT 661	Advanced Systematic Design	3
IT 666	Simulations and Games	3
IT 668	Distance Education	3

III. One additional elective, selected with prior advisor approval ... 3

Culminating Experience ... **3**

| IT 658 | Needs Assessment | 3 |

Total required credit hours ... 36 credits

D. Information Technology Production

The Information Technology Production concentration is intended for individuals seeking employment in a leadership position in multimedia product development, technology project management and web site development. This degree will not lead to a New York State teaching certificate.

Foundation Requirements ... **15**

IT 622	Computer Programming for Performance Support	3
IT 649	Advanced Web Page Development	3
IT 654	Program Evaluation	3
IT 656	Multimedia Production	3

One of the following courses selected with prior approval of the advisor:

| IT 605 | Network Architecture | 3 |
| IT 639 | Network Management | 3 |

Controlled Options/Electives ... **18**

With prior approval of advisor, take at least one of the following:

I. Programming and Authoring

IT 619	Principles of Computer Programming	3
IT 621	Authoring and Scripting for Multimedia	3
IT 623	Programming and Authoring for the Internet	3
IT 624	Visual Basic Programming	3

With prior approval of advisor, take at least four of the following:

II. Technology Utilization

IT 529	Computer Applications/Performance Improvement	3
IT 544	Desktop Publishing	3
IT 545	Preparation and Delivery Professional Presentations	3
IT 546	Preparing Performance Support Materials	3

IT 549	Web Page Development	3
IT 611	Data Management	3
IT 614	Technology in Education	3
IT 637	Computer Training	3
IT 644	Advanced Desktop Publishing	3
IT 650	Seminar in Performance and Communication Technology	3
IT 652	Computer Graphics	3
IT 655	Video Design and Production	3
IT 666	Simulations and Games	3
IT 667	Internship	3
IT 668	Distance Education	3
	Other courses with prior advisor approval	

III. Elective ... **3**
Selected with prior advisor approval

Culminating Experience ... **3**

| IT 669 | Project Development | 3 |

Total required credit hours ... 36

E. Technology Educator

The Technology Educator program is intended for students with certification in Early Childhood or Childhood Education, Secondary Education in Mathematics and Secondary Education in English who wish to become better technology-using teachers. This program does not lead to an additional certification, but does satisfy the academic requirements for Professional certification in the candidate's existing certification area.

Foundation Requirements ... **9**

IT 635	Research & Theory on Communication and Performance	3
IT 651	Systematic Design of Instruction	3
IT 654	Program Evaluation	3

Controlled Options/Electives ... **12**

One of the following courses selected with prior approval of the advisor:

| IT 615 | Critical Issues with Technology Utilization | 3 |
| IT 625 | History & Philosophy of Technology Utilization | 3 |

Technology Options ... **9**

Three of the following courses with advisement:

IT 529	Computer Applications/Performance Improvement	3
IT 544	Desktop Publishing	3
IT 545	Preparing and Delivering Professional Presentations	3
IT 546	Preparing Performance Support Materials	3
IT 549	Web Page Development	3
IT 605	Network Architecture	3
IT 614	Technology in Education	3
IT 619	Principles of Computer Programming	3
IT 621	Authoring and Scripting for Multimedia	3
IT 622	Computer Programming for Performance Support	3
IT 623	Programming and Authoring for the Internet	3
IT 624	Visual Basic Programming	3
IT 639	Network Management	3

IT 644   Advanced Desktop Publishing 3
IT 649   Advanced Web Page Development................... 3
IT 650   Seminar in Performance and Communication
            Technology 3
IT 652   Computer Graphics 3
IT 655   Video Design and Production........................... 3
IT 666   Simulations and Games 3
IT 668   Distance Education.. 3
OR   other technology course with prior approval of
            advisor

Content and/or Content Linking Courses...........................12
Content or content linking courses are selected in consultation with the advisor 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 (see list of available content-linking courses below).

GRED 504   Using Spreadsheets in Teaching School
            Mathematics 3
GRED 505   Topics in Mathematics for Elementary Teachers3
GRED 517   Integrating the Arts in the Elementary
            Classroom.. 3
GRED 531   Creative Problem Solving – Mathematics......... 3
GRED 548   Literacy and Literature for Young Children...... 3
GRED 549   Adolescent Literature and the Teaching of
            Reading/Literacy.. 3
GRED 615   Literacy: Family/School/Community
            Collaboration 3
GRED 620   Literacy and Linguistically Diverse Learners..... 3
Culminating Experience...**3**
IT 659   Technology Project Development 3
            Total required credit hours.........................*36*

Literacy

Master of Science in Education (MSED)

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

• MSED Literacy Specialist

• MSED Literacy Educator

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

Candidates in our Literacy Specialist program can obtain initial certification in one of the following levels as well as satisfying the academic requirements for professional certification in their current certification area:

• MSED Literacy Specialist Early Childhood and Childhood (Birth–Grade 6)

• MSED Literacy Specialist Middle Childhood and Adolescence (Grades 5–12)

The Literacy Educator program does not lead to an additional certification. This program addresses the interests of candidates who seek greater understandings 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 current certification area.

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

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

2. A minimum grade point average of 2.75 (A = 4.0) in the most recent 60 credit hours of undergraduate study.

3. Candidates will submit three letters of recommendation including at least one focusing on teaching performance, using forms available from The Office of Graduate Studies web page at **www.potsdam.edu/educ/gradstudies.**

4. 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 (available from the Office of Graduate Studies).

5. At minimum, 6 credit hours of undergraduate study in literacy education that focuses on teaching methods.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

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

These programs have been designed so that full-time candidates who begin their study on campus in the Fall semester may complete their study in one calendar year. Part-time students

and those intending to complete the program in Watertown should consult with their advisors about the time needed to complete their degrees.

For candidates in the Literacy Specialist programs, a practicum must be completed in the last semester of study. GRDG 600, GRDG 605 and GRDG 655/656 are prerequisites for the practicum. 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.

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 hour internship (GRDG 699). For candidates in the Literacy Educator program, the Culminating Experience requirement is fulfilled by completing GRDG 681, Literacy Educator Portfolio.

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

Course Requirements: Literacy Specialist

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 hours are divided as follows:

Core Requirements...21
GRDG 600   Foundations of Literacy 3
GRDG 605   Literacy Assessment and Evaluation 3
GRDG 610   Seminar: Literacy Research 3
GRDG 615   Literacy: Family/School/Community
      Collaboration 3
GRDG 620   Literacy & Linguistically Diverse Learners 3
GRDG 640   Literature-Based Literacy Instruction 3
IT xxx   An advisor-approved technology course 3

Early Childhood and Childhood Literacy —
Birth-Grade 6..15
GRDG 655*   Literacy Intervention Strategies B-6 3
      *Prerequisites: GRDG 600 and GRDG 605
GRDG 660   Teaching Writing B-6 3
GRDG 665   Emergent Literacy... 3

Clinical Experience
(taken in final semester; prerequisite: GRDG 655) 6
GRDG 690   Literacy Practicum B-2
AND
GRDG 691   Literacy Practicum 3-6
OR
GRDG 699   Literacy Internship
      (permission of instructor required)

Middle and Adolescent Literacy — Grades 5-12.................15
GRDG 656**Literacy Intervention Strategies 5-12................ 3
      **Prerequisites: GRDG 600 and GRDG 605
GRDG 661   Teaching Writing Grades 5-12 3
GRDG 670   Teaching Reading and Study Skills in the
      Content Area 3
Clinical Experience
(taken in final semester; prerequsite: GRDG 656) 6
GRDG 696   Literacy Practicum 5-8
AND
GRDG 697   Literacy Practicum 9-12
OR
GRDG 699   Literacy Internship
      (permission of instructor required)
   Total required credit hours.........................36

Course Requirements: Literacy Educator

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 hours are divided as follows:

Core Requirements..12
GRDG 600   Foundations of Literacy 3
GRDG 605   Literacy Assessment and Evaluation 3
GRDG 681   Literacy Educator Portfolio
      (taken in final semester) 3

One of the following (chosen under advisement)
GRDG 655*   Literacy Intervention Strategies B-6 3
GRDG 656*   Literacy Intervention Strategies 5-12................ 3
      *Prerequisites: GRDG 600 and GRDG 605

Controlled Options (chosen under advisement) 9
GRDG 660   Teaching Writing B-6 3
GRDG 661   Teaching Writing Grades 5-12 3
GRDG 665   Emergent Literacy... 3
GRDG 670   Teaching Reading and Study Skills in the
      Content Area 3
IT xxx   An advisor-approved technology course 3
Content Linking Courses (chosen under advisement).........12
   Total required credit hours.........................33

Adolescence English Education

Master of Science in Education (MSED)

The Master of Science in Education Adolescence Education: English program has been designed to meet the New York State Education Department's regulations on Teacher Education, the National Council for the Accreditation of Teacher Education (NCATE) standards, and the National Council of Teachers of English (NCTE) standards, and in response to Advisory Board recommendations and alumni feedback. This program satisfies the academic requirements for Professional certification in Adolescence English Education (7-12).

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. Submission of a copy of a current teaching certificate in 7–12 English.

2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

3. Three letters of recommendation, including at least two from previous professors, focusing on academic ability.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

All degree candidates are required to successfully complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences. GRED 670 fulfills that requirement for the MSED Adolescence Education: English program.

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

Course Requirements

A minimum of 33 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education, Adolescence Education: English. The 33 credit hours are divided as follows:

Required Courses **12**
GRED 600   Philosophical Foundations of Education 3
GRED 618   Curriculum and Evaluation in Secondary
                     Schools 3
GRED 623   Reflection and Inquiry in Teaching Secondary
                     English Language Arts 3
GRED 660   Educational Research 3

One of the following Content/Pedagogy Courses **3**
GRED 549   Adolescent Literature and the Teaching of
                     Reading/Literacy 3
GRDG 620   Literacy and Linguistically Diverse Learners..... 3

Graduate English Electives 9
(English and Communication Department)
Three graduate courses chosen from offerings in the English and Communication Department in the School of Arts and Sciences. These three courses must be selected with prior approval of the advisor, and an earned grade of at least 3.0 is required. See the School of Arts and Sciences for available courses and course descriptions.

Electives 6
Two additional graduate courses (6 credits) selected from offerings in Secondary English Education, Technology, Literacy, Special Education, or from the School of Arts and Sciences, with prior approval by the advisor.

Culminating Experience 3
GRED 670   Culminating Experience 3
                     Total required credit hours........................ 33

Adolescence Mathematics Education

Master of Science in Education (MSED)

The Master of Science in Education, Adolescence Mathematics Education program has been designed to meet the certification regulations of The New York State Education Department, the National Council for the Accreditation of Teacher Education (NCATE) standards, and the National Council of Teachers of Mathematics (NCTM) standards, along with Advisory Board recommendations and alumni feedback. The program satisfies the academic requirements for Professional certification in Adolescence Mathematics Education 7–12.

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. Submission of a copy of a current teaching certificate in 7–12 mathematics.

2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

3. Three letters of recommendation, including at least two from previous professors which focus on academic ability.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

All degree candidates are required to create a comprehensive portfolio (GRED 670), modeled after the National Board for Professional Teaching Standards Certification process. The

purpose of this culminating experience is to give students an opportunity to document and synthesize their professional development, as well as to lay the foundation for future development.

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

Course Requirements

A minimum of 33 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education, Adolescence Education: Mathematics degree. The 33 credit hours are to be divided as follows:

Required Courses **12**
GRED 600   Philosophical Foundations of Education 3
GRED 618   Curriculum and Evaluation in Secondary Schools 3
GRED 660   Educational Research 3
GRED 667   Topics and Research in Mathematics Education 3

Mathematics Concentration **12**
Candidates will select a total of four courses from the following math content/ pedagogy courses listed in (A) and (B), with at least one course selected from each group.

A. At least one of the following:
GRED 504   Using Spreadsheets in Teaching School Mathematics 3
GRED 531   Creative Problem Solving – Mathematics 3
GRED 534   Teaching Mathematics in a Technological World 3
GRED 535   School Mathematics from an Advanced Standpoint 3
GRED 538   Mathematical Modeling in School Mathematics 3
GRED 539   Explorations in Discrete Mathematics for Teachers 3
GRED 608   Advanced Secondary Mathematics Education 3
OR   other graduate mathematics education courses selected with prior advisor approval

B. At least one of the following:
MATH 522   Number Theory 3
MATH 524   Modern Algebra II 3
MATH 526   Linear Algebra II 3
MATH 553   Concepts of Geometry 3
MATH 567   Introduction to Complex Variables with applications 3
MATH 541   Introduction to Topology
OR
MATH 661   Topology I 3
                other graduate mathematics courses selected with prior advisor approval

For mathematics course descriptions, refer to course descriptions offered by the School of Arts and Sciences.

Electives **6**
Two graduate courses in education, mathematics, technology, literacy or special education, selected with prior advisor approval.

Culminating Experience **3**
GRED 670   Culminating Experience 3

Total required credit hours 33

Adolescence Social Studies Education

Master of Science in Education (MSED)

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. Submission of a copy of a current teaching certificate in 7–12 Social Studies.

2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

3. Three letters of recommendation, including at least two from previous professors, focusing on academic ability.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

All degree candidates are required to successfully complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences. GRED 670 fulfills that requirement for the MSED Adolescence Education: English program.

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

Course Requirements

A minimum of 33 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Education, Adolescence Education: Social Studies. The 33 credit hours are divided as follows:

Required Courses **12**
GRED 600   Philosophical Foundations of Education 3
GRED 618   Curriculum and Evaluation in Secondary
            Schools 3
GRED 660   Educational Research 3
GRED 682   Research in Social Studies Education 3

Social Studies Content/Pedagogy **12**

The following two courses must be completed:
GRED 690   Special Social Studies Education Content
            Topic 3
HIST 640   Readings in American History 3

Plus two of the following (6 credits) with advisor approval:
GRED 516   Multicultural Education 3
GRED 552   Teaching Vietnam: Cultural/Historical Travel
            Program 3
GRED 574   The Navajo Cultural Exchange Program 3
GRED 595   Perspectives in Schooling, Culture & Ethnicity:
            A Caribbean Experience 3
GRED 595   Caribbean Studies: Rhythm, Rhyme,
            Reason & Resistance 3
EMRE 595   Contemporary Issues in Employment
            Relations 3
HIST 641   Readings in European History 3
SOCI 570   Readings in the Sociology of Education 3
OR   other social studies content or content/pedagogy
            courses selected with prior advisor approval

Electives **6**
Six credits of additional graduate education or liberal studies courses selected with prior approval by the advisor.

Culminating Experience **3**
GRED 670   Culminating Experience 3
            Total required credit hours......................... ***33***

Special Education

Master of Science in Education (MSED)

SUNY Potsdam offers four graduate programs to prepare teachers to work with students in special education. The programs have been designed to meet regulations of the New York State Education Department, the National Council for Accreditation of Teacher Education (NCATE) standards, and to respond to Advisory Board recommendations and alumni feedback. The special education program at SUNY Potsdam has been recognized by The Council for Exceptional Children. Candidates in the MSED Special Education programs will complete the academic requirements for professional certification in their current certification area along with receiving initial certification in one of the following levels:
- Early Childhood Special Education (birth–grade 2)
- Childhood Special Education (grades 1–6)

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements and Information

1. Submission of a copy of a current teaching certificate in early childhood, childhood, middle childhood, or adolescence education (or their equivalents) is required for admission.

2. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 semester hours of undergraduate study.

3. The Letter of Intent must clearly answer the following questions:
    a. Why do you wish to develop your knowledge and skills in the field of special education?
    b. What personal attributes do you possess that will help you meet the challenges of this graduate program?

4. Three satisfactory letters of recommendation (including at least one recommendation focusing on teaching performance) from persons who can provide information about the academic potential of the applicant (e.g. former or current professors, school administrators); recommendations should be submitted using forms available from the Office of Graduate Studies or on the Special Education page on the SUNY Potsdam website.

5. Prerequisites:
    a. general education reading methods (6 credit hours)
    b. an introductory course in exceptionality/special education (3 credit hours)
    c. evidence of a minimum of 50 hours of field experience
    d. at least 20 days of student teaching

6. In accordance with New York State certification regulations, applicants for certification in special education must have preparation in general education at the level they are seeking in special education. For example, an applicant holding an Elementary Education certificate valid for Grades PK–6 is eligible to complete Special Education programs at the Early Childhood (Birth–Grade 2) or Childhood (Grades 1–6) or Middle Childhood (Grades 5–9, generalist) levels.

7. Candidates with other certifications (e.g., music, art, physical education, speech), should consult the Chair of the Special Education Department.

Additional Degree Information

The MSED programs in Special Education begin in the Fall semester.

The MSED programs provide the academic preparation required for initial 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 any additional requirements should be addressed to the Office of Teacher Certification and Field Experiences, 111 Satterlee Hall.

Candidates are strongly encouraged to review the section on Policies and Procedures focusing on the specific information related to education programs.

Candidates may not elect S/U grading options for any required courses in their program.

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

Course Requirements

A minimum of 36–39 credit hours with an overall grade point average of 3.0 or higher is required for the granting of any of the Master of Science in Education, Special Education degrees. The 36–39 credit hours are to be divided as follows:

Required Courses 27–30
(Courses offered: Su = Summer, F = Fall, Sp = Spring)
SPED 601   Characteristics of Learners with Mild/Moderate Disabilities (F) 6
SPED 607   Educational Research: Critical Issues in Special Education (Sp) 3
SPED 609   Field Experience I (F) 1
SPED 612   Technology in Special Education (F, Sp) 3
SPED 637   Diagnosis and Assessment of Educational Disabilities (F, Sp)... 3
SPED 640   Behavior Management for the Special Educator (F) 3
SPED 649   Field Experience II (Sp) 1
SPED 650   Collaborative Consultation with Professionals and Parents (Su, F) 3
SPED 669   Practicum (Su, F, Sp) 3–6
SPED 670   Culminating Experience (Su, F, Sp) 1

Program-Specific Course Requirements selected from A, B, C or D:

A. Early Childhood Special Education (Birth–Grade 2) **9**
SPED 648   Strategies for Early Childhood Special Education (Sp).. 3
Elective   Course selected with advisor approval 3
And one of the following:
SPED 642   Communication/Early Literacy in Young Children with Disabilities (Sp) 3
GRDG 638   Teaching Reading for Students with Special Needs (Su, F, Sp) 3

B. Childhood Special Education (Grades 1–6) **9**
SPED 646   Strategies for Teaching Elementary Students with Disabilities (Sp) 3
Elective   Course selected with prior advisor approval 3
GRDG 638   Teaching Reading for Students with Special Needs (Su, Sp) 3

C. Middle Childhood Special Education (Grades 5–9, generalist) **9**
SPED 646   Strategies for Teaching Elementary Students with Disabilities (Sp) 3
SPED 647   Strategies for Teaching Secondary Students with Disabilities (Sp) 3
GRDG 638   Teaching Reading for Students with Special Needs (Su, Sp) 3

D. Adolescence Special Education (Grades 7–12, subject area) **9**
GRDG 638   Teaching Reading for Students with Special Needs (Su, Sp) 3
SPED 647   Strategies for Teaching Secondary Students with Disabilities (Sp) 3
Elective   Course selected with advisor approval 3
           Total required credit hours*....................*36–39

Full-time Sample Schedule of the MSED Special Education Program

Fall I	*Spring I*	*Summer I or Fall II*
SPED 601	SPED 607	SPED 650
SPED 609	SPED 612	SPED 669
SPED 637	SPED 649	SPED 670
SPED 640	2 Program Courses	1 Program Course or Elective

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

Part-time Sample Schedule of the MSED Special Education Program

Fall I	*Spring I*	*Summer I*
SPED 601	SPED 607	Elective
SPED 609	SPED 637	SPED 669

Fall II	*Spring II*	*Summer II or Fall III*
SPED 612	SPED 649	SPED 650
SPED 640	2 Program Courses	SPED 669
		SPED 670

Completion of More Than One Certification Program

Most students will complete one of the above degree programs at the level of their original general education certificate; however, because of the design of the special education degree programs, it is possible to complete more than one certification program with the addition of one or more courses. Students interested in this option should consult their advisor at the beginning of their program of studies to assure that both programs can be completed.

For candidates pursuing Early Childhood Special Education:

To add Childhood certification; complete SPED 646.

For candidates pursuing Childhood Special Education:

To add Early Childhood certification; complete SPED 648.

To add Middle Childhood certification; complete SPED 647.

For candidates pursuing Middle Childhood Special Education:

To add Childhood certification; there are no additional requirements; SPED 647 replaces the elective.

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

For candidates who are pursuing Adolescence Special Education:

To add Middle Childhood certification; complete SPED 646.

Childhood Education

Master of Science in Teaching (MST)

The Master of Science in Teaching Childhood Education program has been designed to meet certification regulations of The New York State Education Department as well as the standards of the National Council for the Accreditation of Teacher Education (NCATE). This program is nationally recognized by the Association for Childhood Education International (ACEI). The program leads to Initial Childhood (grades 1–6) certification.

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification in Childhood Education (grades 1–6). Candidates will undergo a transcript review in order to determine the completion of prerequisites.

2. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study

3. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators), using the form available from the Office of Graduate Studies or from the SUNY Potsdam website **www.potsdam.edu/educ/gradstudies**.

4. Candidates may complete prerequisite courses prior to entering the program or simultaneously with provisional admission. Candidates must earn a grade of 2.0 (C) or better to satisfy a prerequisite requirement. All program prerequisites must be fully completed prior to the student teaching semester. Candidates are strongly encouraged to contact the Office of Graduate Studies for details related to their prerequisite requirements.

Childhood Education program prerequisites:

*   Artistic Expression (a minimum of 3 credit hours to include two of the following areas: music, visual art, dance and drama)
*   Communications (6 credit hours)
*   Concepts in History (3 credit hours)
*   Humanities (3 credit hours in Children's Literature)
*   Language other than English (6 credit hours)
*   Mathematical Processes (6 credit hours)
*   Pedagogy (3 credit hours in human or child development)
*   Science Process (6 credit hours from two areas, one with a lab)
*   Social Studies (6 credit hours from two areas)
*   Technology (3 credit hours)

5. Candidates may begin enrollment in the fall, spring or summer terms. Canadian students who seek to enter the part-time Ogdensburg program may begin enrollment only in the fall term.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

Candidates may complete most, but not all, of their degree requirements in the Watertown area.

All degree candidates are required to successfully complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences. GRED 669 Professional Development Performance Portfolio completed during the Student Teaching semester satisfies this requirement.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to be eligible for certification. This will include enrollment in HLTH 230 School Health (CA, SAVE) (2 credits) and successful passing of all applicable New York State Teacher Certification Exams: Liberal Arts and Sciences Test (LAST), Assessment of Teacher Skills–Written (ATS–W), and the Content Specialty Test (CST).

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

Course Requirements

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

Required Courses 27
GRED 530 Classroom Management and Discipline 3
GRED 558 Literacy I: Methods (Childhood) 3
GRED 559 Literacy II: Methods (Childhood) 3
GRED 565 Elementary Mathematics: Content and
          Methods 3
GRED 566 Elementary Science: Content and Methods 3
GRED 567 Elementary Social Studies: Content and
          Methods 3
GRED 607 Foundations of Education (B–6) 3
GRED 664 Practicum in Childhood Education 3
SPED 505 Introduction to Special Education
OR   another advisor approved Special Education
          course 3

Education Elective 3
One graduate education course selected with prior advisor
approval

Certification Requirement 2
HLTH 230 School Health (CA, SAVE) 2

Student Teaching and Culminating Experience 17
GRED 613 Teaching Internship, Grades 1-3 6
GRED 669 Professional Development Performance
          Portfolio 3
GRED 676 Student Teaching Seminar: Policies and Practice
          in American Education 2
GRED 696 Teaching Internship, Grades 4-6 6
          Total credit hours ***49***

Full-time Sample Schedule for MST Childhood Education

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

Candidates considering part-time study should contact the advisor. Students may elect to complete the HLTH 230 requirement in either the first or second academic term.

Adolescence Education, English

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification for teaching English in Adolescence Education (grades 7–12).

2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in English (a minimum of 36 credits, excluding freshman composition), as well as six credits of a foreign language, is required for admission. A review of the candidate's transcript will determine the need for completion of prerequisite courses.

3. A minimum grade point average of 3.0 (A=4.0) in the most recent 60 credits hours of undergraduate study.

4. A minimum undergraduate grade point average of 3.0 in the English major.

5. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators, etc.).

6. Candidates are strongly advised to consult with the department chair concerning their degree completion plans and the appropriate semester to begin their study.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs. All degree candidates are required to successfully complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences. In this program GRED 671 Developing a Professional Portfolio, will fulfill the Culminating Experience requirement.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn initial certification. This will include completion of HLTH 230 School Health (CA, SAVE) (2 credits) and achieving passing scores on the following New York State Teacher Certification Exams: Liberal Arts and Sciences Test (LAST), Assessment of Teacher Skills–Written (ATS–W), and the Content Specialty Test: English (CST).

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

Course Requirements

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

Required Courses 30
GRED 549   Adolescence Literature and Teaching of
Reading/Literacy 3
GRED 550   Introduction to Teaching English Language
Arts Grades 7–12 3
GRED 582   Teaching Writing/Language/Communication
Grades 7–12 3
GRED 584   Teaching Literature and Literacy
Grades 7–12 3
GRED 592   Practicum: Teaching English Language Arts in
Secondary Schools 3
GRED 594   English/Language Arts Practicum Seminar 3
GRED 600   Philosophical Foundations of Education 3
GRED 671   Developing a Professional Portfolio:
Culminating Experience 3
GRED 677* Development and Learning in Adolescence 3
SPED 505   Introduction to Special Education 3

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

Education Elective 3
One graduate education course selected with prior advisor approval

Student Teaching 14
GRED 676   Student Teaching Seminar: Policies and
Practice in American Education 2
GRED 692   Student Teaching in the Jr. High
School (7–9) 6
GRED 697   Student Teaching in the Senior High School
(10–12) 6
            Total credit hours.......................................47

Additional Certification Requirement 2
HLTH 230 School Health (CA, SAVE) 2

Adolescence Education, Mathematics

Master of Science in Teaching (MST)

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification for teaching Mathematics in Adolescence Education (grades 7–12) with an extension for Middle Childhood Mathematics Education (grades 5–6). Candidates will undergo a transcript review in order to determine the completion of prerequisites.

2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in mathematics, as well as six hours of a foreign language, is required for admission.

3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

4. A minimum undergraduate grade point average of 2.75 in the mathematics major.

5. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators, etc.).

6. Candidates are required to begin enrollment during the summer term only.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

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

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn certification. This will include enrollment in HLTH 230 School Health (CA, SAVE) (2 credits) and successful passing of all applicable New York State Teacher Certification Exams: Liberal Arts and Sciences Test (LAST), Assessment of Teacher Skills–Written (ATS–W), and the Content Specialty Test (CST).

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

Course Requirements

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

Required Courses **28**
GRED 556   Reading and Literacy in the Middle and
       Secondary School I 3
GRED 557   Reading and Literacy in the Middle and
       Secondary School II 3
GRED 568   Teaching Mathematics in the Middle School ... 3
GRED 569   Teaching Mathematics in the Secondary
       School 3
GRED 578   Practicum in Middle School Mathematics 2
GRED 579   Practicum in Secondary School Mathematics... 2
GRED 600   Philosophical Foundations of Education.......... 3
GRED 667   Topics and Research in Mathematics
       Education 3
GRED 677*   Development and Learning in Adolescence...... 3
SPED 505   Introduction to Special Education 3

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

Technology Elective **3**
GRED 534   Teaching Math in a Technological World
OR   another technology course selected with prior
       advisor approval... 3
Education Elective **3**
One graduate education course selected with prior advisor approval
Certification Requirement **2**
HLTH 230   School Health (CA, SAVE) 2
Student Teaching **14**
GRED 676   Student Teaching Seminar: Policies and Practice
       in American Education 2

GRED 694   Student Teaching in the Middle/Jr. High
       School (7–9) 6
GRED 697   Student Teaching in the Senior High School
       (10–12) 6
       Total credit hours 50

Full-time Sample Schedule for MST Adolescence, Mathematics

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

*These courses are prerequisites for courses taken in the fall and must be completed in the summer.

** Optional if taken previously.

Candidates considering part-time study should contact the advisor.

Adolescence Education, Science

Master of Science in Teaching (MST)

The Adolescence Education Program for teaching science has recently been recertified to meet changes based on The New York State Education Department's new regulations on Teacher Education, the National Council of Accreditation for Teacher Education (NCATE) standards, National Science Teachers Association standards, along with Advisory Board recommendations and alumni feedback. The program leads to Initial Adolescence Education, Science: biology, chemistry, earth science or physics (grades 7–12) certification.

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification for teaching Science in Adolescence Education (grades 7–12). Candidates will undergo a transcript review in order to determine the completion of prerequisites.

2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in biology, chemistry, geology or physics, as well as six hours of a foreign language, is required for admission.

3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

4. A minimum undergraduate grade point average of 2.75 in the science major.

5. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators, etc.). At least one letter must be from a college instructor in the candidate's science major.

6. This program is a competitive program and allows 20 students to enroll annually. Candidates are encouraged to apply early. Notification of admission acceptances may not occur until April 1 and will continue until the program begins.

7. Candidates enter the program during the summer term only. Study begins with the required course GRED 672 Science Program, Curricula and Standards.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

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

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn certification. This will include enrollment in HLTH 230 School Health (CA, SAVE) (2 credits) and successful passing of all applicable New York State Teacher Certification Exams: Liberal Arts and Sciences Test (LAST), Assessment of Teacher Skills–Written (ATS–W), and the Content Specialty Test (CST).

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

Course Requirements

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

Required Courses 30
GRED 502   Issues in Science–Technology–Society.............. 3
GRED 556   Reading and Literacy in the Middle and Secondary School I 3
GRED 557   Reading and Literacy in the Middle and Secondary School II... 3
GRED 571   Science Education Instruction in Secondary Schools 3
GRED 603   Seminar: Teaching in the Secondary School 3

GRED 610   Advanced Secondary Science Education
OR   substitution of GRED 533 Outdoor Activities for Teaching Science with prior advisor approval 3
GRED 677* Development and Learning in Adolescence...... 3
GRED 672   Science, Curricula, Programs and Standards ... 3
GRED 673   Secondary Science Field Work 3
SPED 505   Introduction to Special Education 3

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

Education Elective..3
One of the following electives selected with prior advisor approval:
GRED 530   Classroom Management and Discipline........... 3
GRED 544   Co-operate to Educate 3
GRED 670   Culminating Experience 3
IT XXX   Technology course 3

Certification Requirement................................... 2
HLTH 230   School Health (CA, SAVE)............................. 2

Student Teaching **14**
GRED 676   Student Teaching Seminar: Policies/Practice in American Education 2
GRED 692   Supervised Clinical Experience/Student Teaching (7–9).. 6
GRED 697   Student Teaching in the Senior High School (10–12) 6

        Total credit hours.......................................49

Full-time Sample Schedule for MST Adolescence, Science

Summer I	Fall I Practicum	Spring I Student Teaching	Summer II
GRED 556	GRED 502	GRED 676	GRED 610
GRED 672	GRED 557	GRED 692	Elective
GRED 677	GRED 571	GRED 697	
SPED 505	GRED 603		
	GRED 673		

Candidates considering part-time study should contact the advisor.

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

Adolescence Education, Social Studies

Master of Science in Teaching (MST)

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

Requirements for Admission

General Graduate Admission Requirements (see page 9)
Additional Admission Requirements

1. This program is intended for candidates who do not hold a teaching certificate and seek to earn certification for teaching Social Studies in Adolescence Education (grades 7–12) with an extension for grades 5–6. Candidates will undergo a transcript review in order to determine the completion of prerequisites.

2. An undergraduate major comparable to a SUNY Potsdam undergraduate major in anthropology, economics, geography, history, politics or sociology, as well as six hours of a foreign language, is required for admission. *Candidates planning to teach in Ontario are advised that a major in history is required for certification in Ontario.*

3. A minimum grade point average of 2.75 (A=4.0) in the most recent 60 semester hours of undergraduate study.

4. A minimum undergraduate grade point average of 2.75 in the social science major.

5. Submission of three letters of recommendation from persons who can provide information about the academic and teaching potential of the applicant (e.g., former or current professors, school administrators, etc.).

6. Adolescence Education, Social Studies program prerequisites:
   - Introduction to Cultural Anthropology
   - A course in geographic literacy
   - An introductory-level history or historical research course
   - Psychology of Middle Childhood and Adolescence
   - Introduction to Sociology
   - Introduction to Microeconomics or Macroeconomics
   - Introduction to Politics
   - A course in world cultures or world history with emphasis on global cultures
   - U.S. Politics and/or American Government
   - A U.S. history course (in addition to the introductory history course stated above)
   - An upper level U.S. or World geography/history course
   - History of New York State

7. Candidates begin enrollment during the summer term only.

Additional Degree Information

Candidates are strongly encouraged to review the section on *Policies and Procedures* focusing on the specific information related to education programs.

All degree candidates are required to successfully complete a Culminating Experience in the School of Education and Professional Studies designed to synthesize their academic experiences. The Culminating Experience is equivalent to 0 or 3 credits of work. GRED 670 Culminating Experience Project may be taken for three credits to allow the candidate to satisfy both the Culminating Experience requirement and one elective requirement simultaneously. A content portfolio is also required.

While not required for degree completion, candidates are required to complete all New York State teaching requirements to earn certification. This will include enrollment in HLTH 230 School Health (CA, SAVE) (2 credits) and successful passing of all applicable New York State Teacher Certification Exams: Liberal Arts and Sciences Test (LAST), Assessment of Teacher Skills–Written (ATS–W), and the Content Specialty Test (CST).

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

Course Requirements

A minimum of 47-50 credit hours with an overall grade point average of 3.0 or higher is required for the granting of the Master of Science in Teaching, Adolescence Education – Social Studies degree. Additionally, candidates will complete HLTH 230 (2 credits) to satisfy certification requirements for a total of 49-52 credit hours. The 49-52 credit hours are divided as follows:

Required Courses 30-33
GRED 556   Reading and Literacy in the Middle and
            Secondary School I 3
GRED 557   Reading and Literacy in the Middle and
            Secondary School II 3
GRED 600   Philosophical Foundations of Education 3
GRED 606   Advanced Secondary Social Studies
            Education 3
GRED 677*   Development and Learning in Adolescence 3

GRED 681   Social Studies Curriculum in Middle/
                  Secondary School.. 3
GRED 682   Research in Social Studies Education 3
GRED 688   Social Studies Instruction in Middle/
                  Secondary School 3
GRED 689   Practicum in Middle and Secondary School
                  Social Studies Instruction................................ 3
GRED 670   Culminating Experience 0-3
GRED 690   Special Social Studies Education Content
                  Topic 3
SPED 505   Introduction to Special Education 3

Technology Elective...3
IT XXX   Course selected with prior advisor approval 3

Certification Requirement.. 2
HLTH 230   School Health (CA, SAVE) 2

Student Teaching 14
GRED 676   Student Teaching Seminar: Policies/Practice
                  in American Education 2
GRED 694   Student Teaching in the Middle/Jr. High
                  School (7–9) 6
GRED 697   Student Teaching in the Senior High
                  School (10–12) 6
                  Total required credit hours.................... 49-52

Full-time Sample Schedule for MST Adolescence, Social Studies

		Fall I	*Spring I*	
Summer I	*Practicum*	*Student Teaching*	*Summer II*
GRED 556	GRED 557	GRED 676	GRED 606
GRED 600	GRED 682	GRED 694	GRED 677* or Elective
GRED 681	GRED 688	GRED 697	GRED 670
SPED 505	GRED 689		GRED 690
	IT Elective		

* GRED 677 is required if the candidate's undergraduate work does not include a course in developmental, adolescent or educational psychology.

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

School of Education and Professional Studies Course Descriptions

Notation: course order is provided alphabetically by course number GRDG (literacy), GRED (education), HLTH (community health), IT (information and communication technology), and SPED (special education). Where possible, the academic term the course is to be taught has been provided. For courses where no specific term of teaching is provided, students should contact the chair of the department, the Office of Graduate Studies or their advisor for information.

Literacy Courses (GRDG)

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

GRDG 600 Foundations of Literacy (3) This course surveys the history of literacy and theoretical foundations of literacy education. Students will examine the ideological underpinnings of varied approaches to teaching literacy including the teaching of reading, language arts, writing and media. Landmark research of literacy education will be studied in historical contexts and in conjunction with major theories of language development, cognition, and literacy acquisition. Offered summer, fall and spring.

GRDG 605 Literacy Assessment and Evaluation (3) This course includes in-depth study of individual and group techniques for literacy assessment and evaluation of children (B–12). Theoretical understanding and assessment of the literacy process will be developed through readings, class discussions, demonstrations and case studies. Students will gain experience in the administration and interpretation of a variety of formal and informal assessment tools, culminating in written literacy assessment reports. Offered summer, fall and spring.

GRDG 610 Seminar: Literacy Research (3) The purpose of this seminar is to acquaint students with research methods and current topics, studies and writings in the area of literacy. The objectives of this course include preparing students to be consumers of literacy research and enhance their ability to find information, studies, and data in a variety of research journals and texts both on-line and in hardcopy. Students will explore a wide range of current literacy topics and make reports, presentations and demonstrations throughout the course. Offered summer, fall and spring.

GRDG 615 Literacy: Family/School/Community Collaboration (3) In this course students examine the role that community and family literacy programs, and parent-school partnerships have played in the literacy development and education of children. Students will evaluate practices of these social institutions and their effectiveness in light of current research concerning literacy education and diverse families and communities. Students will discuss current practices and future trends of collaboration between diverse literacy models of development of schools, families, and communities to support children's literacy development. Offered summer and fall.

GRDG 620 Literacy and Linguistically Diverse Learners (3) This course explores the many challenges to literacy achievement that confront linguistically diverse learners (speakers of non-standard English varieties and English speakers of other languages). From a contemporary perspective, the course examines the characteristics of linguistically diverse learners in B–12 classrooms and focuses on instructional responses that foster literacy competencies and achievement in school. Offered fall and spring.

GRDG 625 Using Technology to Teach Literacy (3) This course involves a case-based approach to teaching literacy and the use of technology in literacy education. Authentic literacy situations are presented to the students for observation and analysis. Applications of software and the Internet are created by students for enhancing literacy instruction. Samples of classroom work and a variety of assessment records form an important part of this course in order to present a comprehensive picture of literacy development and needs among children with a range of abilities. Based on cumulative records, current assessment, classroom work and multi-media cases, students will gain insight into instructional decision-making with technology for the purpose of enhancing literacy abilities among children. Offered summer (even years) and fall (even years).

GRDG 638 Teaching Reading for Students with Special Needs (3) The purpose of this course is to prepare preservice and inservice special education teachers with theoretical frameworks and practical applications of assessment and intervention strategies in literacy (P-12). The course includes frameworks and philosophies of assessment and intervention strategies in early childhood through adolescent literacy. Students will explore assessment and intervention methods and activities that can be used to assist and enhance literacy abilities of students with varying abilities.

GRDG 640 Literature-based Literacy Instruction (3) Selected examples of children's and young adult literature are utilized in demonstrating methods of developing literacy using a literature based approach. Special emphasis is placed on the use of such materials for enriching classroom literacy programs, individualizing student literacy development, and designing literacy intervention programs. This course involves extensive reading of literature, developing of strategies for teaching reading, writing, speaking, and listening through the use of literature, and focusing curricula development to represent the multiple levels, broad interests, cultural and linguistic backgrounds of all learners. MSED Literacy only.

GRDG 655 Literacy Intervention Strategies Birth–6 (3) The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (B–6). The course includes frameworks and philosophies of intervention strategies in early childhood and childhood literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties. Offered summer, fall and spring.

GRDG 656 Literacy Intervention Strategies 5–12 (3) The purpose of this course is to prepare preservice and inservice teachers with theoretical frameworks and practical applications of appropriate intervention strategies in literacy (5–12). The course includes frameworks and philosophies of intervention strategies in middle childhood and adolescence literacy. A repertoire of methods and activities will be used to assist and enhance literacy abilities among children and will culminate in student-created programs of age- and grade-appropriate literacy intervention strategies. A central theme of this course will be to match appropriate instruction with assessed literacy difficulties. Offered summer, fall and spring.

GRDG 660 Teaching Writing Birth–6 (3) This course integrates theory and practice for teaching writing in elementary school. The reciprocal relationship between writing and reading is emphasized. Topics include writing development, responding to and evaluating student writing, and strategies for teaching the writing processes in elementary classrooms. Offered summer and spring.

GRDG 661 Teaching Writing Grades 5–12 (3) In this course students learn and apply the process approach to writing. They will learn how to teach students drafting, revising, proof reading and editing their writing; they will learn how to teach strategies for writing across the content areas; they will reinforce the skills needed for the conventions of standard written English. Writing portfolios, peer review, and publishing also will be addressed. Offered summer and spring.

GRDG 665 Emergent Literacy (3) This course examines the relationship of language and cognition, the effects of home and community environments on language acquisition, and the stages of oral and written language development in young children. Instructional practices for emergent literacy of this course include guided reading, shared reading/writing, reading aloud, the language experience approach, and explicit phonics instruction. Offered summer and fall.

GRDG 670 Teaching Reading and Study Skills in the Content Area (3) Material and methods for teaching vocabulary, comprehension and study skills, with heavy emphasis on practical approaches to reading problems encountered in the content fields. Extensive practice is afforded in formal and informal testing, pupil interests and recreational reading. Offered summer (odd years) and fall.

GRDG 681 Literacy Educator Portfolio (3) This culminating activity is an intentional grouping of samples of work completed throughout the concentration. The portfolio provides evidence of achievement and documents students' reflection on their learning experiences and professional growth as literacy educators as a result of those experiences. The portfolio also is a process designed for instructors to reflect on the program's ability to achieve its learning outcomes. Students receive general instructions on compiling evidence and assembling the portfolio initially in GRDG 600, Foundations of Literacy and are provided with additional instruction in each of the courses. MSED Literacy Educator only. Permission of Department Chairperson.

