## DEGREE

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<tr>
<th>Title</th>
<th>Option within program or certification area</th>
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### DEGREE

#### Master of Science for Teachers (M.S.T.)

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<th>Option within program or certification area</th>
<th>HEGIS Codes</th>
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#### Master of Arts (M.A.)/Certificate of Advanced Study (C.A.S.)

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#### Certificate of Advanced Study (C.A.S.)

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<th>Plattsburgh Curr. Code Branch Campus</th>
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2. The M.S. in College and Agency Counseling and the School Counselor M.S.Ed. and C.A.S. prepare students for certification by the National Board of Certified Counselors.
3. Certification areas: Childhood 1-6, Music, Visual Arts, Biology 7-12, Chemistry 7-12, Earth Science 7-12, English 7-12, French 7-12, Mathematics 7-12, Physics 7-12, Social Studies 7-12, Spanish 7-12.

Enrollment in other than registered or approved programs may jeopardize a student’s eligibility for student aid awards.
M.S.T. PROGRAM IN
ADOLESCENCE EDUCATION

Program Area Coordinator:
Dr. Robert Ackland, 518-564-5131
Email: robert.ackland@plattsburgh.edu
Sibley Hall, Room 314

See Teacher Education Unit for faculty listing.

The Program
The Master of Science for Teachers (M.S.T.) program is for students who wish to become NYS teacher certified through a graduate education program. The M.S.T. Adolescence Education program is a 42 credit hour* program leading to initial New York state certification for grades 7-12 in Biology, Chemistry, Earth Science, English, French, Mathematics, Physics, Social Studies, or Spanish.

* Applicants may have to complete additional undergraduate courses in their content area and a year of college-level foreign or sign language prior to matriculation.

Students with a B.S. or B.A. in secondary education and initial or provisional certification in any secondary education area should apply to the M.S.Ed. Curriculum and Instruction, Special Education, or Literacy programs.

For the shared vision and program themes of the professional education faculty at SUNY Plattsburgh, see Teacher Education Unit in the Academic Departments, Centers, and Major Programs section of this catalog.

Students wishing to pursue this program at SUNY Plattsburgh’s Branch Campus at Adirondack Community College see Branch Campus in the Regional, Local, and Campus Overview section of this catalog for additional information.

Admission Requirements
The application deadline for fall or summer matriculation is February 15th. Admission to the State University of New York College at Plattsburgh is granted without regard to race, creed, color, sex, age, national origin, sexual orientation, disability, or handicap. Admission requirements include:

- Completion of a baccalaureate degree with a cumulative GPA of at least 2.75 on a 4.0 scale and a subject matter major appropriate to SUNY Plattsburgh combined B.A./M.S.T. teacher education programs.
- Demonstration of literacy skills and potential for success through a written statement of purpose.
- Three (3) letters of recommendation indicating the applicant’s ability to pursue graduate study. At least 2 of the letters should be from college faculty.
- A completed M.S.T. worksheet obtained from the Office of Graduate Admissions.
- Meet all conditions of acceptance into the M.S.T. program.
- Attendance at an on-campus interview, if invited.
- Availability of program openings.

Additional details may be found at www.plattsburgh.edu/academics/education/adolescence/master.php.

Monitoring of Student Progress
Upon acceptance into the M.S.T. program, the student is assigned to an advisor. Course instructors evaluate students’ academic and professional development throughout the program to ensure that students meet high standards. Students are expected to behave in ways that are consistent with commitment to professional and ethical behavior, academic excellence and diligence, and dedication to the teaching profession throughout their graduate program. Faculty will review any deviations and will recommend action or dismissal from the program.

If a student’s cumulative GPA falls below a 3.0 or if the student fails to meet standards for professional behavior, the student may be dismissed from the program. Students who exhibit deficiencies in professional behavior and/or teaching performance, regardless of GPA, may be subject to dismissal from the program.

Student Teaching Requirements
Student teachers test ideas, assume responsibility, and develop competencies in performing the role of a teacher. At the beginning of every spring semester, ALL students qualified to student teach during the following fall or spring semesters must attend a mandatory student teaching application session. SUNY Plattsburgh operates student teaching field experience centers in various geographic areas, extending from the Canadian border to Malone and south to the Glens Falls, Albany, and New York City regions. Student teaching assignments are limited to these geographic regions. With the exception of New York City, students may be required to relocate to any of these regions. All placements are arranged by the Office of Field Experience and Student Teaching.