GRDG 690 Literacy Practicum, Birth–Grade 2 (3) The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in birth–grade 2 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

GRDG 691 Literacy Practicum, Grades 3–6 (3) The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an appropriate intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grades 3–6 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

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

GRDG 696 Literacy Practicum, Grades 5–8 (3) The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 5–8 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

GRDG 697 Literacy Practicum, Grades 9–12 (3) The purpose of this course is to apply theories, knowledge and activities from previous literacy courses in a school environment. Students will assess literacy needs of children, and design an intervention program based on this assessment. Students will write a journal and progress reports on the pupils they tutor in grade 9–12 levels. The practicum will include a minimum of 50 clock hours in a school-based setting. To be taken in the final semester of coursework. Prerequisites are GRDG 600, 605 and 655/656. Offered summer, fall and spring.

GRDG 699 Literacy Internship (6) MSED Literacy Specialist candidates intern at a school for an entire school year under the supervision of a NYS certified reading/literacy specialist. The focus of their work is on early identification of struggling readers and implementing intervention-based programs. The internship will complete the requirement for the practicum. Students are required to complete assignments designed to demonstrate evidence of competence in developing assessment-driven interventions, communicating assessment results, continuing to pursue professional development, and orchestrating professional

development programs. Specific learning outcomes are drawn from the International Reading Association Standards for Reading Professionals (2003): Standards 3.3, 3.4, 5.2, and 5.4. Permission of Department Chair.

Education Courses (GRED)

GRED 502 Issues in Science–Technology–Society (3) The modern foundations of science education are perhaps best expressed in the concepts commonly associated with STS (Science–Technology–Society). STS defines scientifically and technologically literate individuals as those who understand how science, technology, and society influence one another, and use this understanding in their every day decision making. STS describes 13 characteristics of the scientifically literate person: 1) uses science concepts, process skills, and values in making responsible everyday decisions; 2) understands how society influences science and technology as well as how science and technology influence society; 3) understands that society controls science and technology through the allocation of resources; 4) recognizes the limitations as well as the usefulness of science and technology in advancing human welfare; 5) knows the major concepts, hypotheses, and theories of science and is able to use them; 6) appreciates science and technology for the intellectual stimulus they provide; 7) understands that the generation of scientific knowledge depends upon the inquiry process and upon conceptual theories; 8) distinguishes between scientific evidence and personal opinion; 9) recognizes the origin of science and understands that scientific knowledge is tentative; 10) understands the application of technology and the decisions entailed in the use of technology; 11) has sufficient knowledge and experience to appreciate the worthiness of research and technological development; 12) has a richer and more exciting view of the world as the result of science education; and 13) knows reliable sources of scientific and technological information and uses these sources in the process of decision making. In this course students examine and evaluate the 13 characteristics listed above and use conclusions to make recommendations for teaching science in grades 7–12. Issues in health and drug education will be discussed in this course. Offered fall.

GRED 503 Educational Law (3) Study of principles and procedures underlying educational law in the United States with emphasis upon New York State. Analysis of critical current issues, church-state relationships, transportation, discipline, liability and teacher rights and responsibilities.

GRED 504 Using Spreadsheets in Teaching School Mathematics (3) The course is designed as an introduction to computational methods for concept development in school mathematics by using an electronic spreadsheet program. It demystifies the stereotype of using this commonly available software as a mathematical/pedagogical tool. The teachers will explore various pedagogical strategies and alternative computational ideas aimed at the design of spreadsheet-enabled lessons relevant to K–12 mathematics curriculum. Developed in accord with NYS Learning Standards, the course activities will be oriented towards fostering teacher's ability to take intellectual risks in making pedagogical and/or curricula decisions.

GRED 505 Topics in Mathematics for Elementary Teachers (3) This course is designed to improve mathematical preparation of elementary teachers in the MST degree program. It fosters the development of profound understanding of mathematics taught to younger children through the in-depth study of basic mathematical ideas and concepts, emphasizes the importance of contemporary pedagogy, including the use of technology. The course has a potential to reduce math anxiety of teachers and develop their confidence in doing and teaching mathematics.

GRED 507 Developing a Positive Self-Concept (3) Students will study and apply ingredients that aid in the development of a positive self-concept. Caring, sharing, giving, accepting acceptance, etc. will be practiced within the class setting. The invitational education model will be stressed as a way to enhance one's self-concept both personally and professionally. Classroom projects and assignments will meet the professional and/or personal needs of the individual student. Offered summer.

GRED 510 Museums and Local Sites as Educational Resources (3) An examination of the general purposes of various types of museums and local sites, the contributions each can make to PreK–12 curriculums, and the instructional methods best suited for use in the student's own teaching situation (be it public school classroom or other educational setting). Involves visits/field work at selected area museums and sites. Designed for education and non-education students. Offered spring (odd years).

GRED 511 Humanistic Education (3) Designed to focus on the discovery of meaning within teaching-learning situations and to explore the student's search for self-identity. The course will emphasize student-centered curricula, knowing students as unique individuals, classroom motivation and control, relevant knowledge, student creativity and self-evaluation. Inviting school success with the use of the invitational education model and Covey's principles of highly effective people will also be stressed.

GRED 514 International and Global Education (3) Part I of the course examines the roles of values in elementary and secondary education: teaching values, teaching about values and values clarification. Part II builds upon this conceptual base and applies it to specific social and ethical issues in the elementary and secondary curriculum: war and peace, food and hunger, environmental stewardship. Offered fall (odd years).

GRED 515 Teaching Local History and Community Studies (3) Analysis of the role of local history and community studies in the elementary and secondary curricula of New York State with emphasis on the subject of social studies. Investigation of resources available in North Country local communities: persons, artifacts and sites. Several in-class resource guests and some class visits to selected sites.

GRED 516 Multicultural Education (3) The course is designed to help increase education students' awareness of the importance of culture in teaching. Upon completion of this course students will be able to incorporate a variety of multicultural approaches in their own subject matter and regular classroom teaching. Offered summer and fall.

GRED 517 Integrating the Arts into the Elementary Classroom (3) This course will help classroom teachers gain an increased understanding and appreciation of the value and importance of including the arts as an integral part of classroom curriculum. New York State Standards for the Arts will serve as a guide as activities are developed to enhance children's cognitive, social, and emotional development. Participants will gain experience, familiarity, and comfort with various aspects of the arts (dance, music, theatre, and visual arts). Offered summer, fall and spring.

GRED 521 Language Acquisition and Learning in a Linguistically Diverse Society (3) Students will gain knowledge and understanding concerning language acquisition and literacy development in a second language for young children (Birth–8 years). Students will apply the knowledge and understanding they gain to classroom situations. Students will plan, develop, and implement instructional practices.

GRED 522 Creative and Affective Experiences in Early Childhood (3) This course is designed to focus on the value of play to develop the whole child in an environment that supports play. Students will plan and implement child-centered integrated learning experiences in play, music, drama, sensory, and art based on developmental needs of children. Offered summer.

GRED 523 Child, Family and Teacher Relations (3) This course focuses on developing an understanding of traditional and non-traditional families, structural and life-style variations, and parenting in diverse and at-risk families. Implications from these understandings will guide development of a parent involvement plan that includes effective ways to communicate with parents, conference with parents, and plan parent meetings and home visits.

GRED 530 Classroom Management and Discipline (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Offered summer (odd years), fall and spring.

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

GRED 533 Outdoor Activities for Teaching Science (3) This course is designed is designed for secondary and elementary teachers of science. The main objective of this course is to provide science teachers with activities that can be used to teach students in an outdoor setting. Methods of soil and water testing, topographic map reading, compass use, plant and animal identification, population dynamics, ecosystem analysis, food chain/web structures, stream discharge volumes/rates, and land forms will be examined. The course will be taught in a Wilderness area of Adirondack Park. The class will be limited to 12 students. Permission of the instructor is required for acceptance into this course. Offered summer.

GRED 534 Teaching Math in a Technological World (3) Technology is changing the content and delivery of mathematics instruction in today's classrooms. This course will allow teachers to explore ways in which technology can be used to enhance instruction. Students also will consider related curricular issues outlined in the NYS Math, Science and Technology Framework and the NCTM Standards. This course is appropriate for middle school and secondary school mathematics teachers. Students will work on projects which fit their level of expertise and interest. Offered fall.

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

GRED 538 Mathematical Modeling in School Mathematics (3) An overview of mathematical modeling concepts oriented toward the goal of integrating modeling activities in the school mathematics curriculum. Provides pre-service or in-service teachers an introduction to the mathematical modeling process, including creative and empirical model construction, model analysis and model research. Discrete and continuous modeling methods will be discussed and employed within both empirical and theory-based approaches. Offered spring (odd years).

GRED 539 Explorations in Discrete Mathematics for Teachers (3) Discrete mathematics is an area of mathematics that has grown rapidly and taken on greater significance in the past few decades. Problems in discrete mathematics often involve real-world applications and can be posed to students at a variety of grade levels. National and state curricular standards are calling for a greater integration of discrete math topics into the K–12 math curriculum. This course will present pre-service and in-service middle and secondary math teachers with an overview of discrete mathematics and explore (at an advanced level) a variety of problems suitable for use in the classroom. Offered spring (even years).

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

GRED 545 Diverse Literature Seminar: Reading Language Arts (3) This seminar investigates a broad range of literature for children and adolescents. It examines literature sensitive to gender and multicultural diversity.

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

GRED 549 Adolescent Literature and the Teaching of Reading/Literacy (3) This course includes: 1) intensive and extensive reading of contemporary young adult literature; 2) study and development of strategies for teaching reading, writing, speaking, and listening through the use of adolescent literature; and 3) re-structuring curricula and teaching strategies to provide for the literacy needs, interests, and abilities of all learners. Students will also work in the computer lab using and locating resources on teaching adolescent literature, constructing reading data bases, and examining instructional uses of power point and electronic communication. Offered summer, fall and spring.

GRED 550 Introduction to Teaching English Language Arts, Grades 7–12 (3) A concepts-based approach will be used to provide an introduction to current theory and research on curriculum, teaching, learning, and evaluation in the secondary ELA classroom. State and national standards for the English Language Arts of reading, writing, speaking, and listening will be examined and an introduction to teaching strategies and framing school curricula to meet these standards will be explored. MST students only. Co-requisite: GRED 592. Offered fall.

GRED 551 Early Child Curriculum: Integrated Math, Science and Social Studies (3) Candidates will have opportunities to apply knowledge and skills in authentic field experiences and become objective observers of the development of young children. They concurrently will have lecture classes where they will develop an understanding of Science and Mathematical concepts for the appropriate stages of the cognitive development of young children. The emphasis will be placed upon how science and math can be integrated throughout the curriculum and become valued functional tools.

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

GRED 553 Childhood Literacy: Integrating Reading and Writing with Content (3) Guided by the NYS Standards, the purposes of this course are: to study reading and writing processes and how they are related, and to develop effective instructional strategies and programs that integrate and enhance children's reading and writing abilities in all areas of content.

GRED 554 Literature in Early Childhood (3) This course will provide pre-service teachers with greater knowledge of the literature for younger children (Birth–8 years). It will build on GRED 581 and provide beginning teachers with further methodologies and strategies for the utilization of literacy in the different content areas of the curriculum. Prerequisite: GRED 581.

GRED 555 Classroom Management/Leadership: Middle/Secondary School (3) This course is designed to develop the skills necessary to manage student behaviors in the classroom. The focus will be on effective practices and techniques for behavior management and discipline. Participants will be provided opportunities to practice different approaches through various activities. Current issues and problems will be discussed. Secondary Education students only.

GRED 556 Reading and Literacy in Middle and Secondary School I (3) Teaching literacy skills in reading, writing, speaking, listening and study skills in regular secondary school content areas to native English speakers and students who are English language learners. Includes practicum experience. Offered summer.

GRED 557 Reading and Literacy in Middle and Secondary School II (3) Continuation of GRED 556. Refines knowledge and provides opportunities for classroom application of methodologies required to teach literacy to native and reading to non-native English speakers. Addresses current issues of reading, writing, listening, and speaking skills, and study skills confronting secondary content area teachers. Participation with secondary school pupils. Prerequisite: SECD 356 or GRED 556. Fall only.

GRED 558 Literacy I: Methods–Childhood (3) This course is designed for the elementary pre-service teacher who will be responsible for teaching literacy in grades 1–6. It is assumed that persons enrolled in this course know little or nothing about the theories of reading and other literacy skills development. With this assumption in mind, this course will be geared to teaching pre-service teachers the "whys" and "hows" of teaching reading, writing, listening, and speaking to children. Offered summer, fall and spring.

GRED 559 Literacy II: Methods–Childhood (3) This course is designed to help pre-service teachers understand and define the various components of a "balanced" literacy program for children in grades 1–6. Using quality children's literature, pre-service teachers will be expected to design and implement balanced literacy instruction in a classroom setting. Pre-service teachers will also be expected to use various forms of assessment to measure the success of their instruction as well as individual progress in literacy development. Offered fall and spring.

GRED 564 Practicum: Early Childhood Experience (3) The pre-service teacher will be provided supervised classroom experience at three different levels: Birth–4 years, Kindergarten, and 1 and 2 grades. Participation will involve working with all aspects of early childhood curriculum. Particular emphasis will be placed on the application of learning theory, curriculum development, assessment, and implementation.

GRED 565 Elementary Mathematics: Content and Methods (3) Teaching mathematics effectively at the elementary level requires much more than the ability to "do" mathematics. The teacher must have a deep understanding of the concepts behind the mathematical skills being taught and must be able to present these concepts in a variety of ways. This course will help elementary school teachers develop their own understanding of the mathematics, as well as explore strategies and models for teaching mathematics at the elementary level. A field experience is also required. Offered fall and spring.

GRED 566 Elementary Science: Content and Methods (3) Develops competency in teaching science to elementary-age school children. Emphasizes importance of science education as foundation of elementary curriculum. Examines scientific method. Includes observation/participation in elementary classroom. Offered fall and spring.

GRED 567 Elementary Social Studies: Content and Methods (3) This course examines the contributions of social studies to the elementary school program. It also examines a variety of methods and materials appropriate for use in instruction in elementary school social studies. The course includes major definitions and structures of the social science disciplines (anthropology, economics, geography, sociology, and political science) and history; the roles of both funded knowledge and conventional wisdom in elementary school social studies curriculum development, the various components of instructional planning in social studies; and evaluation in social studies of elementary school pupil performance. Appropriate field experiences are determined by the instructor. Offered summer, fall and spring.

GRED 568 Teaching Mathematics in the Middle School (3) This course will introduce students to current research and issues related to teaching mathematics in the middle school. They will learn how to provide learning experiences, including interdisciplinary experiences, and create assessments that are developmentally appropriate for middle level students. Preservice teachers will learn how to engage middle school students in meaningful mathematics, work with middle school students who are not meeting minimum standards and prepare middle school students for the abstract world of high school mathematics. They will become knowledgeable about the current NYS Learning Standards for Mathematics Science and Technology and the NCTM Standards. This will include how to integrate mathematics with other disciplines. Students will concurrently take GRED 578. Offered summer.

GRED 569 Teaching Mathematics in the Secondary School (3) This course will introduce students to current research and issues related to teaching mathematics in grades 9–12. The students in this course will learn how to engage high school students in meaningful mathematics and how to work with high school students who are not meeting minimum standards. They will prepare high school students to use mathematics as an everyday citizen and to move successfully into programs that require the study of mathematics at the college level. Students in this course will become knowledgeable about the current NYS Learning Standards for Mathematics, Science and Technology and the NCTM Standards. Students will concurrently take GRED 579. Offered fall.

GRED 571 Science Education Instruction in the Secondary School (3) This course begins with an introduction to the national science education teaching and assessment standards for junior high and high school. Topics include cooperative learning in the science classroom, student-centered learning environments, project-based teaching, and assessment of science knowledge and skills. Students will apply their knowledge to strategies of instruction as they teach the science unit that they develop in GRED 561. Prerequisite: GRED 561. Fall only. MST only.

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

GRED 576 Practicum I (3) This practicum is designed for the prospective teacher in pre-service training who is interested in teaching English in a country where English is not the primary language in grades K through 12. This practicum is to help the prospective teacher experience

"teaching situations" which are believed to have four crucial features such as 1) teacher, 2) learner, 3) subject matter, 4) a social and physical context. MSED General Professional Education international students only. Offered fall.

GRED 577 Early Childhood Development and Learning (3) This course provides an introduction and overview of current theories in early childhood development. It profiles the characteristics and needs of young children and focuses on developmentally appropriate practices in physical and motor, psychosocial, cognitive and language development for ages birth to eight. Strategies for learning assessment and evaluation also will be examined. Offered spring.

GRED 578 Practicum in Middle School Mathematics (2) Students will observe, tutor and teach mathematics in a middle school (grades 5–6). Offered summer.

GRED 579 Practicum in Secondary School Mathematics (2) Students will observe, tutor and teach mathematics in a secondary school (grades 9–12). Offered fall.

GRED 581 Language, Literature and Emergent Literacy (3) The purpose of this course is to provide students with knowledge of language development and the process of emergent literacy. It will prepare pre-service teachers with an understanding of the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers. It will also develop knowledge of literature for younger children (Birth–8 years) as well as methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum. Offered summer (odd years), fall and spring.

GRED 582 Teaching Writing, Language and Communication, Grades 7–12 (3) This course extends study in GRED 550, Introduction to Teaching English Language Arts, Grades 7–12 with special focus on teaching: 1) writing, 2) language studies (including grammar and linguistics), and 3) communication (including speaking, listening, mass media, and non-print texts.) Based on state and national standards, focused studies will include how to integrate teaching, learning, and curriculum in the area of study with all literacy skills of reading, writing, speaking, and listening. (For example, when studying the teaching of writing, we will also explore how to integrate writing instruction with the teaching of reading, speaking, and listening.) This course will examine how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Students will also examine media and technology applications, resources, software and non-print "texts" for teaching writing, language, and communication. Prerequisite: GRED 550 and GRED 592. Co-requisite: GRED 584. MST students only. Spring only.

GRED 584 Teaching Literature and Literacy, Grades 7–12 (3) This course extends study in GRED 550 Introduction to Teaching English Language Arts, Grades 7–12 with special focus on teaching literature and reading. Based on state and national standards the course will examine: 1) how to integrate study of literary genre and "texts" [including, non-print texts such as film, media, arts, visual literacy, etc.]; 2) how to evaluate and select literature for secondary ELA curricula; 3) how to integrate the study of literature with the teaching of reading (including strategies for assessing reading skills, teaching reading comprehension and layered reading, constructing meaning, language and vocabulary development, study skills, etc.); 4) how to integrate the teaching of literature and reading with other literacy skills of writing, speaking, and listening; and, 5) how to conduct and construct formative and summative assessments of student learning and methods and procedures for sharing this information with students, parents, the school, and the larger community. Prerequisite: GRED 550 and GRED 592. Co-requisite: GRED 582. MST students only. Spring only.

GRED 586 Practicum II (3) This practicum is designed to have students focus on making systematic observations that help to study and analyze the teaching-learning environment in a systematic and objective fashion.

With systematic classroom observation, each student is required to produce an acceptable paper which describes and explains the standard skills for all teachers perceived in the classroom which are divided into five areas such as: Classroom Environment, Preparation for Instruction, Interaction with Students, Management of the Learning Environment, and Professionalism. MSED General Professional Education international students only. Offered spring.

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

GRED 592 Practicum: Teaching English Language Arts in Secondary School (3) Students will observe, tutor, and teach in secondary English Language Arts classrooms, grades 7–12. Three consecutive days per week is allotted so that students have ample opportunity to become a part of the teaching and learning community. 100 clock hours of field-based experience required for certification. Co-requisite: GRED 550. MST students only. Offered fall.

GRED 594 English Language Arts Practicum Seminar (3) This course will focus on reflective teaching practices through examination of students' experiences in teaching and learning in the field-based practicum. The course will also include study and discussion of classroom management and behavior; professional roles and responsibilities; interdisciplinary/interdepartmental connections; teaching in diverse and inclusive classrooms; working with other members of the school community, including parents, administration, and the community; and, school reform and re-structuring. Prerequisites: GRED 550, GRED 582, GRED 584. Co-requisites: GRED 592. Offered fall.

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

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

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

GRED 606 Advanced Secondary Social Studies Education (3) Examines curriculum and instruction in secondary school social studies. Attention is given to national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary social studies instruction are analyzed: inquiry, use of primary sources, structures of social science disciplines, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681/688. Prerequisite for BA/MST students: SECD 373/GRED 688. Offered summer.

GRED 606E Advanced Economics Instruction (3) Examines curriculum and instruction in secondary school Economics. Attention is given to international and national projects, recent developments

at the state level, and selected locally designed curricula. Selected aspects of secondary economic instruction are analyzed; Inquiry, use of primary sources, structures of the discipline of Economics, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681/GRED 688E; Permission of instructor. Summer only.

GRED 606G Advanced Secondary Geography Instruction (3) Examines curriculum and instruction in secondary school Geography. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary geography instruction are analyzed: inquiry, use of primary sources, structures of the discipline of geography, cross-cultural comparisons, simulation games and programmed instruction. Prerequisites for MST students: GRED 681, GRED 688G. Permission of instructor. Summer only

GRED 606H Advanced Secondary History Instruction (3) Examines curriculum and instruction in secondary school History. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary history instruction are analyzed: inquiry, use of primary sources and documents, structures of the discipline of History, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681/GRED 688H. Permission of the instructor. Summer only.

GRED 606P Advanced Secondary Political Science/Government Instruction (3) Examines curriculum and instruction in secondary school Political Science/Government. Attention is given to international and national projects, recent developments at the state level, and selected locally designed curricula. Selected aspects of secondary Political Science/Government instruction are analyzed: inquiry, use of primary sources and documents, structures of discipline of Political Science/ Government, cross-cultural comparisons, simulation games and programmed instruction. Prerequisite for MST students: GRED 681/ GRED 688P; Permission of the instructor, Summer only.

GRED 607 Foundations of Education – Birth–Grade 6 (3) This course is designed to provide students with an overview of the philosophical basis of early childhood and elementary education and a historical outline of the field. It prepares future teachers for a variety of roles and professional responsibilities. It also provides an overview of curricular issues such as the goals of education, learning theories, and teaching and assessment strategies. Offered summer, fall and spring.

GRED 608 Advanced Secondary Mathematics Education (3) Participants will become familiar with the most recent literature on teaching and mathematics; the organization and structure of professional organizations, the nature of research in mathematics education; goals, strategies, research and standards for the teaching of mathematics. Offered fall (odd years).

GRED 609 Advanced Secondary English Education (3) The student reads in-depth and applies in practical ways materials related to the teaching of the nature of language, literature, and oral and written discourse. The student writes an extended and complete program of instruction (either a unit of instruction or a self-instructional program) suitable for a given level of secondary students. Offered summer.

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

GRED 611 Foundations of Modern Education – Birth–Grade 2 (3) This course explores historical and philosophical development in early childhood and the philosophy of various early and contemporary early

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

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

GRED 616 Curriculum and Evaluation (3) Examination of basic elementary curriculum and evaluation concepts, principles and practices, including funded knowledge and conventional wisdom, aims and objectives; the cognitive, affective and psychomotor taxonomies; curriculum design, standardized and informal assessment. Special attention will be given to New York State requirements with respect to curriculum design and evaluation. Offered summer and fall.

GRED 618 Curriculum and Evaluation in Middle and Secondary Schools (3) Curriculum and evaluation concepts, principles, and practices in middle school and secondary school, including funded knowledge and conventional wisdom, aims and objectives, the cognitive, affective, and psycho-motor taxonomies; interrelationships among curriculum development, instructional design, and evaluation; models and methods of assessment and evaluation.

GRED 623 Reflection and Inquiry in Teaching Secondary English Language Arts (3) This course will encourage participants to think about and reflect on the design and implementation of instruction that is appropriate to the schools, students and communities in which they will work. It will help participants develop and reflect on essential questions that arise in the teaching of secondary English in order to create lessons, units and activities that will help answer those essential questions while incorporating district, state and national standards (NCTE, INTASC, NCATE) and the SUNY Potsdam Teacher Education Curriculum Framework. Prerequisite: GRED 660.

GRED 626 Zebra Stripes and Learning Types (3) The purpose of this course is to: 1) examine the accepted theoretical concepts put forth by psychologists and pedagogical experts today; 2) discuss and define how various learning style concepts and/or models impact on the teacher, the student, the administrator, and the curriculum; 3) design instructional strategies that provide for the individual learning styles of students. Offered summer.

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

GRED 635 Educational Research in Curriculum and Instruction (3) This course is designed to meet the needs of early childhood and elementary classroom teachers. The fundamentals of research design, data analysis and evaluation are studied. Teachers become informed consumers of educational research and learn to conduct research in a number of environments including their own classrooms.

GRED 646 Assessment, Evaluation and Reporting Progress of Young Children with Disabilities (3) Teachers of young children need a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective. This understanding will enable early childhood educators of children with

disabilities to develop, implement, and evaluate effective instructional programs to enhance the development of competence in infants and young children with disabilities. The course will provide the teacher with the knowledge to plan assessments for the purposes of identification and diagnosis, program planning, and program evaluation for infants and young children with disabilities. A pre-requisite to this course is successful completion of GRED 521 and GRED 648. Offered fall.

GRED 660 Educational Research (3) This is a basic course designed to provide the graduate student of education with the knowledge and analytical skills needed to: 1) understand and critically evaluate reports of research; 2) ask and attempt to answer questions in ways that are likely to increase the accuracy and validity of one's answers. Offered summer, fall and spring.

GRED 661 Readings in Social Studies Education (3) Readings, analyses, and discussions of selected articles and books in history, historiography, the social sciences and contemporary social commentary which will be of interest and use for teachers of social studies, K–12. The selections will be primarily publications of the post-World War II period. Some will vary each semester. Emphasized will be the selections' usefulness as background readings for teachers of social studies. Participants' comprehension of underlying considerations of contemporary social, economic, political, global, and environmental issues or topics will be enhanced. Appropriate discussion techniques and critical thinking skills for the social studies lesson or classroom will be discussed and modeled. Offered spring (even years).

GRED 664 Practicum in Childhood Education (3) The future childhood teacher will be provided supervised classroom experience. This practicum (at least 100 hours in the field) will involve working with all aspects of childhood curriculum. Particular emphasis will be placed on application of learning theory plus curriculum development, assessment and implementation. Offered fall and spring.

GRED 665 Language and Culture (3) This course is designed for the prospective teacher in pre-service training who is interested in teaching English to students in a country where the primary language is not English in grades K through 12. The course is geared to teaching language in cultural context with a focus on "Proficiency-Oriented Instruction". MSED General Professional Education international students only. Offered spring.

GRED 667 Topics and Research in Mathematics Education (3) Designed as a capstone course, for the secondary mathematics education masters degree programs, this course will allow students to review the research on a current issue related to secondary mathematics. They will develop and present a research proposal. Students will also finalize their teaching portfolio as part of this course. Offered summer.

GRED 668 Professional Portfolio Development (1) Before graduating, each student is required to complete a professional development performance portfolio (PDPP). This portfolio will demonstrate students' progress and development over the tenure of their pedagogical preparation. The PDPP is a collection of select artifacts and reflections that represent pre-service teachers' experiences, knowledge, and growth during the pre-student teaching and teaching experience. This requirement fulfills the culminating experience requirement.

GRED 669 Professional Development Performance Portfolio (3) The Developmental Performance Portfolio (DPP) is an intentional grouping of artifacts that are reflective of the INTASC Standards that demonstrates the pre-service teacher's progress and growth over the tenure of his/her pedagogical preparation. There should be evidence of achievement and reflection on the achievement. The DPP is a collection of select artifacts and reflections that represent the pre-service teacher's experiences. The artifacts will include samples of work completed during the program that represent the pre-service teacher's experiences, knowledge and growth and samples of work from pre-student teaching and student teaching experiences. The DPP should prompt reflective thinking in the knowledge and skills determined y INTASC Standards by providing

documented evidence of accomplishments. Fulfills the Culminating Experience requirement. Offered fall and spring.

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

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

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

GRED 673 Secondary Science Field Work (3) Field experience provides opportunity to apply what has been learned in a classroom setting, and to develop the skills and understandings necessary for student teaching. The guidelines (principles, teaching, assessment, content, program evaluation, school system evaluation) for this field experience are provided in the National Science Education Standards **(www. nap.edu/readingroom/books/nses/html)**. You will be assigned to a mentor teacher during the first week of the course. You will develop a secondary science unit plan with advisement of the course instructor and your mentor teacher. Beginning in week two, you will observe and assist in the classroom of your mentor teacher for a minimum of seven hours each week in the public school. Beginning in week four and for the duration of the semester you will continue to observe and assist for six hours per week and will teach a minimum of one hour per week. Your teaching will begin with small groups, and progress to whole class groups. You will have opportunity to reflect on your teaching experiences in discussions with mentor teachers, peers, and the course instructor. Discussions will focus on specified topics drawn from the National Science Education Standards and the New York State Math, Science, Technology Standards. Discussions will occur in class sessions on Wednesday's and in the on-line discussion forum provided in the Blackboard class space. The distance learning class space will include mentor teachers. Field experience provides the major setting for Performance Based Assessments required in your teacher education program portfolio. Rubrics for Performance Assessments of Knowledge, Skills and Dispositions contained in the NSES will be provided at the beginning of the course and will be the focus of course activities. Offered fall.

GRED 674 Culminating Experience/Thesis Research (3) This course is designed to help the student in planning his or her "Culminating Experience" under the supervision of his or her graduate advisor. For this exit requirement project, the student should be able to complete his or her work relative to "Teaching English as a Second/Foreign Language" or "English-Korean Bilingual Education". The project should include appropriate aspects of previously completed SUNY Potsdam course work and must have written documentation.

GRED 675 Secondary Science Teaching Research (3) This course is designed to introduce future teachers to science education research in grades K–12. Students will study current issues and trends in science education research, and relate those to local school issues. Students will design and defend a research proposal linking their study of national issues and trends with observations in local schools.

GRED 676 Student Teaching Seminar: Policies and Practice in American Education (2) The course will provide a forum for discussion of the broad range of contemporary educational and professional issues, as well as their historical routes. Students will critically examine various perspectives of a topic through reading and research. Co-requisites: MST Elementary: GRED 613 and GRED 696; MST Secondary: GRED 692 or GRED 694 and GRED 697.

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

GRED 679 Student Teaching Seminar: Issues and Ideas in Early Childhood Education (1–2) This course will provide a forum for discussion of the broad range of contemporary educational and professional issues in Early Childhood Education. Each seminar will have a portion of time set aside to examine a specific topic for discussion and research. A portion of each seminar will also consist of dialogue related to field assignments

GRED 681 Social Studies Curriculum in Middle/Secondary School (3) Introduction to the social studies curriculums of middle and secondary schools. Defines and analyzes the processes and products of funded knowledge and conventional wisdom, curriculum development, curriculum, instructional planning, instructional plan, instruction, and evaluation, as they are used in social studies. Also examines the interrelationships of these eight. Emphasizes concepts, their definitions, their uses, and their roles in social studies. Examines the substantive and syntactical contributions to social studies of the disciplines of anthropology, economics, geography, history, sociology, and political science. Studies definitions of citizenship; the roles of controversial issues in social studies; and the changing definitions of social studies. Offered summer.

GRED 682 Research in Social Studies Education (3) Review of selected research in middle and secondary school social studies education. Prerequisite: GRED 681, 688, and 606. Offered fall.

GRED 688 Social Studies Instruction in Middle/Secondary School (3) Introduction to methods and materials of instruction and evaluation in social studies in the middle and secondary schools. Analyses and practice in the development of lesson plans; the designing of social studies aims and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: full admission into the MST or BA/MST Program (including all required undergraduate courses). For MST students only – GRED 681. For BA/MST students only – SECD 373. Co-requisite: GRED 689. Offered fall.

GRED 688E Economics Instruction in Middle/Secondary Schools (3) Introduction to methods and materials of instruction and evaluation in Economics in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lesson plans designed to teach standards based Economics; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

GRED 688G Geography Instruction in Middle/Secondary Schools (3) Introduction to methods and materials of instruction and evaluation in Geography in the middle and secondary schools. Analyses and practice

in the development of integrated inquiry and issues based lesson plans designed to teach standards based geographic literacy; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

GRED 688H History Instruction in Middle/Secondary Schools (3) Introduction to methods and materials of instruction and evaluation in History in the middle and secondary schools. Analyses and practice in the development of integrated, inquiry and issues based lesson plans designed to teach standards based historical literacy; the designing of goals and objectives; the specific levels of the cognitive and affective domains, and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

GRED 688P Political Science/Government Instruction in Middle/Secondary Schools (3) Introduction to methods and materials of instruction and evaluation in Political Science and Government in the middle and secondary schools. Analyses and practice in the development of integrated inquiry and issues based lessons designed to teach standards based Political Science and Government; the designing of goals and objectives; the specific levels of the cognitive and affective domains; and the evaluation of learning and of teaching including tests and other means of assessment. Prerequisites: Full admission into the MST Program (including all required undergraduate courses). For MST students only. Prerequisite: GRED 681. Permission of instructor. Offered fall.

GRED 689 Practicum in Middle/Secondary School Social Studies Instruction (3) Students will observe and instruct social studies in the middle and secondary school. Prerequisites: permission of the instructor. Co-requisite: GRED 688. Offered fall.

GRED 690 Special Social Studies Education Content Topic (3) Examination of a special topic in social studies education. The special topic may vary each semester. Emphasis is on the content area of the special topic and on curricular, instructional, and evaluation considerations for middle and secondary school learning/teaching in social studies. Field trips may be required. Prerequisite for MST students: GRED 681, GRED 688. Prerequisite for BA/MST students: SECD 473 or GRED 688.

GRED 691 Student Teaching in Early Childhood Education (6–12) This course provides the future early childhood teacher with a time and place where theory of coursework at the College can be put into the actual practice of teaching. Experience will include three different placements in the following: Birth–4 years, Kindergarten, and grades 1 and 2. This course is designed to focus the future early childhood teacher's attention on the complete range of teacher functions and responsibilities found in authentic early childhood settings.

GRED 692 Student Teaching: Jr. High 7–9 (6) This course will consist of a semester of field experience in a public school setting. Students will be assigned to a Grades 7–9 experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. MST only. Co-requisites: GRED 676, GRED 697.

GRED 693 Supervised Clinical Experience/Student Teaching, Grades 10–12 (6) Students will be assigned to a Grades 10-12 experience in a public school setting over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and evaluating pupil performance. MST only. Co-requisites: GRED 692 and GRED 676.

GRED 694 Student Teaching in the Middle/Junior High School (6) Half semester of student teaching in the student's certification program in grades 5, 6, 7 and/or 8, under the guidance of a sponsor teacher and a college supervisor. For MST & BA/MST secondary students only. Co-requisites: GRED 676 and GRED 697.

GRED 695 Special Topics (1–6) Workshops, seminars, and/or institutes designed to meet special needs of school systems, groups of teachers, or others interested in graduate level study in the field. Offerings available upon announcement by the School of Education and Professional Studies. Credit earned may be applied, under advisement, in Master of Science in Education degree programs. For further information relative to special offerings, consult with the department chair or graduate advisor.

GRED 696 @Student Teaching: Childhood Education 1–6 (6) This course provides the student with the initial opportunity to student teach in the public school setting. Students are assigned to an elementary classroom in which the induction process leads to full teaching responsibilities under the direction and supervision of a sponsor teacher and college supervisor. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials, and evaluating pupil performance. For MST students only. Co-requisites: GRED 613 and GRED 678.

GRED 697 @Student Teaching Sr. High 10–12 (6) This course will consist of a field experience in a public school setting. Students will be assigned to a secondary experience over the course of half a semester. Students are expected to demonstrate skills in defining educational objectives, developing learning experiences, selecting educational materials and assessing/evaluating pupil performance. For MST and BA/MST students only. Co-requisites: GRED 692 or GRED 694 and GRED 676.

GRED 699 Thesis Research (3) The thesis topic is selected by the student according to his or her interest, with the approval of his or her graduate advisor and thesis committee. An oral defense of the thesis is required. The original typescript of the final document, presented in standard thesis format, becomes part of the holdings of the School of Education and Professional Studies. Offered summer, fall and spring.

Community Health Courses (HLTH)

HLTH 230 School Health (CA, SAVE) (2) This class provides an overview of the National Health Education Standards in order to assist Teacher Education students in achieving Health Literacy. Included in the course is information related to child abuse identification, reporting, and prevention. Additionally, course material will address issues regarding education to prevent school violence. The course will focus on health risk behaviors of the children as identified by the Federal Centers for Disease Control and Prevention, and on ways that teachers may help their students become critical thinkers, responsible and productive learners, and effective communicators, as these characteristics relate to the health of Americans in the 21st century.

HLTH 531 Bereavement, Dying and Death (3) An examination of the social and psychological implications of the study of bereavement, death and dying with particular emphasis on their relevance to enhancing the quality of life. Death is viewed as an integral part of life and the final stage of growth, more than a mere biological event. A focus of the course is to provide an understanding of those issues which have an impact upon individuals when going through life-threatening processes and confronting losses of various types. An analysis of cultural avoidance and denial is explored.

HLTH 545 Advanced Alcohol Studies (3) Viewing ethyl alcohol as a physiologically addictive liquid drug, the course is designed for teachers, helping professionals, volunteers and public employees concerned with societal and medical implications of alcohol use and abuse. Focusing on societal and individual beliefs about alcohol, possible causes of alcoholism, its widespread effect and approaches to prevention and treatment are major considerations. Other concerns related to alcoholism will be: physiological and behavior effects; theories of prevention and treatment; community resources; and impact on the roles of family members.

HLTH 550 Drug Studies (3) Investigation of the pharmacology of current drugs of choice. Current approaches in primary prevention of the use and abuse of drugs. Indepth examination and critical analysis of current theoretical approaches to causality, prevention and treatment from sociological, psychological, and public health perspectives.

Information and Communication Technology Courses (IT)

IT 502 Organizational Development (3) The purpose of this course is to look at the principles and the nature of the organizational development field, and dominant methods, models and perspectives taken to conduct this work. Offered fall.

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

IT 504 Public Relations (3) This course looks at the duties and responsibilities of administrators in planning and executing public information and pubic relations programs to serve an organization's clientele groups.

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

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

IT 507 Information Management (3) The concepts, principles, issues and techniques for managing corporate data resources. Techniques for managing the design and development of large database systems including logical data modes, concurrent processing, data distribution, database administration, data warehouse, data cleaning, and data mining.

IT 508 Cost Analysis (3) This course analyzes various planning, evaluation, and decision making models which link cost to outcome.

IT 514 Computer Applications/Content Area Teaching (3) This course presents an introduction to computer applications used to support instruction in an instructional setting. Students gain experience with software suites, using the internet and electronic communications, and various other software applications. The emphasis in this course is on conveying teaching strategies for use when applying computers to instruction, as well as using technology to support current learning standards. This is an introductory course for secondary education students. Offered fall and spring.

IT 515 Managing Innovation (3) This course explores the concepts that are basic to the creation and implementation of new ideas and technologies. It also identifies the skills needed to accomplish visions for the future.

IT 518 Computers in Elementary Education (3) This course presents an introduction to varied microcomputer applications in education. Students receive knowledge of and experience with computer-aided instruction; word processing, data base, and spreadsheet software; and problem-solving through programming. Emphasis is placed on understanding the role of computer technology in elementary

classrooms. No previous computer experience is required. This is an introductory course for elementary education students. Offered summer, fall and spring.

IT 520 Knowledge Management (3) This course explores information systems that enable organizations to systematically identify, acquire, store, analyze and distribute information and knowledge from internal and external sources in order to enhance organizational productivity.

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

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

IT 545 Preparing and Delivering Professional Presentations (3) The purpose of this course is to prepare students to design, develop and deliver professional presentations. In this course students will utilize paper and electronic resources for the production of presentation materials. Topics of user interface design, audience characteristics and message design will be covered.

IT 546 Preparing Performance Support Materials (3) This course provides a comprehensive overview of the computer-based preparation of instructional materials. Students will become familiar with principles of message design and the guidelines that pertain to creating instructional materials on a computer. Using a range of software and multimedia applications, students will design and develop such materials as informational pamphlets, handouts, worksheets, tests, overhead transparencies and web pages. Students will have the opportunity to apply their knowledge and understanding of course concepts in a series of assignments and a final project.

IT 549 Web Page Development (3) The course is intended to provide students with experience in web page design and development. The course will emphasize the understanding of the design principles and hypertext markup language used to create web sites. Students will work with a variety of media, such as audio, video, text, and graphics to exploit the personal computer's ability to present information through the Internet. Introductory course.

IT 601 Staff Development (3) This course examines ideas and models and programs related to the training, motivation, career paths, and professional growth of skilled staff.

IT 602 Human Resources (3) This course explores human resource management issues facing managers. It will emphasize acquisition, retention, development and appraisal of efficient and productive workforce and human capital as investment. It will also deal with managing human resources from the viewpoint of the organization within the restriction of rules and employment laws.

IT 603 Policies, Issues and Ethics for Professional Practice (3) This course examines the formulation and implementation of organizational policy through the lens of ethical values. Ethical choices within organizational cultures and context will be explored.

IT 604 Principles of Design for Informational Technology (3) This course will examine systems development life cycles, analysis and design techniques, information systems planning and project identification and selection, requirements collection and structuring, process modeling, data modeling, design of interface and data management, system implementation and operation, system maintenance, and change management implications of systems. Globalization issues in systems will also be examined.

IT 605 Network Architecture (3) This course will examine telecommunications fundamentals including data, voice, image, and video and the concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks. Essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) will be examined. Regulatory and technical environments also will be reviewed. Offered spring.

IT 606 Project Management (3) This course reviews topics and issues related to facilities and resource management, including budget planning and management, resource acquisition, and grant and bid proposal development.

IT 607 Principles of Leadership (3) This course reviews issues and themes in the exercise of influence, power and authority by individuals within small and large groups and among groups in the context of an organization. Offered fall.

IT 608 Organizational Theory (3) The purpose of this course is to examine contemporary organizational systems, structural variables, and dynamics: the organization, organizational growth, affects of size and technology, emergence of new control systems, and directions of change in organizational forms.