Students in the M.S.T. Adolescence Education program must meet the following requirements to qualify for admission to student teaching:

- Health Education Requirement: New York State Education Law mandates that all teacher candidates complete instruction in Substance Abuse, Child Abuse and Neglect, and School Violence Prevention and Intervention. EDU 5120 satisfies these requirements.
- Foreign Language Requirement: All teacher education students must complete a two-semester beginning-level sequence, or its equivalent, in French, Spanish, German, Portuguese, Russian, any other modern foreign language, or American Sign Language taken at an accredited institution of higher education. For further details, see the foreign language department chairperson or the graduate advisor.
GRADUATE INFORMATION AND PROGRAMS

- Attendance in the spring semester (1 to 2 semesters prior to student teaching) at a mandatory student teaching application session;
- Completion of the appropriate student teaching application form and all other required data forms;
- Certification by a physician that the student is apparently free from physical and mental conditions which might prevent the student from participating in the senior field experience;
- Certification by the Dean of Students that the student’s standing in the college community (as reflected in her/his conduct) is such as to ensure reasonable effectiveness in pupil, faculty and community relations;
- Completion of a minimum of 30 graduate credits with a minimum cumulative GPA of 3.0; and
- Have attained a grade of B or higher in all courses in the M.S.T. program.

NOTE: No other courses can be taken during student teaching.

See additional information about student teaching and teacher certification in the Teacher Education Unit section of this catalog.

MASTER OF SCIENCE FOR TEACHERS (M.S.T.) ADOLESCENCE EDUCATION (GRADES 7-12)

Biology 7-12 (Curr: 0823* or 8033**)
Chemistry 7-12 (Curr: 0824* or 8034**)
Earth Science 7-12 (Curr: 0825* or 8035**)  
English 7-12 (Curr: 0826* or 8036**)  
French 7-12 (Curr: 0827* or 8037**)  
Mathematics 7-12 (Curr: 0828* or 8038**)  
Physics 7-12 (Curr: 0829* or 8039**)  
Social Studies 7-12 (Curr: 0830* or 8040**)  
Spanish 7-12 (Curr: 0831* or 8041**)  

Course Requirements Cr. Hrs.

Semester 1 16
EDU 5120 Adolescent Development for Education Professionals (2 cr.)  
EDU 5130 Assessment in Education (2 cr.)  
EDU 5150 Curriculum Design and Pedagogical Methods: Grades 7-12 (3 cr.)  
EDU 5160 School Culture, Settings and Systems in the 21st Century (2 cr.)  
EDU 5170 Educational Technology I (2 cr.)  
EDU 5180 Practitioner Research in Education I: Planning Research (2 cr.)  
EDR 501 Introduction to Literacy Instruction (3 cr.)

Semester 2 14
EDU 5250 Curriculum Design and Pedagogical Methods II: Grades 7-12 (4 cr.)  
EDU 5270 Educational Technology II (2 cr.)  
EDS 543 Inclusive Schools and Communities (3 cr.)  
EDU 5280 Practitioner Research in Education II: Conducting Research (2 cr.)  
EDR 514 Exploring Multicultural Competencies and Literacy Instruction (3 cr.)  

Semester 3 12
EDT 594 Student Teaching (12 cr.)

TOTAL CREDIT HOURS 42

Capstone Project
Successfully complete a portfolio. The portfolio begins in the introductory course, continues through the program, and ends as one component of the capstone evaluation.

*Curriculum code for students taking courses at SUNY Plattsburgh’s Main Campus.
**Curriculum code for students taking courses at SUNY Plattsburgh’s Branch Campus.

M.S.T. PROGRAM IN CHILDHOOD EDUCATION

Program Area Coordinator:
Dr. Robert Ackland, 518-564-5131  
Email: robert.ackland@plattsburgh.edu  
Sibley Hall, Room 314

See Teacher Education Unit for faculty listing.

The Program
The Master of Science for Teachers (M.S.T.) program is for students who wish to become NYS teacher certified through a graduate education program. The M.S.T. Childhood Education program is a 42 credit hour* program leading to initial New York state certification for grades 1-6.

* Applicants may have to complete additional undergraduate courses in their content area and/or undergraduate liberal arts courses prior to matriculation.

Students with a B.S. or B.A. in education who hold a New York State Education Department certificate of qualification or provisional or initial certificate in elementary education should apply to the M.S.Ed. Curriculum and Instruction, Special Education, or Literacy programs.

For the shared vision and program themes of the professional education faculty at SUNY Plattsburgh, see Teacher Education Unit in the Academic Departments, Center, and Major Programs section of this catalog.