IT 609 Conflict Resolution (3) This course focuses on dealing effectively with conflict within organizations. The emphasis will be on the importance of principled negotiation and resolution of conflict as well as conflict as a normal part of organizational and interpersonal relationships.

IT 610 Change Processes (3) This course looks at models of change process, diffusion and implementation strategies and the skills needed to create and implement new ideas and technologies. Offered spring.

IT 611 Data Management (3) The concepts, principles, issues and techniques for managing corporate data resources. Techniques for managing the design and development of large database systems including logical data modes, concurrent processing, data distribution, database administration, data warehouse, data cleaning, and data mining.

IT 614 Technology in Education (3) This course is a survey of various technologies, both computer based and non-computer based, for use in instructional settings. Topics covered include sound capture and editing, video capture editing, computer graphics, applied learning theories, and various other technologies. Students will receive hands-on instruction in each area, and will create a project in each of these areas which reflect a theory of learning. Intermediate level - not an introductory level course.

IT 615 Critical Issues with Technology Utilization (3) This course is intended to examine sociological and philosophical problems with the implementation of technological innovations in performance improvement settings. Topical areas will include implications of the use of selected learning theories, systematic processes, evaluation techniques and theories. Prereq: It 635 plus three other IT courses. Advanced level. Offered fall.

IT 619 Principles of Computer Programming (3) The course introduces students to programming and development of problem-solving skills through educational programming activities. Students will learn fundamental commands and syntax rules and apply them to the development of instructional programs. No previous programming experience required.

IT 621 Authoring and Scripting for Multimedia (3) The goal of this course is to help students acquire a working knowledge of the Macromedia Flash authoring environment. Emphasis will be placed on understanding the problem solving skills associated with production

relating to business and/or educational products reflecting a client's needs. Intermediate level - not an introductory level course. Prerequisite: Permission of ICT Dept. Offered fall.

IT 622 Computer Programming for Performance Support (3) This course will introduce students to the creation and modification of computer programs written in a selected computer programming language. Students will learn fundamental commands and syntax rules of a programming language and apply them to the development of a variety of applications. No previous programming experience is required. Intermediate level – not an introductory course. Prerequisite: Permission of ICT Dept.

IT 623 Programming and Authoring for the Internet (3) The course will cover advanced web page development through the use of html and a variety of programming and authoring tools including JavaScript, and XML. Emphasis will be placed on the effective use of these tools to create interactive web pages. Offered summer.

IT 624 Visual Basic Programming (3) This course will examine structured programming through a visual programming environment. Focus will be given to the use of Visual Basic in the development of a productivity application. Emphasis will be placed on the nature of object-oriented programming, structured procedures and the use of programming libraries.

IT 625 History and Philosophy of Technology Utilization (3) This course is designed to help graduate students understand the rationale and development of the instructional technology movement in the United States during the last century. The implications for teaching and learning from various educational philosophies and theories will be analyzed and investigated as they relate to current practices in performance technology. Prerequisite: IT 635 plus three other IT courses. Offered spring.

IT 635 Research & Theory on Communication and Performance Technology (3) This course explores current research and theory in the field of performance technology. Topics covered will be concerned with development and design theory, practices and procedures, including content structure, course organization, course sequence, and instructional strategies. It will include locating and interpreting information from published reports and using research to explore questions related to performance technology. Offered fall.

IT 637 Computer Training (3) The purpose of this course is to prepare IT students to train adult learners in the use of a variety of computer programs and applications.

IT 639 Network Management (3) The course is intended to provide graduate students in technology programs with a conceptual background and initial experience in computer network installation and management. The course will emphasize the nature and structure of both local area networks and wide area networks involving a variety of computer platforms and operating systems. Students will develop an understanding of how to work with networking hardware and software, and to plan, select, install, manage, and maintain computer-based telecommunications networks including configuring and customizing the operating systems of computers and computer networks in various settings. Intermediate level - not an introductory level course. Offered fall.

IT 644 Advanced Desktop Publishing (3) This course is based on using concepts from visual literacy and information design in print media. Typography, standards for digital publishing, the internet's impact on print and other topics will be covered. The class is project based, and class time will be divided between project development and discussion. Advanced level. Prerequisite: Permission of the ICT Dept. Offered fall.

IT 648 Principles of Performance Technology (3) The purpose of the seminar is to develop an understanding of new ways of doing business by encouraging professionals to approach their work with broader, multi-disciplinary perspectives. Students will be exposed to work in performance analysis, information support, knowledge management, appraisal and other important themes and interventions. Offered fall.

IT 649 Advanced Web Page Development (3) The course is intended to provide students with practical experience in web page design and development. The course will emphasize the understanding of the extensible hypertext markup language, CSS and WYSIWYG editors, to create web sites. Students will manipulate graphics to achieve professional level results to exploit the personal computer's ability to present information through the internet. Advanced level. Offered spring.

IT 650 Seminar in Performance and Communication Technology (3) Seminar addressing topics and issues meeting the special needs of school systems, groups of teachers, or others interested in the study and application of technology for performance improvement.

IT 651 Systematic Design For Performance Improvement (3) This is a course for educators interested in designing performance improvement systems, from classroom/lecture to individualized instruction. Students will explore the various components of the instructional design process including content analysis, sequencing, goal analysis and instructional strategies as they develop instructional sequences. Prerequisite: IT 635 recommended. Offered spring.

IT 652 Computer Graphics (3) Students will produce computer graphics and integrate them into various computer applications. Topics include producing graphics, storyboarding, animation, resolution, commercial graphics, and integration of graphics into print and the world wide web. Intermediate level - not an introductory course. Prerequisite: Permission of ICT Department. Offered fall.

IT 653 Instructional Planning & Development Process (3) This course involves students in practical training in instructional planning and development. Emphasis will be placed on understanding the relationship between planning and development theory and practice. The course will provide an opportunity for students to examine the planning process in the context of instructional environments.

IT 654 Program Evaluation (3) This course involves students in practical training in program evaluation. Topics will include audience identification, evaluation design, question formulation, data gathering, analysis, reporting and meta-evaluation. Prerequisite: IT 635 recommended.

IT 655 Video Design & Production (3) This course involves students in practical training in the use of video equipment for instructional applications. Students will study the theoretical rationale behind video design and utilization, as well as receive hands-on instruction in the use of video equipment. Offered summer.

IT 656 Multimedia Production (3) This course involves students in practical training in multimedia production. An emphasis is placed on the integration of a variety of delivery systems in the production of instructional products. Students will examine the use of a variety of media, including audio, video, text, and graphics to produce instructional multimedia products. Prerequisite: one technology course with approval of advisor; also recommended: IT 621 or IT 652. Advanced level. Offered spring.

IT 657 Practicum in Technology (3) This course provides students in the ICT program an opportunity to synthesize technology knowledge and skills. Each student works in a selected field setting to improve the use of technology. Working from an approved plan of action, the student works with field staff, maintains a log of activities and accomplishments, and submits a final report. Prerequisite: permission of instructor and at least 5 IT courses.

IT 658 Needs Assessment (3) This course will provide students with a look at the ideas and practices that should take place when decisions are first being made about instructional or program development. Students will focus on how they can use these concepts and skills in different

work applications, from developing classes and preparing to implement State standards to analyzing organizations and institutions. In addition to presenting ideas and skills this course will provide an opportunity to analyze and practice them. Prerequisite: IT 654. Offered spring.

IT 659 Technology Product Development (3) The purpose of this course is to provide students with the opportunity to apply the skills and knowledge that they have acquired from other courses in the instructional technology program into one complete project. Working from an approved plan, students will produce an electronic web portfolio in Task Stream as well as a customized presentation portfolio created outside Task Stream. Class meetings will provide students the opportunity to share work in progress and elicit and provide feedback from their colleagues and the instructor. Taken in final semester of coursework.

IT 661 Advanced Systematic Design (3) This course will assist educators in applying Instructional Design Principles to curriculum, units and lessons. The focus throughout the course will be on practical applications of Instructional Design in K–12 settings.

IT 666 Simulations and Games (3) This course is a seminar in simulations and games. The purpose of this course is for the students to acquire an understanding of the historical development of simulations and games and how they can (and have been) used. Students will apply their knowledge in creating a simulation or game, as well as developing and carrying out a research study on an appropriate topic. Along with the course projects, students will be expected to discuss assigned readings.

IT 667 Internship (3) This course emphasizes strategies for managing technology infrastructure, supporting training development and managing knowledge dissemination within organizations. In addition to regular class meetings, field work will be required. Prerequisite: At least 5 IT courses.

IT 668 Distance Education (3) This course will introduce students to the history, research, practice and potential of distance education. Current controversies and problems such as increasing drop-out rates, questions of course ownership, and lack of interaction will be discussed and solutions proposed in a hands-on manner making use of online computer conferencing. Offered spring (even years).

IT 669 Project Development (3) The purpose of this course is to provide students with the opportunity to apply the skills and knowledge that they have acquired from other courses in the instructional technology program into one complete project. Working from an approved plan, students will produce a project specific to their needs. Class meetings will provide students the opportunity to share work in progress and elicit and provide feedback from their colleagues and the instructor. Taken in final semester of coursework.

Special Education Courses (SPED)

SPED 505 Introduction to Special Education (3) Provides an overview of the educational, psychological and social needs of learners with disabilities and gifted/talented students; discusses the impact of special education law on the public school program; provides background for designing appropriate interventions for students with a variety of special learning needs; this course may be applied to the prerequisite course requirement in the MSED Special Education program. Offered summer, fall and spring.

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

SPED 601 Characteristics of Learners with Mild/Moderate Disabilities (6) Considers the characteristics of learners with mild/moderate disabilities, including those with learning disabilities, attention-deficit/hyperactivity disorders, mental retardation and emotional behavioral disorders; identifies the commonalities and differences among these disabilities; addresses the philosophy of service to such learners. Offered fall.

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

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

SPED 612 Technology in Special Education (3) This is a survey of the varied applications of recent technology, focusing on computer-based technology, in the field of special education. Students will work with hardware and software that allow the integration of children with special learning needs into the regular educational program. In addition, they will gain a broad understanding of the variety of technologies designed to meet the special needs of individuals with disabilities. Prerequisite: SPED 505 or equivalent course. Offered fall and spring.

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

SPED 640 Behavior Management for the Special Educator (3) Considers and provides practice in a range of techniques to achieve behavioral, social, and academic changes among students with disabilities; includes discussion of a range of techniques, including applied behavioral analysis, cognitive behavior modification and social skills training; investigates ways to facilitate behavioral changes in a variety of environments; considers the philosophical implications of various approaches in management of behavior. Prerequisite or corequisite: SPED 601. Offered fall.

SPED 642 Communication and Early Literacy in Young Children with Disabilities (3) This course considers communication and emergent literacy skills in children (birth to Grade 2) from a developmental perspective; addresses the role of parents as the child's first language teachers; develops skills for diagnosing and remediating delays in language acquisition in young children with a variety of disabilities. Offered spring.

SPED 646 Strategies for Teaching Elementary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies for use with elementary students with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops

competencies in the formulation of Individualized Education Programs. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, SPED 637. Offered spring.

SPED 647 Strategies for Teaching Secondary Students with Learning/Behavioral Disabilities (3) Discusses selection, development and implementation of appropriate teaching strategies for use with secondary students with mild/moderate disabilities; includes developmental, remedial and compensatory strategies for use in instruction and management, modifications to materials, teaching approaches, and the physical environment, and the use of on-going evaluation procedures for monitoring student progress; develops competencies in the formulation of Individualized Education Program; discusses life skills curricula and vocational education, as well as transition from school to community. A multidisciplinary approach to education will be stressed. Prerequisites: SPED 601, SPED 637. Offered spring.

SPED 648 Strategies for Early Childhood Special Education (3) Identifies the learning and behavioral needs of pre-school children with disabilities; considers the philosophical issues involved in providing services in the least restrictive environment; develops competencies in working with multidisciplinary teams to develop Individual Family Service Plans; discusses the selection, development, and implementation of teaching strategies for use with pre-school children with disabilities; discusses procedures for monitoring student progress and communicating that progress to parents. Prerequisites: SPED 601, SPED 637. Offered spring.

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

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

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

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

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

Fees and Financial Aid

Cost of Attendance

The following is the 2007–2008 semester tuition and fee schedule for graduate students. All charges are subject to change by the SUNY Board of Trustees.

Tuition

12 semester hours or more   *per semester*
New York State Residents $3,450.00
Out-of-State Residents $5,510.00

Tuition per hour for part-time students
New York State Residents $288.00
Out-of-State Residents $455.00

Comprehensive Fees

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

College Fee

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

Full time $12.50
Part time (per credit hour)...............................$ .85

Educational Technology Fee

This fee provides students with full access to campus computing, networking, video and other technology services.

Full time $150.00
Part time (per credit hour)............................. $12.50

Health Fee

This fee provides access to a nationally-accredited health care facility on campus. This is not health insurance; having health insurance does not exempt you from this fee.

Full time $136.50
Part time (per credit hour)............................$11.50

Intercollegiate Athletic Fee

A charge that supports all intercollegiate athletic events for women's and men's teams.

Full time $140.00
Part time (per credit hour)...$11.75

Fitness Center Fee

A student fee that supports the Fitness Center equipment and supervision for all students.

Full time $12.50
Part time (per credit hour)...$.85

Other Fees

Concert Ticket Fee

A charge for all music majors that provides tickets to Community Performance Series concerts.....................$150.00

Field Experience

A fee that supports activities related to the development and implementation of field-based teacher and music education programs

Full time $25.00
Part time (per credit hour)............................. $2.00

Graduate Diploma Fee

A one-time fee for matriculated graduate students to pay for their SUNY Potsdam diploma....................................... $3.00

Music Equipment Maintenance Fee

A charge for all music majors that provides for maintenance of musical equipment inventory and other music services

Full time $150.00
Part time (per credit hour)........................... $12.50

Transcript Fee

A fee which provides official academic transcripts to students and former students at no additional cost upon written request $5.00/semester

Wilderness Education Fee

A student fee that supports Wilderness Education courses and is specific to the Wilderness Education program.

Optional Fees

International Insurance

An insurance charge mandated by SUNY on all international students $353.75/semester

Parking and Vehicle Registration

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

Full-time students .... $105/academic year

Part-time students .... $52.50/academic year

Summer Session $20

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

Student Accident and Sickness Health Insurance

A Student Accident and Sickness Policy is available to all students and is offered through Niagara National, Inc. by calling 800-444-5530. Contact the Bursar's Office to enroll for coverage each semester................................... $544.00/semester

Room

Contact the Center for Campus Life for detailed information and costs, 315-267-2350.

Standard occupancy (per semester) $2,460.00

Board

Current prices can be confirmed by visiting our Web site at **www.potsdam.edu/paces** or by contacting the SUNYCard Office, 315-267-2658. Meal plan components and prices are subject to change annually. The following meal plans were established by the PACES Board of Directors for the 2007-2008 academic year.

Meal Plan Information

Residential Students				
Plan	Price	Guaranteed Meals/Week	FLEX Dining Credits	Be-My-Guest Passes
19-Meal Plan	$1,895	19	100	5
Lehman Value Plan	$1,795	Unlimited meals in Lehman	75	5
14-Meal Plan	$1,750	14	150	3
9-Meal Plan	$1,675	9	300	3
5-Meal Plan	$1,395	5	500	3
All FLEX	$ 750	0	750	0

Commuter Students Only				
Plan	Price	Guaranteed Meals/Week	FLEX Dining Credits	Be-My-Guest Passes
Lehman 50	$425	50 meals at Lehman	0	0
Lehman 75	$600	100 meals at Lehman	0	0
Commuter 100	$100	0	100	0
Commuter 300	$300	0	300	2
Commuter 500	$500	0	500	3

Guaranteed Meals

The guaranteed meal portion of your plan provides the security of knowing that your basic dining needs are covered for the entire semester. Guaranteed meals permit you to eat a designated number of meals per week.

Guaranteed Meals and Be-My-Guest Pass Meals can only be used at Lehman Dining Hall, for an all-you-can-eat value. At any time you can eat at other units, except the Greenery and Dexter's, by trading your guaranteed meal in for a Meal Plan Allowance. The allowance is $5 each for breakfast, lunch, and late night or $6 for dinner. If you are unable to use your guaranteed meal or meal allowance in a given week, it can not "roll over" for use at any another time.

FLEX Dining Credits

The FLEX portion of your meal plan allows you to use FLEX dining credits to supplement your meal allowance or to make purchases in any dining unit.

Be-My-Guest Passes

Your meal plan includes a number of Be-My-Guest Passes that can be used at Lehman Dining Center during normal serving hours to feed a friend or relative. Be-My-Guest Passes have no cash value, may be used only at Lehman Dining Center and must be used by the end of the semester.

Bear Express Accounts

A Bear Express Account is an optional account designed to assist students in budgeting for cash purchases during the semester. It is a taxable, declining debit account accessed through your SUNYCard. Your Bear Express account can be used to purchase goods at any of the restaurants on campus as well as the College Store, the Union Market, and vending services on campus. This account is also accepted at the SGA and CPS box offices for the purchase of tickets, Student Health Services for the purchase of prescription drugs, and the College libraries to cover library fees. Since it is subject to NYS sales tax, any unused balances will rollover from fall to spring semester. Rollover from the fall semester is also available during winterim. Bear Express balances $20 or over will be credited to your student account. If your student account does not have any outstanding balances, a refund will result in the spring semester or at the end of the academic year.

The Bear Express account may be deferred to your college bill. You can add money to the account throughout the semester using cash, check or credit card at the SUNYCard Office. It is a convenient way to enjoy purchasing power without cash in all PACES operations.

Bear Express Chart

You can use this page as a worksheet to decide how much Bear Express you might need during the semester at SUNY Potsdam. The chart shows average amount of Bear Express that students have used per semester in the past, but the amount that you will need is based on your individual needs. A common usage for Bear Express is the purchase of textbooks.

How Much Do I Need?

The College Store .... $500.00   _____

The Union Market .... $50.00   _____

Vending .... $150.00   _____

Washers/Dryers .... $150.00   _____

Other .... $50.00   _____

Estimated Cost of Similar Community Accommodations

Room $2,125/semester

Board $1,535/semester

Personal Expenses (estimated for full time)

Books and supplies $500.00/semester

Transportation: In-state $400.00/semester

Miscellaneous living costs $650.00/semester

Miscellaneous Charges

Administrative Fee (maximum) $50.00

Definition of Administrative Fee: Fee assessed for rebilling based on non-return of the Student Billing Statement by the prescribed date.

Late Payment Fee (maximum) $50.00

Definition of Late Payment: Any payment not completed at the appropriate time established by the Bursar's Office for each academic term.

Late Registration Fee (maximum) $30.00

Definition of Late Registration: Any registration not completed at the appropriate time established for each registration period.

Returned check $20.00

Graduate application fee $50.00

Parking fine $15.00

Handicapped zone fine $50.00

Payment of College Bill

SUNY Potsdam will mail a Student Billing Statement with a respective due date for the semester of enrollment. The Student Billing Statement will reflect the cost of attendance based on the credit hours of enrollment at the time of billing. Late fees may be applied to student accounts that are considered past due. State regulations require interest to be charged on past due accounts.

Payments may be made by cash, check, MasterCard or Visa. Tuition may be deferred to confirmed financial aid awards. SUNY policy requires the College to take the following measures for students in default of financial obligations, per Section 302.1 (j) of Chapter V, Title 8 of the Official Compilation of Codes, Rules and Regulations:

1. Deny registrations for any subsequent term;

2. Withhold official transcripts;

3. Cancel current registrations where the College has inadvertently allowed students to register;

4. Withhold the granting of degree(s);

5. Withhold semester grade reports.

To assist students, the College bill may be paid through the SUNY Potsdam Time Payment Plan (for fall and spring semesters only). The SUNY Potsdam Time Payment Plan allows the semester cost to be spread over three payments: one-half due by the billing due date as indicated on the Student Billing Statement, with two subsequent quarterly bills due within the semester of enrollment. Information may be obtained by contacting the Bursar's Office at 315-267-2137.

If financial aid exceeds the student's College bill, a refund will be issued in the student's name. The Bursar's Office will e-mail students at their SUNY Potsdam e-mail account address of the availability of the refund check.

Failure to Pay the Student Account Charges

SUNY Potsdam is authorized to charge an Administrative Fee and/or Late Payment Fee per State of New York Finance Law, Section 18. State agencies or their representative may charge collection fees (up to 22%) to cover the estimated cost of processing, handling and collecting delinquent accounts. Failure to pay the Student Account balance in full may result in referral to a collection agency or the New York State Attorney General, Civil Recoveries Bureau. State Tax Law 171-f authorizes state

agencies to certify to the Department of Taxation and Finance that past-due legally enforceable debts should be offset against tax refunds, contracts or other state payments.

Refund Policy

Students who withdraw from the College will be refunded tuition and room payment in accordance with the following schedule:

Official Withdrawal During   *Semester Refund*

1st week 100%

2nd week 70%

3rd week 50%

4th week..30%

5th week 0%

Students who withdraw from all courses and have had Federal Financial Aid applied to their student account will have their student accounts refunded according to Federal Title IV regulations (see Federal Title IV Withdrawals).

Approval of the withdrawal, with the date it becomes effective, must be certified by the President of the College or designee. No money shall be refunded unless application of refund is made within one year after the end of the term for which the tuition to be refunded was paid. For refund purposes, the first day of the class session shall be the first day of the semester or other term: the end of the first week shall be deemed to have ended when seven calendar days, including the first day of the semester or term, have elapsed.

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

A tuition schedule for any term other than the above is available at the Bursar's Office, Raymond 412.

The College Fee and Intercollegiate Athletic Fee are not refundable under ordinary circumstances.

The Musical Equipment Maintenance Fee is refunded only if students do not attend and have previously paid the fee.

Board (food service) refunds are made in accordance with the policies of PACES Dining Service. The Health Fee and Technology Fee may be waived in special circumstances by written request to the respective Offices.

If financial aid exceeds the student's College bill, a refund will be issued to the student.

Federal Title IV Withdrawals

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

Title IV financial aid includes Ford Federal Direct Subsidized Loans, Unsubsidized Loans and Direct PLUS Loans, Federal Perkins Loans, and Federal PELL and SEOG grants.

Federal Title IV financial aid shall be pro-rated based on the policy outlined by the U.S. Department of Education. Eligibility of Federal Title IV financial aid is proportional to

the number of days the student attends to the total number of days in the academic semester.

Policy information regarding Federal Register Title IV guidelines is available in the Bursar's Office.

Financial Assistance for Graduate Students

Financial Aid

There are three major types of financial aid available to students: Grants and Scholarships (awards which do not have to be repaid); Loans (which must be repaid); and Employment (allows students to earn money to be used toward educational expenses). Please note that to be considered for government aid, a student must be matriculated (that is, accepted into a degree program).

The primary responsibility for meeting college costs rests with the student.

A family contribution, consisting of student contribution for graduate students, is calculated based upon a review of the data reported on the Free Application for Federal Student Aid (FAFSA). This application gathers information about the student's income, assets, household size and other resources such as Veteran's or Social Security Benefits.

When all available resources have been determined, they are subtracted from the cost of attending college for the year, and the difference, if any, is known as Financial Need. The College may help meet this need through some combination of its own student aid funds and those funds available from other public or private sources.

General Financial Aid Procedures

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

1. Complete the Free Application for Federal Student Aid (FAFSA) online at **www.fafsa.ed.gov.** The SUNY Potsdam code is 002850. Students who applied for aid in the previous year should receive Renewal FAFSA materials from the federal government.

2. To receive maximum consideration for Federal Perkins and FWS, it is suggested that the FAFSA be completed as early as possible. The College will consider applications on a rolling basis and awards will be made providing funds are still available.

3. To be eligible you must 1) be a U.S. citizen or permanent resident alien, 2) be enrolled (or accepted for enrollment) in a degree program, and 3) register for at least six credit hours per term.

4. Read the following sections for details concerning the special application procedures required for other forms of financial aid, such as Tuition Assistance Program (TAP). Most forms of financial aid require at least six weeks for processing.

Financial Aid for Summer Session

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

You will also need to submit the Summer Aid Application to the Financial Aid Office once you are registered for summer classes. The application is available in mid-April, on line and in the Financial Aid Office. If you plan to attend classes at another institution for the summer, you will also need to submit a Student Consortium Agreement, which is found on the back of the Summer Aid Application. You will need to: be a matriculated graduate student for the summer session to receive summer aid, *be registered in at least six or more credit hours to receive a federal loan and/or any TAP grant,* and complete the FAFSA at least six weeks in advance of needing funding.

You must maintain Satisfactory Academic Progress according to the standards published in the SUNY Potsdam Academic Catalog to be academically eligible for aid for the summer session.

Changes to your summer course registration that are made after aid has been determined will result in delays and/or potential issues with any expected refund.

Summer Disbursements and Refunds

Disbursement of summer funds will be based on your summer enrollment. Your loan will fully disburse when you are enrolled in six or more credit hours. Example: If you are enrolled in three credits in Session I, three credits in Session IIC and three credits in Session IID, your loan would not disburse until the start of session IIC.

In the above example, the Bursar's Office will defer your Session I costs because your loan cannot be certified for six credit hours until the start of Session IIC. No refund will be given during Session I. If you drop the remaining classes, causing you to only be enrolled in three total hours for summer, the Bursar's Office will then send you a bill that must be paid prior to the start of the fall semester. You might also owe a bill if you drop a class after the class start date or if you drop a class after receiving your summer refund. Failure to pay for a bill could cause a hold on your records.

Refunds will be available on or shortly after the session in which you are enrolled in six or more credit hours. Refunds will be based on the amount of funds available after the bill has been paid for a session. You might have to make other arrangements if you are planning to use refunded money for outside payments (books and summer rent) since there may be a delay if you are not enrolled in six credit hours in Session IA. The Bursar's Office will notify you via e-mail when your refund is available.

Full-time status for graduate students for the purpose of awarding financial aid is 12 or more credit hours.

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

Financial Aid Programs

Graduate students may be eligible to participate in: federal, state and/or SUNY Potsdam financial aid programs, including the following major sources of assistance for graduate students. Additional information may be obtained by contacting the Financial Aid Office, SUNY Potsdam, Potsdam, New York 13676; 315-267-2162; fax 315-267-3067; **www.potsdam.edu/admission2.html**. Please note that communications from the Financial Aid Office will come primarily in the form of e-mails to your SUNY Potsdam account – be sure to check your Potsdam e-mail regularly.

Federal Financial Aid

Federal Work Study (FWS)

FWS is awarded to some students who have financial need. Based on availability, students may select their place of employment from various openings throughout the campus. Job openings are posted online at **www.potsdam.edu/hr/studentemploy.** Students may work approximately five to seven hours per week and are paid between minimum wage and $8/hour.

To apply for FWS, refer to the General Financial Aid Procedures.

Federal Perkins Loan

Depending on financial need, students may qualify to borrow through the Federal Perkins Loan Program. To apply, refer to the General Financial Aid Procedures on page 59.

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

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

Veterans' Benefits

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

If you are planning to use GI benefits at SUNY Potsdam, please contact the campus coordinator of Veterans' Education Benefits in the Registrar's Office, 1-877-768-7326 or 315-267-2154. The Potsdam Web site is **www.potsdam.edu/REG/veterans.htm.**

William D. Ford Federal Direct Loans

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

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

These loans have a 2.5% origination/insurance fee, with an automatic rebate of 1.5%.

The combination of subsidized and unsubsidized loans cannot exceed the maximum annual loan limit of $20,500.

Federal Direct Subsidized Stafford Loans: Federal Direct Subsidized Stafford Loans are need-based and are interest-free while the student is enrolled in college on at least a half-time basis. Repayment with interest begins six months after the student leaves school or drops below half time. The interest rate for new borrowers is variable with a maximum annual rate of 8.25%. Maximum amount per year is $8,500.

Federal Direct Unsubsidized Stafford Loans: The Federal Direct Unsubsidized Stafford Loan program has similar terms, interest rate and annual loan limit to the Subsidized Federal Stafford Loan program. Unlike the Federal Direct Stafford Loan, the unsubsidized loan is not need-based, and the student is responsible for paying the interest, which accrues while in school. Interest may be capitalized (added to the principal balance) as a means of deferring payment. To obtain a Federal Direct Unsubsidized Loan you must first be evaluated for federal need-based funds.

Federal Direct Graduate Plus Loans: Federal Direct Graduate Plus loans are for graduate students and the program is similar to that of the Federal Direct Parent Loan for Undergraduate Students (PLUS loan). A matriculated graduate student, who is enrolled in at least six credits in a semester, can borrow up to the Cost of Attendance minus other aid. The interest rate is fixed at 7.9%. A Master Promissory Note is required. A credit check applies, however, if a student is denied he/she can apply with an endorser. Repayment begins 60 days after the final disbursement, but students can apply for a deferment and interest will be capitalized.

Federal Satisfactory Academic Progress

Federal regulation mandates that a recipient of Federal Title IV aid (Federal Perkins Loan, Federal Work Study, Federal Stafford Loan) make satisfactory progress toward the completion of a degree to maintain eligibility for that funding. Progress must be reviewed, on a cumulative basis, after each term of enrollment, including periods for which the student did not receive financial aid.

Grade Point Average (GPA) Requirement: Federal aid recipients must maintain a GPA satisfactory for enrollment as a matriculant, as defined by the Academic Standards Committee, in the "Academic Standards Policy."

Credit Hour Requirement: Federal aid recipients are required to earn a minimum of 67% of all attempted credit hours. Transfer credits will be included in the evaluation of this requirement. Withdrawals, Incompletes and Repeated coursework must also be considered in the analysis, and will be included in the calculation of cumulative attempted credit hours.

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

Appeals: Students who have been deemed ineligible for federal aid, on the basis of this policy, may appeal the status through the Financial Aid Office. Appeals will be considered on the basis of mitigating circumstances, such as personal illness or injury, or the death of an immediate family member. The Satisfactory Academic Progress Committee will review appeals; decisions of the committee will be forwarded to each appellant in writing, and will be final.

State Aid

Graduate Opportunity Waiver Program

This need-based program provides a tuition scholarship to former EOP, SEEK or HEOP students who are accepted and enrolled as full-time graduate students. The waiver is typically awarded on the basis of merit. Unfortunately, there is insufficient funding to support all eligible applicants. Applications and all supporting materials must be submitted to the Office of Graduate Studies by April 1.

SUNY Underrepresented Minority Graduate Fellowship

This fellowship program was implemented to advance graduate education for those minorities who continue to be underrepresented in SUNY. To be eligible an applicant must be 1) a U.S. citizen or have permanent resident status; 2) a member of one of the following groups: Native American, African American or Hispanic American; and 3) accepted for full-time graduate study (registered for 12 graduate hours or more). The fellowship includes both a stipend and tuition scholarship, amounting to a maximum of $10,000 for the academic year. Applications and all supporting materials must be submitted to the Office of Graduate Studies by April 1.

Tuition Assistance Program (TAP)

TAP is a grant program that provides aid to New York State residents attending college full time, in New York State. Higher Education Services Corporation (HESC) determines final award eligibility.

To be eligible, a student must:

1. be a New York State resident and a U.S. citizen or permanent resident alien;

2. be enrolled full time (registered for at least 12 credit hours per semester) and matriculated at an approved postsecondary institution.

Students may be required to complete a separate Express TAP Application (ETA), in addition to the FAFSA. If the ETA is required, one will be forwarded by HESC. The Graduate TAP code is 5615.

Awards are based on net taxable income. The maximum award for graduate study is $275 per semester. Graduate students may receive TAP awards for up to four years of study. However, no student may receive awards for more than a total of eight years of undergraduate and graduate study.

TAP AWARD ACADEMIC STANDARDS*

Matriculated Graduate Students – SUNY Potsdam

Before being certified for this payment	First	Second	Third	Fourth
a student must have accrued at least this many credits	0	6	12	21
with at least this grade point average	0	2.0	2.5	2.75

Note: TAP award payments will not be certified unless the specified number of credits and minimum grade point average is met or exceeded semester by semester as shown above.

*One waiver permitted by appeal to the Registrar's Office (for serious illness of the student, serious illness or death in the immediate family, emotional difficulties, or other detailed and documented unusual personal circumstances).

SUNY Potsdam Assistance Programs

Graduate Academic Assistantships

Graduate Assistantships (GAs) are awarded annually to students who have demonstrated a high degree of academic excellence and professional competence. A limited number of GAs offering both a stipend and a tuition scholarship are available for the academic year based on the availability of funding. Graduate Assistantships are awarded typically on the basis of merit, and it is assumed that GAs will be associated with their major departments and/or School to supplement their graduate degree program.

Eligibility: Consideration is given only to applicants who plan to earn a graduate degree at SUNY Potsdam. Assistantships cannot be awarded to part-time students or to non-matriculated students.

Candidates for an assistantship must submit applications for both an assistantship and for a graduate degree program. Official transcripts of all previous collegiate-level work and three letters of recommendation must be submitted.

Work Guidelines: Full-time graduate assistants receiving the stipend plus tuition scholarship may be associated with their major departments for an average of 20 hours each week. Their responsibilities will be determined by each of the academic departments involved.

The number of credit hours for which a graduate assistant is registered ordinarily shall be at least nine semester hours and shall not exceed 15 semester hours without the approval of the department and/or School. Graduate Assistants who wish to take advantage of the tuition scholarship must be registered full-time (as determined by their program of study).

Applications: Inquiries and application requests should be directed to the Graduate Studies Office, SUNY Potsdam, Potsdam, New York 13676. Applications and all supporting materials must be received by May 1.

Special Assistantship Application Procedures for Crane: Graduate Assistantships in The Crane School of Music are available to qualified full-time music graduate students during the regular academic year only. Applicants for music assistantships must submit an application, available on the web at: **www.potsdam.edu/crane,** click on "Graduate Studies" and appropriate supporting materials (e.g., letters of recommendation and materials to document skills, experience or achievement in areas of expertise) to the Office of Graduate Music Study, The Crane School of Music, SUNY Potsdam no later than March 1. Assistantships will be awarded on the basis of student admission to the program, academic credentials, and skill/experience/achievement in the area of each designated assistantship.

Residence Life Assistantships

Residence Life has assistantships available each year for qualified applicants. Successful candidates serve as the Residence Hall Director of a building of about 200 students and six student staff members. Remuneration consists of a stipend of $2,000, up to 18 credits of SUNY Potsdam graduate tuuition assistance (9 credits each semester), a board plan, a benefits package and a furnished on-campus apartment. Interested candidates should contact the Center for Campus Life, Draime Hall Extension, 315-267-2350.

Other Part-time Student Employment

A limited number of part-time employment opportunities (in addition to Federal Work Study) are available on campus. Employment with the food service program, as a residence hall assistant or as a student assistant with an academic or administrative department are a few examples of the various on-campus job opportunities.

Job openings through student assistantships, Student Government Association, PACES Dining Services, Temporary Service and the Potsdam College Foundation are posted at **www.potsdam.edu/hr/studentemploy.**

Emergency Refund Advance

The Financial Aid Office administers a short-term loan program, which is intended to assist students during times of unanticipated emergencies or other demonstrated necessity. SUNY Potsdam students registered full-time who have financial aid pending may request emergency advances of up to $500. A $10 service fee will be charged for each approved advance. To obtain an application form, contact the Financial Aid Office. Students must be eligible for financial aid and anticipating a refund to receive this advance.

SUNY Potsdam Graduate Scholarships

The scholarships listed are awarded by the Potsdam College Foundation through gifts from alumni and friends of the College. Applications for the education scholarships may be obtained from and returned to the Awards and Scholarship Committee, School of Education and Professional Studies at the beginning of spring semester. Information for the music scholarships may be obtained from Crane School of Music, Graduate Music Office.

School of Education and Professional Studies

Alumni Scholarship

Awarded to matriculated students in a teacher certification program.

Annual Fund Scholarship

Awarded to matriculated students in a graduate or undergraduate teacher certification program who have completed 12 credits of education courses with a minimum cumulative grade point average of 3.5 in their major.

Lorraine Mader Bryner Memorial Scholarship

Awarded to a graduate student pursuing a Master's degree in Special Education. Candidate must have the ability to demonstrate potential and commitment to becoming an exceptional teacher in Special Education.

Winton H. Buddington Reading Scholarship

Awarded to matriculated students in the MSED program with a Literacy specialization who have completed at least nine graduate credits with a minimum cumulative grade point average of 3.5.

Peg Cullen Scholarship

Awarded to a graduate student who is enrolled in a teacher education program. Candidate must exhibit a commitment to teaching, financial need, and have a minimum undergraduate grade point average of 3.0.

William Q. & Patricia B. Davis Fellowship

Awarded to graduate matriculated student enrolled in MSED Literacy program, having graduated with an undergraduate grade point average of 3.0 or above or current graduate student grade point average of 3.5 or above if recipient has had one or more semesters of graduate courses. Must provide evidence of ability to plan and organize other staff under their authority, experience in facilitating goal setting and accomplishment, successful teaching experience including pre-service and in-service. Preference will be given to candidates with some background in national and international travel. Candidate will work in the Rebecca V. Sheard Literacy Center a set number of hours per week.

Florence M. Dowd Scholarship

Awarded to matriculated students in pursuit of an undergraduate or graduate degree in the elementary certification, MSED (elementary), or MST (elementary) program. Recipient must be a graduate from (in order of preference) Canton Central High School, Lisbon Central High School or Ogdensburg Free Academy.

Dorothy C. & John P. Flynn Fellowship

Awarded to a non-traditional student aged 25 years or older who has completed a bachelor's degree and was previously a student in an EOP program at the baccalaureate level. Candidates will be enrolled in a graduate program at the College.

Alfred W. Santway Scholarship

Awarded to full-time matriculated students in pursuit of a graduate degree in the Master of Science in Education or Master of Science in Teaching program who have completed at least 12 graduate credits. Preference will be given to residents of St. Lawrence County who have proven financial need, seriousness of purpose, and academic achievement.

James Walter and Ruth Johnson Scott Student Scholarships

Awarded to matriculated graduate students in pursuit of a graduate degree in the Master of Science in Education or Master of Science in Teaching program. Preference will be given to those demonstrating academic excellence and financial need.

The Crane School of Music

Helen Snell Cheel Scholarship*

Awarded to full-time graduate students in The Crane School of Music who have proven musical ability and financial need. Selection is made by the Potsdam College Foundation and the Dean of The Crane School of Music based upon the recommendation of The Crane School of Music Graduate Program Committee.

Warren Earl Hultberg Scholarship Fund*

Awarded to students in the graduate music program in The Crane School of Music. Selection is made based upon the recommendation of the Dean of The Crane School of Music.

*These scholarships do not have a separate application.

Policies and Procedures

Responsibility of the Graduate Program

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

Student Classifications

Matriculated Students (see page 10)

Non–matriculated Students (see page 10)

Full-time Students

Students who are registered for 12 or more credit hours in a given semester are considered full-time. Full-time students pay a uniform tuition and College fee. Full-time students may subsequently become part-time students and vice versa.

Part-time Students

Students who are registered for fewer than 12 credit hours in a given semester are considered part time. Part-time students pay tuition and fees by the credit hour. Part-time students may subsequently become full-time students and vice versa.

College Credit Policies

Students nominally earn course credits at the rate of one credit for each hour of time spent in class per week over the period of one semester. The actual formula, however, is based upon minutes spent in class (e.g., a minimum of 15 meetings x 50 minutes = 750 minutes = 1 credit hour). Thus, to earn 3 credits for completing a 3-hour course, students must pass the course, and the class itself must meet for the equivalent of a minimum of 2,250 minutes or 37.5 hours.

Graduate Academic Credit Load

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

A credit load above 15 credit hours including undergraduate credits requires special permission and completion of an **Overload Request Form** (available through the Office of Graduate Studies) with the signatures of the student's advisor and dean of the appropriate school. Students must state their reasons for the over load request.

The maximum overload is 18 credit hours of graduate and undergraduate credits. Students requesting an overload must have a minimum grade point average of 3.5 in their graduate studies or a minimum grade point average of 3.5 in the last 60 hours of their undergraduate study, if this is their first semester of graduate study.

Summer School and Intersession Course Load

1. The maximum course load for any Summer School Session lasting four weeks or more is seven credit hours.

2. The maximum course load for any session shorter than four weeks is four credit hours. Such shorter session enrollments also count toward the maximum of seven credits in any summer session.

3. In exceptional circumstances, overload hours may be approved with written permission from the appropriate dean or other designated person.

It is the responsibility of students to verify the number of credit hours that may be required for any financial aid programs in which they may be participating to avoid losing financial aid.

Graduate Course Levels

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

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

600 level   Courses designed specifically for offering at the graduate level. Under certain conditions, seniors may enroll in graduate coursework for graduate credit (see page 65).

For Music Education students, at least 50% of all graduate degree coursework must be at the 600 level. Only three- and

four-credit hour courses may satisfy education and music education electives.

Graduate Courses for Undergraduate Students

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

Courses at the 600 level are limited to students seeking graduate credit only. Seniors wishing to enroll in courses for graduate credit must make application to the Office of Graduate Studies, Satterlee Hall 117. Seniors may enroll in graduate coursework for graduate credit under the following conditions and on a space- available basis. They must:

1. Have a cumulative GPA of at least 3.0, at least 75 hours earned in numerical grading;
2. Be within 9 hours of completing their undergraduate program;
3. Register for no more than 6 hours of graduate credit;
4. Register for no more than 15 credit hours of combined undergraduate and graduate courses; and
5. Be approved by the department offering the course(s).

Credits Not Earned at Potsdam

Transfer Credits

Definition: Credits earned for instruction not under the direct control of SUNY Potsdam are transfer credits. Transfer credit may be credits earned before matriculation at SUNY Potsdam or during the candidate's program of study (see page 11).

Acceptance of Credit: The Department Chair or Academic Program Coordinator is responsible for the evaluation of graduate transfer credit. Credits will be accepted for graduate level coursework only when completed with a grade of C or better from a regionally accredited institution of higher education.

Because of the difficulty in evaluating the equivalence of grading systems among institutions, grades earned elsewhere in courses accepted for transfer credit will not be used in computing the academic average. Therefore, they are not included in eligibility for the honors designations.