Students wishing to pursue this program at SUNY Plattsburgh’s Branch Campus at Adirondack Community College see Branch Campus in the Regional, Local, and Campus overview section of this catalog for additional information.
Admission Requirements
The application deadline for fall or summer matriculation is February 15th. Admission to the State University of New York College at Plattsburgh is granted without regard to race, creed, color, sex, age, national origin, sexual orientation, disability, or handicap. Admission requirements include:

- Completion of a baccalaureate degree with a cumulative GPA of at least 2.75 on a 4.0 scale in a subject matter major appropriate to SUNY Plattsburgh’s undergraduate teacher education programs. Any differences in the content concentration requirements as listed in the current undergraduate catalog must be made up prior to admission.
- Completion of six credits or equivalent in English, math, and social studies, and seven credits in science with no grade lower than a B.
- Demonstration of literacy skills and potential for success through a written statement of purpose.
- Three (3) letters of recommendation indicating the applicant’s ability to pursue graduate study. At least 2 of the letters should be from college faculty.
- A completed M.S.T. worksheet obtained from the office of Graduate Admissions.
- Meet all conditions of acceptance into the M.S.T program.
- Attendance at an on-campus interview, if invited.
- Availability of program openings.

Additional details may be found at www.plattsburgh.edu/academics/education/childhood/master.php.

Monitoring of Student Progress
Upon acceptance into the M.S.T. program, the student is assigned to an advisor who guides the student’s progress through the program. Course instructors evaluate students’ academic and professional development throughout the program to ensure that students meet high standards. Students are expected to behave in ways that are consistent with commitment to professional and ethical behavior, academic excellence and diligence, and dedication to the teaching profession throughout their graduate programs. Faculty will review any deviations and will recommend action or dismissal from the program.

If a student’s cumulative GPA falls below a 3.0 or if the student fails to meet standards for professional behavior, the student may be dismissed from the program. Students who exhibit deficiencies in professional behavior and/or teaching performance, regardless of GPA, may be subject to dismissal from the program.

Student Teaching Requirements
Student teachers test ideas, assume responsibility, and develop competencies in performing the role of a teacher. At the beginning of every spring semester, ALL students qualified to student teach during the following fall or spring semesters must attend a mandatory student teaching application session. SUNY Plattsburgh operates student teaching field experience centers in various geographic areas, extending from the Canadian border to Malone and south to the Glens Falls, Albany, and New York City regions. Student teaching assignments are limited to these geographic regions. With the exception of New York City, students may be required to relocate to any of these regions. All placements are arranged by the Office of Field Experience and Student Teaching.

Students in the M.S.T. Childhood Education program must meet the following requirements to qualify for admission to student teaching:

- Health Education Requirement: New York State Education Law mandates that all teacher candidates complete instruction in Substance Abuse, Child Abuse and Neglect, and School Violence Prevention and Intervention. EDU 5110 satisfies these requirements.
- Foreign Language Requirement: All teacher education students must complete a two-semester beginning-level sequence, or its equivalent, in French, Spanish, German, Portuguese, Russian, any other modern foreign language, or American Sign Language taken at an accredited institution of higher education. For further details, see the foreign language department chairperson or the graduate advisor.
- Attendance in the spring semester (1 to 2 semesters prior to student teaching) at a mandatory student teaching application session;
- Completion of the appropriate student teaching application form and all other required data forms;
- Certification by a physician that the student is apparently free from physical and mental conditions which might prevent the student from participating in the senior field experience;
- Certification by the Dean of Students that the student’s standing in the college community (as reflected in her/his conduct) is such as to ensure reasonable effectiveness in pupil, faculty and community relations;
- Completion of a minimum of 30 graduate credits with a minimum cumulative GPA of 3.0; and
- Have attained a grade of B or higher in all courses in the M.S.T. program.

NOTE: No other courses can be taken during student teaching.

See additional information about student teaching and teacher certification in the Teacher Education Unit section of this catalog.
MASTER OF SCIENCE FOR TEACHERS (M.S.T.)
CHILDHOOD EDUCATION (GRADES 1-6)
(Curr: 0832* or 8042**)  

Prerequisites
The following coursework (at undergraduate or graduate level) with a B or better in each course:
- 6 credits of English
- 6 credits of mathematics
- 6 credits of social studies
- 7 credits of science, including one laboratory course

Course Requirements Cr. Hrs.

Semester 1 16
EDU 5110 Child Development for Education Professionals (2 cr.)
EDU 5130 Assessment in Education (2 cr.)
EDU 5140 Curriculum Design and Pedagogical Methods I: Grades 1-6 (3 cr.)
EDU 5160 School Culture, Settings, and Systems in the 21st Century (2 cr.)
EDU 5170 Educational Technology I (2 cr.)
EDU 5180 Practitioner Research in Education I: Planning Research (2 cr.)
EDR 501 Introduction to Literacy Instruction (3 cr.)

Semester 2 14
EDU 5240 Curriculum Design and Pedagogical Methods II: Grades 1-6 (4 cr.)
EDU 5270 Educational Technology II (2 cr.)
EDS 543 Inclusive Schools and Communities (3 cr.)
EDU 5280 Practitioner Research in Education II: Conducting Research (2 cr.)
EDR 514 Exploring Multicultural Competencies and Literacy Instruction (3 cr.)