Transfer credit from colleges on the quarter plan necessitates numerical conversion to semester hours (quarter hours x 2/3=semester hours).

Auditing Courses

Regularly enrolled students may audit courses on a space-available basis and the permission of the instructor. Auditors attend without credit or formal recognition. They are not enrolled or listed as registered for the course. They are not responsible for meeting requirements of the course, nor will they be charged tuition or fees. No one may be an auditor in a foreign study program or in courses in which studio, observation or other participation is involved.

Repeating Courses

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

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

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

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

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

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

A numeric grade replacing a "U" grade: If the new grade is 2.0 or higher, the student earns the quality points and the additional semester hours. If the new grade is 0.0, it will be entered on the permanent record but will not affect the cumulative GPA or total hours accumulated.

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

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

Grading Policies

Graduate Grading System

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

4.0 = A Excellent .... S .... Satisfactory (student elected)

3.7 .... S* .... Satisfactory (College designated)

3.3.................................. U .... Unsatisfactory (student elected)

3.0 = B Good................. U* .... Unsatisfactory (College designated)

2.7 .... INC........ Incomplete

2.3 .... IP .... In progress

2.0 = C Satisfactory .... W/W* .... Withdrawal

(minimum grade that may be applied toward a graduate degree; see Note 2 below)

0.0 = F Failure

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

Note 2: Although grades of 2.0 may be applied toward the degree, the students must have a final GPA of 3.0 or higher to be eligible for graduation from a degree program (see page 11).

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

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

"U" is recorded for a grade lower than 3.0.

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

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

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

Incompletes

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

1. The student has requested an Incomplete.

2. Course requirements have not been completed for reasons beyond the student's control (e.g., illness or family emergency).

3. The student has completed the majority of the work for the class, and the student can accomplish the remaining requirements without further registration.

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

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

Deadlines for Course Schedule Adjustments

Add/Drop Period

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

To add or drop a course after the stated Add/Drop period a student must obtain special permission from the Dean of Graduate Studies in Satterlee Hall 117 (or the Crane Dean's office for Crane students) and pay a $15 late fee. Late drops are permitted only under emergency circumstances. Students may add a course late only with the instructor's signature and payment of a $15 late fee.

Withdrawing from Courses

Students may elect to withdraw from courses for any reason for a maximum of 9 semester hours in their graduate degree program. Students may exercise this right only before the end of the eighth week of classes in the current semester. In such cases a "W" is noted on the permanent record. For full-time students, dropping below 12 semester hours due to withdrawals may have an effect on financial aid eligibility.

Withdrawal for a documentable medical or other emergency may be requested through the Office of Graduate Studies, Satterlee Hall 117, at any time. An emergency withdrawal will be noted on the permanent record as "W*" and will not be considered as part of the 9-hour maximum. Withdrawal due to a call to active military duty will be noted on the permanent record as "M*" and will not count towards the 9-hour limit.

Academic Policies

SUNY Potsdam Academic Honor Code

A. Academic Integrity

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

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

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

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

B. Academic Honesty Pledge

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

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

C. Basic Standards of Academic Integrity

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

1. Cheating: using unauthorized notes, study aids or information on an examination; altering graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name.

2. Plagiarism: presenting, as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to exams, papers, any writing or printed text, computer programs, web sites, art, music, photography or video.

3. Fabrication: falsifying or inventing any data, citation, or information.

   a. Citation: Any attribution to, or use of, a source (real or invented) from which the referenced material was not obtained, including use of a quoted reference from a non-original source while implying reference to the original source.

   b. Data: Presenting data that were not gathered in accordance with standard guidelines defining appropriate methods for data collecting; generating data and failing to include an accurate account of the method by altered or contrived in such a way as to be deliberately misleading.

   c. Information: providing false information in connection with any inquiry regarding academic dishonesty.

4. Multiple submission: submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent of the course instructor(s) to whom the materials are being or have been submitted.

5. Obtaining or providing an unfair advantage:

   a. Gaining or providing access to examination materials prior to the time authorized by the instructor.

   b. Stealing, destroying, defacing or concealing library materials or other shared-use materials.

   c. Providing materials, information or other assistance on an academic assignment without authorization from the instructor(s).

   d. Gaining or providing access to previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination.

   e. Intentionally obstructing or interfacing with another student's academic work.

   f. Assisting others in the violation of this Honor Code.

6. Falsification of records and official documents: altering documents affecting academic records, forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, attendance list or any other official College document.

D. Procedures, Due Process and Student Rights

SUNY Potsdam's procedure for the enforcement of the Academic Honor Code lies within the Campus Judicial System. The College judicial procedures and students' rights within these procedures are listed in the "Code of Student Rights, Responsibilities and Conduct" found in the Guide to Student Life (or at **www.potsdam.edu/student_conduct/honorcode/**).

The Campus Judicial System in consultation with the course instructor(s) will assign appropriate sanctions should it be determined that a student is responsible for a violation of the Academic Honor Code.

Note: The information and definitions listed in this Honor Code were adapted from The SUNY Potsdam Academic Integrity Policy (see page 66, Graduate Catalog), Northwestern University Principles Regarding Academic Integrity: **www. northwestern.edu/uacc/uniprin.html,** and The Rice University Honor Council **www.ruf.rice.edu/~honor/.**

Graduation with Honors

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

Final Examination Policy

1. A final examination is a comprehensive written test administered at the end of a course. It is designed to assess a student's knowledge of, and familiarity with all or a substantial part of the content and/or skills associated with a given course in a given semester.

2. At the conclusion of every semester, a two-hour period will be arranged for each class to provide time for summation and evaluation. Except as specified below, a final examination may be administered only at this arranged two-hour period.

3. If a final exam is not given in a course, the class must meet during finals week for a culminating activity.

4. No test of any kind may be given during the last week of classes unless a final examination is also scheduled during the regular final examination period.

5. No student shall be required to take more than two examinations in one day.

    a. If a student has more than two examinations scheduled in one day, the middle examination(s) must be rescheduled if the student requests.

    b. A student must request rescheduling at least two weeks before the last day of classes. This request must be in written form and must be filed with the professor with copies to the department chair and the dean of the School under whose jurisdiction the course in question is offered.

    c. The appropriate dean has the final responsibility for the rescheduling of the examination. The rescheduled examination must normally occur at a time during the final examination week.

6. The above policy does not apply to take-home examinations or term papers. Questions relating to the possible applicability of the policy to oral examinations, studio classes, laboratory tests and other forms of testing should, in cases of doubt, be referred to the appropriate deans. The deans shall make exceptions to the policy wherever circumstances justify them.

Changing Recorded Grades

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

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

All grade changes for a given semester must be submitted by the end of the next regular Fall or Spring semester. Any grade changes submitted after the stated deadline require the additional approval of the Provost or the Provost's designee.

Student Appeal Procedures

Purpose

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

Guidelines

1. Academic issues will be grieved, as appropriate, via

    a. Faculty or Professional Staff member

    b. Department Chair

    c. School Dean

    d. Provost (Vice President for Academic Affairs)

2. Student Affairs concerns will be grieved, as appropriate, via

    a. Professional Staff member

    b. Director of the Office concerned

    c. Vice President of Student Affairs

3. Appeals within the Administrative area will be grieved, as appropriate, via

    a. Professional Staff member

    b. Director of the Office providing the service

    c. Next supervisory level, as appropriate

    d. Appropriate Vice President overseeing the office

4. Matters which may be grieved or appealed include only those matters which are not covered by existing grievance procedures.

5. The student and the professional staff member may each represent him or herself or may seek an advisor to assist in the process. The advisor must be a member of the professional staff of the College.

6. In the case of a grade appeal:

    a. Only a final grade may be appealed

b. Student shall allege that the course instructor assigned a final grade for reasons unrelated to the quality of the work in question.

Appeal Procedures

1. *Step One:* the grievance must be filed in writing with the first level in the appeals process (the faculty member) within 21 calendar days following the act or omission giving rise to the appeal. The appeal shall contain a brief, dated statement of the claim, the facts surrounding it, and the remedy sought. The student and the faculty member shall attempt an informal resolution of the grievance. A written response to the student from the initial level of appeal shall be issued within 21 calendar days after the receipt of the grievance. Calendar days will exclude the time between semesters and official holidays/vacation periods as shown on the approved academic calendar.

2. *Step Two:* if the response to Step One does not resolve the matter, the student may appeal the Step One response by filing an appeal with the next higher level within 14 calendar days after the receipt of the Step One response. In grievances where the Step One and Step Two individuals are the same, the appeal will be directly to Step Three. Such an appeal shall be in writing with a copy to the Step One faculty member, and will include a copy of the appeal filed at Step One, a copy of the Step One response, and a brief, dated statement of the reasons for the disagreement with the Step One response. The Department Chair at Step Two shall schedule where appropriate, a meeting with the student, the Step One faculty member, and the advisor(s). Such meeting is to take place no later than 14 calendar days after receipt of the Step Two appeal. A written response from the Step Two Department Chair shall be issued to the student within 14 calendar days after the meeting with a copy to the Step One faculty member.

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

4. *Step Four:* if the student claims failure by the College to follow the appropriate procedural steps outlined above, the student may request a review by the Provost (or designees). Such a request shall be in writing and shall include a brief, dated statement of the claimed procedural failure. The Provost (or designees) shall issue a written response to the student with copies to the Step One, Step Two and Step Three officials within 14 calendar days after receipt of the request for review. The Step Four decision shall be final as to procedural issues.

Timeliness

1. An appeal that is untimely is considered to be lost unless there is mutual agreement by both parties for a delay or where circumstances beyond an individual's control led to such delay. A late response or the absence of a timely response, at any level, will not prevent the appealing party from proceeding with an appeal to the next level no later than 14 calendar days from the date by which the response should have been made.

2. If neither party appeals the decision at any step, the decision stands.

Records Maintenance

1. Actions or decisions at any step may not be made until the appeal process has been completed.

2. The Office of the Vice President or Provost shall maintain a file on each grievance or appeal, which goes to Step Three or beyond. Such records shall be kept for a minimum of five years following the final action on the appeal.

Grade Appeal Policy

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

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

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

Additional Education Unit Appeals Information

Education program candidates should also refer to the Education Unit Fair Process Policies and Procedures found on p. 73.

Course Syllabi Statement

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

Class Attendance

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

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

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

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

1. The instructor may assess a penalty to a student's grade for any unexcused absence.

2. For excessive unexcused absences, the instructor may assign a grade of 0.0 for the course.

3. The instructor may count excessive tardiness as absence.

4. The instructor may determine that student absences, even those "excused," are so excessive as to prevent a student from gaining the essential educational experience of the class. In such cases, the instructor may assign a final grade of 0.0; the student may apply for withdrawal or emergency withdrawal from the course.

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

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

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

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

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school because of his or her religious beliefs an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his or her availing himself or herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his or her rights under this section.

    6a. It shall be the responsibility of the administrative officials of each institution of higher education to give written notice to students of their rights under this section, informing them that each student who is absent from school because of his or her religious beliefs must be given an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to such student such equivalent opportunity.

7. As used in this section, the term "institution of higher education" shall mean any institution of higher education, recognized and approved by the Regents of The University of the State of New York, which provides a course of study leading to the granting of a post-secondary degree or diploma. Such term shall not include any institution which is operated, supervised or controlled by a church or by a religious or denominational organization whose educational programs are principally designed for the purpose of training ministers or other religious functionaries or for the purpose

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

Refund Policy

See "Fees and Financial Aid"

Policy and Procedure for Summer Sessions

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

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

School of Arts and Sciences 315-267-2231

School of Education and Professional Studies 315-267-2515

The Crane School of Music 315-267-2418

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

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

The Family Educational Rights and Privacy Act

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

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

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

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

Policies and Procedures Related to Education Programs
Culminating Experience Requirement

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

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

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

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

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

Pre-Student Teaching Field Experiences

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

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

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

Student Teaching Guidelines and Regulations

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

Grade Point Requirements for Student Teaching

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

Student Teaching Placements

MST candidates must complete a semester-long, college-supervised student teaching experience in order to be recommended for certification. The placement of candidates in all School of Education and Professional Studies-supervised student teaching experiences is at the discretion of the Office of Field Experiences and Teacher Certification. Placements are made according to students' subject areas, availability of College supervisors, the willingness of public schools to accept student teachers, and the College's commitment to serve public schools equally. The superintendent of each school will assign classroom placements in cooperation with the Coordinator of the Office of Field Experiences and Teacher Certification. Candidates may not arrange their own placements.

The screening process for student teaching may require employment history, personal and employment references, an interview, and testing. Every applicant for student teaching will be asked if he or she has a criminal record. A photograph will also be required from any individual who works with children. Authorization by the applicant must be given to the College to release information that is critical to teaching performance to the public school prior to or during the placement process. The School of Education and Professional Studies reserves the right to dismiss any candidate determined to be unfit for the teaching profession at any time.

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

in regard to students' preferences for teaching placements. No self-placements are considered and no placements outside New York or Ontario are possible. Student teaching may be arranged in New York City and abroad through the programs described below, although the National Student Exchange (NSE) program is not applicable for any internship in teacher education programs.

SUNY Potsdam discourages employment during the student teaching semester so that the candidate can devote their full attention to this important experience.

SUNY Urban Teacher Education Center (SUTEC)

The Office of Field Experiences and Teacher Certification at SUNY Potsdam works closely with the SUNY Urban Teacher Education Center (**www.suny.edu/sutec**), under the direction of the New York City Department of Education. SUTEC's primary mission is to assist the 17 SUNY campuses that offer teacher preparation programs in the placement of teacher candidates in New York City public schools. These experiences prepare prospective teachers to become competent and confident professionals in urban, multicultural education environments. SUTEC also facilitates the recruitment of SUNY teacher education graduates for New York City schools and provides an academic center for scholarship and research on urban education.

Prospective and current student teachers are welcome to contact or visit the SUTEC office in New York City to talk with the Director about the opportunities for student teaching in New York City and other issues relating to their student teaching, the housing application process, or future employment in the city schools. The SUNY Potsdam Office of Field Experiences and Teacher Certification advertises campus-wide when the SUTEC Director visits the campus.

Student Teaching Abroad Program

Student teaching in Australia is coordinated through SUNY Potsdam's Office of International Education, the Office of Field Experiences and Teacher Certification, and Colin Balfour, Project Manager of International Relations at the University of the Sunshine Coast in Queensland, Australia. Applications and further information for Student Teaching Abroad are available from the Office of International Education and the Office of Field Experiences and Teacher Certification.

New York State Teacher Certification Procedures

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

Candidates should consult with the Office of Field Experiences and Teacher Certification for current information on the

procedures for applying for certification. In addition to completing program requirements, applicants must pass the LAST, ATS-W, and CST portions of the New York State Teacher Certification Examinations. NYSTCE Registration Bulletins are available on the shelves outside Satterlee 111 and contain current information on the New York State Teacher Certification Examination program. Candidates must also fulfill the equivalent of two clock hours of instruction in the Recognition and Identification of Child Abuse and two clock hours of School Violence Intervention and Prevention training by completing HLTH 230 School Health (CA, SAVE) or the equivalent. All persons applying for New York State teacher certification must also submit their fingerprints for screening. Application materials for fingerprinting are available at website: **www.nysed.gov.**

After completing three years of teaching experience (including one year of mentored teaching), MST graduates may then apply for Professional Certification since the MST degree satisfies the academic requirements for Professional Certification. Candidates completing their master's degrees at SUNY Potsdam may apply through the Office of Field Experiences and Teacher Certification for their Professional certificate, which is renewable every five years upon submission of evidence of completion of ongoing, lifelong learning according to NYSED requirements.

Individuals who are interested in additional certifications or alternative certification should contact their regional BOCES certification office. New York State Education certification regulations are on reserve in Crumb Library. Requests for verification of degree completion for out-of-state certification require a minimum of five business days to complete.

The process for certification is complex and has many facets. Contact the certification officer at 315-267-2539 for clarification on this process.

SUNY Potsdam Education Unit Fair Process Policy and Procedures

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

ARTICLE I: General Provisions

Section 1. Scope.

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

Section 2. Definitions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

      e. The individual's general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training, as set forth in each program's written candidate poli-

cies, procedures, professional competencies and the SUNY Potsdam Conceptual Framework, as well as the standards and guidelines adopted or recognized by the applicable professional organizations.

Section 4. Disclaimer.

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

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

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

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

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

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

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

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

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

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

F. an evaluation by a field, school or program supervisor;

G. a decision to place the candidate on probation;

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

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

ARTICLE II: Termination from a Program by a Department

Section 7. Grounds for Termination from a Program.

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

Section 8. Candidate Withdrawal from a Program.

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

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

A. It is normal practice for a department chair, the department chair's designee, or other program decision maker to informally consult with a candidate about a proposed decision to terminate that candidate from the program based on departmental policies, and departments will have practices/procedures specific to their programs for regularly reviewing and notifying candidates of their status with regard to program standards. At this point, the candidate may choose to withdraw from the program (see Section 8) and the matter will then be considered concluded.

B. If a candidate chooses to continue in the program after informal notification, but before the department finalizes a decision to terminate a candidate, the department chair or designee will hand deliver or mail to the candidate a letter:

   1. notifying the candidate of the proposed action, including the effective date of that action;

   2. setting out the reasons for the proposed action; and

   3. providing the candidate 14 days after the hand-delivery or 16 days after it was postmarked to make a written request to meet with the department chair, and/or other appropriate decision-maker(s), to discuss the decision.

Section 10. Department-Level Review Meeting.

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

B. If the candidate wishes to meet with the department chair or designee and/or other appropriate decision-maker(s), the candidate must make a written request for such a meeting within 14 days after the notification of proposed action was hand delivered or 16 days after it was postmarked. This written request for a meeting should be addressed to the department chair or designee and shall provide all of the information and explanations the candidate wants the department chair or designee and/or other appropriate decision-maker(s) to take into consideration in making the decision. This written request for a meeting must be signed and dated, and contain all the following information:

   1. A statement identifying the program decision that is being requested for review;

   2. A statement explaining why the candidate believes that the program decision should be changed;

   3. Any information that the candidate has to support the candidate's belief that the decision should be changed;

   4. The candidate's current address, telephone number, and e-mail address; and

5. A signed statement giving the department chair or designee and/or other appropriate decision-maker(s) permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the review process is thereby concluded and the program decision stands.

C. Within 14 days of receiving a written request from the candidate, the department chair will schedule a meeting between the candidate, the department chair or designee, and one or more of the decision-makers if appropriate. Whenever possible, the meeting should be held within 14 days of the date the candidate's request for review was received by the department chair.

1. This meeting will be conducted by the department chair or designee. The candidate should be given the opportunity to provide the decision-makers with information or explanations to provide a context for the candidate's performance, and the decision-makers may ask questions.

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

3. The duration of this meeting is at the sole discretion of the department chair or designee.

Section 11. Program Decision Letter.

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

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

ARTICLE III: Appeal of Departmental Program Termination Decisions

Section 12. Standard for Appealing a Program Termination Decision.

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

Section 13. Candidate Request for Appeal Meeting.

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

B. The request for an appeal meeting must be in writing and must contain the following information:

1. A statement identifying the program decision that is being appealed;

2. A statement explaining why the candidate believes that the program decision process was unfair and should be reversed;

3. Any information that the candidate has to support the candidate's belief that the decision was based upon an unfair process and should be reversed;

4. The candidate's current address, telephone number, and e-mail address; and

5. A signed statement giving the Dean or Dean's designee permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the appeal process is thereby concluded, and the program termination decision stands.

Section 14. Candidate's Appeal Procedure.

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

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

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

D. As a general rule, the following process will be followed at the appeal meeting:

   1. No recording or verbatim record of the meeting is permitted.

   2. The Dean will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Dean may then ask questions of the candidate. The Dean may conclude the meeting at any time after the candidate has been heard by the Dean.

   3. The duration of this meeting is at the sole discretion of the Dean.

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

F. Upon review of relevant documents, the Dean may take any of the following actions:

   1. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification;

   2. Reverse the original decision to terminate the candidate from the program;

   3. Reverse the original decision to terminate the candidate from the program, which could be subject to the candidate meeting additional requirements; or

   4. Request additional information before deciding to affirm the original decision, reverse the original decision, or reverse the original decision which could be subject to the candidate meeting additional requirements.

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

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

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

Student Facilities and Services

Accommodative Services

SUNY Potsdam is committed to the full inclusion of all students who can benefit from educational opportunities. In accordance with the Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the College endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified students with disabilities to participate in all educational programs, services, and activities. The College will also strive to ensure that a person with a disability who is otherwise qualified will not, on the basis of that disability, be denied full and equal access to and enjoyment of academic and co-curricular programs or activities or be otherwise subjected to discrimination under programs or activities offered by the College.

The Office of Accommodative Services (OAS) provides academic accommodations for all qualified students who have documented learning, emotional, and/or physical disabilities and have need for accommodations. Accommodations can include such services as notetakers, text readers, alternative testing arrangements, loan of some equipment, etc.

A student with a disability requiring reasonable academic accommodations should make the specific request for such assistance to OAS. It is the responsibility of the student to identify him/herself as having a disability and to inform OAS that an accommodation is necessary. The student must submit written documentation of the disability and the need for accommodations from an appropriate authority. Accommodations will be determined on an individual basis.

OAS will assist students requesting non-academic auxiliary aids or services in locating the appropriate campus offices to address the requests. Personal care needs are the responsibility of the student.

For additional information on Accommodative Services, please call 315-267-3267 or stop by Sisson 111.

International Education Program

The International Student and Exchange Advisor serves as a liaison to monitor immigration and naturalization regulations for all international students on campus and those seeking admission to the College. The advisor monitors student compliance with INS regulations and reports student information through SEVIS.

For further information, please call 315-267-2507.

Career Planning

The Career Planning staff provides the following services to SUNY Potsdam students and alumni:

Career Selection – Individual counseling, career interest tests, SIGI+ and FOCUS interactive career computer systems, and career books are resources used to assist in selecting career options. This service has proven to be of value whether or not students have already chosen their academic majors.

Career Entry – Individual counseling and group workshops in job search strategies, resume and cover letter writing, developing interviewing skills, and designing portfolios are provided. This service includes the maintenance of reference files, job vacancy lists, a resume program and job fairs.

Career Management – This program is primarily an alumni service in career progression, career change and career problem solving.

Library – Career Planning library contains over 200 books and videos categorized by career information, reference materials, graduate school, summer jobs and "how to" for a multitude of career fields.

Internet – Through the Career Planning page on the Web, students have access to information on job vacancies, employers, careers, summer jobs, graduate schools, financial aid and handouts.

For further information, call Career Planning at 315-267-2344.

College Counseling Center

The College Counseling Center provides professional psychological services to students during times of personal, social, emotional or educational difficulty. Through individual or group counseling, students learn to deal more effectively with relationship difficulties, eating disorders, alcohol and other drug problems, study habits, crisis and loss situations, depression and anxiety. The Center employs a developmental approach with primary focus on short-term counseling. All

information shared in counseling is strictly confidential and fully protected under the law.

The Center also provides outreach programming and workshops designed to assist students with the developmental tasks of the college years including: achieving independence, identity and intimacy. It should be pointed out to prospective students that resources in the local area for psychiatric treatment are extremely limited.

For more information, contact the College Counseling Center at 315-267-2330.

Student Health Services

Potsdam's Watkins Student Health Services Center, located in Van Housen Hall, is accredited by the Accreditation Association for Ambulatory Health Care. This accreditation means that Health Services has met nationally recognized standards for health care and is committed to providing high-quality care to all students. In addition to serving as a clinic for students who need health care, Health Services makes significant contributions to the physical and psychological health of the entire campus community. The following highlights some of the services that SUNY Potsdam's health center provides:

1. Primary care providers who evaluate and treat illnesses.
2. Frequently prescribed medications on site.
3. On-site laboratory services.
4. Allergy shots.
5. Cold self-care center.
6. Physicals for college athletes, travel abroad and employment.
7. Confidential and anonymous HIV testing and counseling.
8. Psychological screening and referral.
9. Monitoring of immunizations to assure that students have the appropriate immunizations to be in compliance with regulatory mandates, and to decrease the potential for communicable diseases in the College population.
10. Educational programs and services such as alcohol awareness, smoking cessation and AIDS education to parallel the nationally advertised awareness campaigns.
11. Flu clinics and other initiatives to protect the College community from outbreaks of illnesses.
12. Annual campus and community wellness fair.
13. Health education in the forms of active and passive programming, peer education, video tapes, and the maintenance of a resource library available to all students.

Please call 315-267-2377 for more information or to make an appointment.

College Libraries

Supporting learning for the College community through information resources and services.

Spacious, comfortable, and friendly, the Crumb Memorial Library, conveniently located in the center of the academic quadrangle, is an important avenue to knowledge for all graduate students. Working collaboratively, teaching faculty and librarians select a wide range of print, audio-visual, and electronic information sources to support the learning needs of students in each graduate program. The Libraries' subscribe to a variety of databases and other electronic resources, which students may access through the Libraries' web page either from library computers or from personal computers on or off campus. A responsive interlibrary loan service provides students with ready access to materials from other libraries. The Crumb Library houses a children's literature collection and other K-12 curricular materials that support learning for students in teacher education programs.

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

Library faculty are readily available to assist students to become effective users of information resources both through individual or small group consultations and in formal course-related instruction. Special services are also provided to support students who are enrolled in distance learning programs, whether on-line or in locations other than Potsdam.

Crane Music Center

The Crane Music Center consists is a five-building complex including the 1,290-seat Hosmer Concert Hall, the 450-seat Snell Music Theater, the 130-seat Wakefield Lecture and Recital hall, as well as classroom/office buildings all connected by a first-floor plaza area.

As of Spring 2007, The Crane School has become an All-Steinway School and replaced 141 of its pianos with new Steinway instruments. In addition, Crane has more than 1,200 band and orchestra instruments, four harpsichords, a fortepiano, five organs including Wicks concert organ that was recently given an over $1,000,000 update and a collection of Renaissance string and wind instruments. One digital and two analog synthesizer studios, fully equipped (including a Synclavier) enable students to experiment with composition, arranging, and recording techniques. In addition, a 20-workstation MIDI and digital audio/video computer classroom serves the technology needs of all music students.

There are dressing rooms, costume rooms, scenery rooms and support areas for the performance hall; piano and instrument repair shops; a music library; and a recently updated audio

center. Every classroom, rehearsal hall and faculty studio is equipped with tape and cassette decks, CD players, turntables and speakers. There are more than 75 practice rooms, a student commons, a curriculum lab for music education students and separate band, orchestra and choral library collections.

Computing and Technology Services

Computing & Technology Services (CTS) provides support and leadership for SUNY Potsdam in all areas of information technology including desktop computing, networking, telephone services, administrative systems and instructional technology. Our main office is located in Stillman Hall, Room 209. We encourage you to contact us with any questions you may have at 315-267-2089.

Computer Purchase Programs

Students, faculty and staff are eligible for educational savings on a wide variety of personal computers and software. Prices are usually lower than the best mail order or internet offerings on the latest models. This popular purchase program includes both Macintosh and Windows based computers, printers, installation services, and all major software packages. Students interested in this program are strongly encouraged to take advantage of special pricing during the summer and/or spring semesters. Entering students who have signed a letter of intent to enroll in a course of study are eligible for the purchase programs as well.

For more information, call The College Store at 315-267-2573.

Campus Computer Account (CCA)

Every student is provided a Campus Computer Account. The CCA provides many services including the ability to:

- Login to computers in all labs and classrooms around campus
- Use various application programs provided by the college
- Access your SUNY Potsdam e-mail account at **http://bearmail.potsdam.edu**
- Access Blackboard (the campus learning management system)
- Store computer files on central storage (Helios)
- Publish web pages on the College's web server
- Change your CCA password by going to the web site at **https://account.potsdam.edu**

Blackboard

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

To access Blackboard from the campus home page, **www.potsdam.edu,** select Current Students. Under Academics select Blackboard. You can also go directly to **http://blackboard.potsdam.edu.** At the login screen, enter your Campus Computer Account username and password. You will be taken to the "Welcome" page where you can see your announcements and any Blackboard courses you are participating in. Your professor may have already enrolled you in the course or may ask you to self-enroll.

Blackboard is an easy tool to use. If you do have questions, please read the FAQ section of the Blackboard login page or click on the Help button at the top of the page. This is a special web site designed to assist students with Blackboard. You can also contact the CTS HelpDesk, 100 Kellas Hall, 315-267-2083 or e-mail your questions to **bbsupport@potsdam.edu.**

BearPAWS

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

Once you are logged into BearPAWS, some of the many features will allow you to:

- Sign up for new student services including orientation, First Year Interest Groups (FIGs), prepackaged books and micro fridges
- Search the class schedule and register for (or drop) classes
- View your schedule
- View holds
- View your grades for current or past semesters , as well as your unofficial college transcript
- View your student billing and financial aid information
- View your addresses and update temporary or local addresses
- Sign up for room preferences and roommates
- Sign up for meal plans and Bear Express debit accounts
- View your telephone and voice mail account information, as well as your user's guide

BearMail

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

Wireless Network at SUNY Potsdam (W@SP)

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

Kellas Helpdesk

The CTS Helpdesk is located in Kellas 100 and is open Monday through Friday from 8:00 a.m. to 4:30 p.m. The primary function of the Helpdesk is to resolve service requests and to assist faculty, staff, and students with campus computing related problems. Students having problems with television cables in the Residence Halls or with campus computer accounts should report these problems to the Helpdesk. You can visit the Helpdesk in Kellas 100, send e-mail to **helpdesk@potsdam. edu**, or call 315-267-2083. The staff will assist in answering any questions you may have or, if necessary, will refer you to the appropriate office.

TelCom Office

The TelCom Office is conveniently located in 1163 Bowman Hall West and provides voice services to the campus community. If you have telephone and/or voice mail questions or concerns, you may visit the office, phone us at 315-267-3000 or send an e-mail to **telcom@potsdam.edu.**

Residential Cable Television & High-Speed Internet Services

Time Warner Cable provides video and high-speed internet service to all students living in our Residence Halls. Tampering with and/or unauthorized use of the TV cable and/or the high-speed internet modem is expressly forbidden. This offense will be subject to college disciplinary action. For information on other services offered by Time Warner Cable, go to **www. potsdam.edu/TW.**

General Technology Classrooms and Labs

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

Sheard Literacy Center

The Thomas E. O'Shaughnessy Center for Assistive Technology in the Sheard Literacy Center sports a hands-on computer classroom facility with 12 Macintosh and 12 Windows computers and both a color and a black-and-white laser printer. The facility houses a projector and the instructional podium includes a Mac and a PC, a document camera, and VHS/DVD playback. Its software and hardware collection also includes many items that facilitate use of technology by individuals with a variety of disabilities.

Levitt Center

The James H. Levitt Memorial Computer Center is located in Merritt Hall and is managed by CTS. Computing resources are provided to our students in support of the educational mission of the College. These resources include access to software such as Microsoft Word, PowerPoint, Excel, SPSS statistical analysis software and many other discipline-specific academic software programs. There is high-speed access to e-mail, the Internet and other instruction related computing activities, such as Blackboard and BearPAWS. Wireless access is also available. The Levitt Center is equipped with a total of 68 computers (both Windows and Macintosh) two Epson scanners, a card-swipe copier and both a color and a black and white laser printer. The lab is open 90 hours per week and is staffed by student lab assistants at all times.

Carson 101 Multimedia Technology Classroom

This "multimedia technology classroom" is a faculty-designed facility with a unique and flexible layout. It has 12 Macintosh multimedia workstations and open cluster seating at one end, with a flexible seating/conference table area at the other end. Both areas have a large-screen color LCD projector. The room provides access to a DVD, VCR, a document camera, laser printing and high-capacity storage capabilities. It has state of the art, curricular-specific software for mathematics, chemistry, anthropology, modern languages, desktop publishing, graphic arts and a variety of other disciplines. It is connected to the campus network and to the Internet. Campus television services are also available.

Satterlee 300 Computer Classroom and Lab

This large specialized laboratory-classroom is equipped with 22 Macintosh computers, laser printer, scanners, a large-screen color LCD projector and dozens of software titles for classroom use, and instructional multimedia development. The computers are connected to the campus network and to the Internet. Students use these resources to conduct research; prepare assignments, reports, projects and term papers; obtain information not available on campus; and communicate with other students, student teachers and faculty. When not being used for instructional activities, this laboratory-classroom is available for general student use during regular business hours (8:00 a.m. to 4:30 p.m.) when the facility is not being used for instruction; it is open for general use by the College community.

Satterlee 325 Computer Classroom and Lab

This "hands-on classroom" has been set up with 25 Macintosh computers and both a color and a black and white laser printer. It has a large-screen color LCD projector for classroom presentations, as well as connections to the campus network and the Internet. Available software includes Microsoft Office, VectorWorks (Macs only), web browsers, as well as a variety of communications and other curricular-based packages. This facility is used for classes in art, drama, political science, history, education and sociology, as well as for training, development

and laboratory use outside of classroom hours. When not being used for instructional activities, this laboratory-classroom is available for general student use during college business hours.

Dunn 210 Computer Classroom

This "hands-on classroom" is equipped with 26 Windows computers, a large-screen color LCD projector and laser printing services. Programming languages, spreadsheets, word processing and communications software are available. This classroom has connections to both the campus network and the Internet.

Flagg 162 Computer Classroom and Lab

This "hands-on classroom" has been set up with 25 Windows computers and a laser printer. It has a large-screen color LCD projector for classroom presentations, as well as connections to the campus network and the Internet. Available software includes Microsoft Office, SPSS statistical analysis software, web browsers, and a variety of communications and other curricular-based packages. This facility is used for classes in economics, computer and information sciences, and sociology, as well as for training, development, and laboratory use outside of classroom hours.

Special-Purpose Computer Labs in the School of Arts and Sciences

A wide-variety of other small computer labs, available to students and faculty, are located in departmental areas throughout the school for hands-on, small group or in-lab experiences:

- Art – Macintosh computers for high-end photography and digital graphic arts
- Modern Languages – Windows computers, a library of language learning software, and a DVD and VCR
- Physics, Biology, Chemistry and Geology (all sciences) – Macintosh, Windows and Linux computers for simulation, research and instrument control
- Anthropology – Macintosh computers, a scanner for research and curricular software development
- Dance and Drama – Macintosh computers to aid in lighting design, desktop publishing and choreographic design
- Philosophy – Windows computers, a printer, scanner and extensive database materials for research projects

The Crane School of Music Technology Classrooms and Labs

Ralph J. Wakefield Lecture and Recital Hall

Originally an amphitheater-style lecture hall this space was, through the generosity of emeriti faculty, faculty, staff, and alumni, extensively remodeled in 2002 for use as a formal performance space, recording facility and "smart classroom." This project was accomplished through the generosity of emeriti, faculty , staff and alumni and dedicated to the memory of Dean Emeritus Ralph J. Wakefield. The hall is equipped

for professional quality recording with a dedicated recording control room and an extensive stereo and computer presentation system to allow for state-of-the-art lecture and special event presentations.

Crane MIDI Technology Classroom

This state-of-the-art "hands-on classroom" features 20 Intel Core Duo iMac computers and Korg Triton Le keyboard synthesizers with a wide assortment of professional grade music notation and sequencing software, World Wide Web and multimedia development software, and digital audio and video editing and mastering software. Additional hardware includes a DVD burner, scanner, laser printer, and color LCD projection system. SmartMusic accompaniment hardware and software is also available. The lab is open 90 hours per week and is staffed approximately 50 hours per week.

Electronic Music Composition Lab

This professional quality lab is equipped with the latest in digital audio recording hardware and software, high capacity digital storage media, and a variety of synthesizers and sound processors. In addition color laser printing and a computer scanner are available. The lab is open approximately 100 hours per week and is staffed at all times.

Information Technology Acceptable Use Policy

The College maintains an acceptable use policy (AUP) for our technology resources. This policy defines what activities by faculty, staff, and students are (or are not) allowed to do with respect to the use of campus computers, as well as the data network. Therefore, it applies to the use of personal computers in the Residence Halls and elsewhere on campus when that use involves network activities. This policy can be found at **www. potsdam.edu/CTS/Policies/AUP.html.**

CTS Student Employees

The department hires many students throughout the year. CTS student employees are essential in providing valuable assistance to our department and to the entire campus. Applications can be obtained at the Helpdesk in 100 Kellas Hall. We encourage students with work study to apply, as well as students without work study awards.

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

Potsdam Auxiliary and College Educational Services, Inc. (PACES) is a not-for-profit corporation operating under contract with SUNY Potsdam. Established in 1950, PACES operates Dining Services, The College Store, and The Union Market. It also manages vending services, a microwave/refrigerator

rental program and a variety of administrative services. Beyond the services and job opportunities it provides to the campus, PACES supports the SUNY Potsdam community by returning a portion of their net revenues to the College to sponsor student scholarships and other programs.

Dining Services

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

PACES offers a variety of meal plans designed to meet residential and commuter student needs. Each plan is designed to provide maximum choice and/or value for your dollar. Meal Plan contracts are valid for the academic year. Students who are required to live on campus and purchase a meal plan that do not select a plan through BearPAWS by the due date will automatically be assigned one. A complete list of policies and procedures is available on-line at BearPAWS (**http://bearpaws. potsdam.edu**).

For more details please contact the PACES Business Office at 315-267-3096. Your meal plan choice and Bear Express Account are encoded on your photo/ID card (SUNYCard), which is the official College identification card.

The College Store

The College Store carries a complete selection of required textbooks and support materials. A variety of school supplies, including art and music materials, as well as best-selling novels and books for general reading interests are available at the College Store. The store has a line of unique gift items, a wide selection of SUNY Potsdam clothing and sportswear, memorabilia and alumni-related material. The College Store manages the Bear Care program providing individuals the opportunity to send gifts, care packages and gift baskets to students for any occasion.

Textbook and other online ordering is available at **www. potsdam.edu/paces/collegestore.**

The Union Market

The Union Market is the campus convenience store carrying a variety of products such as fresh and frozen foods, snacks, health and beauty products, sodas, newspapers and magazines. In addition to its function as a convenience store, The Union Market also provides VHS/DVD rentals, an on-site digital photo processing center and traditional film processing.

SUNYCard

All SUNY Potsdam students, faculty and staff are required to have a SUNYCard. The SUNYCard functions as the official College ID and is used to access Meal Plans, FLEX Dining Credits, Be-My-Guest Passes, and Bear Express Accounts. It also provides entrance to Residence Halls, Maxcy Hall, and the Crane and Crumb libraries.

If you have questions concerning the SUNYCard, contact the SUNYCard Office in Merritt Hall at 315-267-2658.

Residence Halls

Potsdam students can choose from among five modern, fully-equipped residence halls where living options range from traditional single or double rooms to apartments, townhouses or suites. All student rooms in the residence halls have campus network/Internet connections for each student. Graduate students receiving international initiative grants will be housed in designated locations.

Academic Directory area code (315)

School of Arts and Sciences

Anthropology 267-2053
    Macvicar Hall
Art 267-2251
    Brainerd Hall
Biology...267-2264
    Stowell Hall
Chemistry 267-2264
    Stowell Hall
Computer and Information Sciences 267-2074
    Dunn Hall
Dance and Theater 267-2556
    Satterlee Hall
Economics and Employment Relations 267-2206
    Dunn Hall
English & Communication 267-2005
    Morey Hall
Geology...267-2286
    Timerman Hall
History... 267-2556
    Satterlee Hall
Mathematics..267-2065
    Macvicar Hall
Modern Languages..267-2792
    Morey Hall
Philosophy 267-2005
    Morey Hall
Physics 267-2286
    Timerman Hall
Politics 267-2768
    Satterlee Hall
Psychology 267-2606
    Flagg Hall
Sociology...267-2768
    Satterlee Hall
Theater..265-2556
    Satterlee Hall

School of Education and Professional Studies

Business Administration 267-2206
    Dunn Hall
Community Health...267-2306
    Dunn Hall
Curriculum and Instruction (Birth–Grade 6) 267-2525
    Satterlee Hall
Literacy 267-2535
    Satterlee Hall
Secondary Education...267-2535
    Satterlee Hall
Special Education...267-2525
    Satterlee Hall
Information Communication and Technology 267-2525
    Dunn Hall

The Crane School of Music

Music, Graduate Studies.. 267-2453
    Bishop Hall
Music Education 267-3231
    Schuette Hall
Performance 267-3222
    Bishop Hall
Theory, History and Literature 267- 2447
    Schuette Hall

Administrative Directory area code (315)

Academic Affairs – Provost, Raymond Hall 267-2108
Accommodative Services, Sisson Hall 267-3267
Affirmative Action, Raymond Hall 267-3372
Arts and Sciences – Dean, Dunn Hall 267-2231
Bursar, Raymond Hall..267-2137
Career Planning, Sisson Hall 267-2344
Computing and Technology Services
    Administrative Information Systems,
     Stillman Hall...267-2089
    Helpdesk, Kellas Hall 267-2083
Counseling Center, Van Housen Hall....................... 267-2330
Crane School of Music, The
    Dean, Bishop Hall.. 267-2775
    Director of Graduate Studies, Bishop Hall............ 267-2453
Education and Professional Studies – Dean,
    Satterlee Hall.. 267-2515
Extended Education,
    Raymond Hall............................267-2166 or 800-458-1142
Financial Aid, Raymond Hall.................................... 267-2162
Field Experiences and Teacher Certification,
    Satterlee Hall...............................267-2517 or 800-458-1142
Graduate Studies, Satterlee Hall ....267-2165 or 800-458-1142
Human Resources, Raymond Hall 267-4816
International Education, Carson Hall.......................267-2792
Libraries
    Crumb Memorial Library 267-2485
    Crane Music Library...267-2451
PACES
    Business Office, Merritt Hall 267-3096
    Dining Services, Thatcher Hall 267-2657
    The College Store, Student Union 267-2573
    SUNYCard, Merritt Hall....................................267-2658
President's Office, Raymond Hall 267-2100
Registrar, Raymond Hall 267-2154
Residence Life, Draime Hall...................................... 267-2350
Student Affairs, Barrington Student Union.................267-2117
Student Conduct and Community Standards,
    Barrington Student Union.................................. 267-2579
Student Health Service, Van Housen Hall 267-2377
University Police, Van Housen Hall..........................267-2222

Index