Semester 3 12
EDT 594 Student Teaching (12)

TOTAL CREDIT HOURS 42

Capstone Project
Successfully complete a portfolio. The portfolio begins in the introductory course, continues through the program, and ends as one component of the capstone evaluation.

*Curriculum code for students taking courses at the SUNY Plattsburgh’s Main Campus.
**Curriculum code for students taking courses at SUNY Plattsburgh’s Branch Campus.

M.S., M.S.ED., AND C.A.S. PROGRAMS IN COUNSELOR EDUCATION

Department Chairperson and Graduate Program Coordinator:
Dr. Stephen Saiz, 518-564-4170
Email: stephen.saiz@plattsburgh.edu
Ward Hall, Room 107F

SUNY Distinguished Service Professor:
R. Schnell

Associate Professors: B. Burnell, S. Saiz, D. Stone
Assistant Professors: J. Davis, S. Dodd

Adjunct Faculty: P. Allie Turco, J. Belli, J. Blowers, V. Drown, J. Hogan, A. Larmon, T. Marlow, C. Reaser, K. Relaford

The Programs
The Counselor Education Department offers graduate programs in the following areas:

College and Agency Counseling (M.S.)
Student Affairs Professional Practice (Curr: 0881)

Mental Health Counseling (M.S.) (Curr: 8000)

School Counselor (M.S.Ed./C.A.S.) (Curr: 0908)

These comprehensive professional education programs combine theoretical and skill-based approaches to serving clients, focusing on the preparation of professional counselors who have the commitment, knowledge, skills, attitudes, values and self-awareness to offer quality counseling services to individuals, families, and groups in educational and community settings. The programs can be pursued on a full-time or part-time basis, up to the point of internship when a full-time commitment is generally required. (Visit our Web site at www.plattsburgh.edu/academics/counselored.)

The Master of Science program option in Student Affairs Professional Practice requires the equivalent of two years of full-time study and 48 credit hours of academic work. It prepares individuals to work on college and university campuses in positions which require counseling background, knowledge of college student development, and skill in program development and implementation.

The program in Mental Health Counseling prepares persons for work in a broad range of positions calling for counseling expertise in private and public agencies. This program embodies a community mental health orientation with courses in psychopathology and mental health counseling, psycho-pharmacology, and suicidology. Students who wish to work with families, children, or issues of substance abuse may take electives specific to those concerns. The mental health counseling program is registered with the New York State Education Department. Upon completion of the program graduates...
may take New York state’s licensure exam, the Clinical Mental Health Counselor Examination.

The Certificate of Advanced Study, a 60 credit hour program, prepares individuals to work as counselors in school settings. Upon completion of the C.A.S. program, students also receive the Master of Science in Education degree (unless they already hold an M.S.Ed. or an M.S. in counseling). This program satisfies the academic requirements for the New York State Permanent Certificate in School Counseling.

Persons who want both an M.S. in College and Agency Counseling and a C.A.S. in School Counselor must complete all requirements for the M.S. degree first, including internship at an agency or college. Upon nearing completion of the M.S., the student may petition for acceptance into the C.A.S. program. The C.A.S. will be awarded upon completion of an internship in the school setting and other course requirements. In most cases, attainment of both an M.S. and a C.A.S. will require more than 60 credit hours.

Admission Requirements

General college requirements and admissions procedures for graduate study must be met and openings in programs must be available. Specific additional provisions of the Counselor Education Department require that the applicant:

1. Has earned at least 12 credit hours in psychology, human services, education, or closely related areas and completed specific coursework in statistics;
2. Presents a Graduate Record Examination or a Miller Analogies Test score which falls in the upper three quartiles of national norms;
3. Meets a minimum undergraduate grade point average of 2.8; and
4. Provides evidence through statement of purpose, letters of recommendation, and personal interviews of potential for success as a professional counselor.

Monitoring of Student Progress

Upon acceptance into the program, each student is assigned an advisor who guides the student in selecting courses to fit the student’s program. Courses in the counseling programs are planned to give a balanced selection of academic and experiential education and to encourage each student to achieve maximum professional competence.

Academic and professional development evaluations are made of all students each semester to ensure compliance with program standards. If a student’s cumulative grade point average falls below 3.0, the student may be dismissed from the program or prohibited from completing the clinical aspects of the program until the deficiency is made up. In addition, students who exhibit deficits in counseling performance and/or professionalism, regardless of grade point average, will be identified by the faculty and decisions for action will be specified. These decisions will be communicated to the student by either his or her advisor or the assembled faculty.

A “Handbook for Students and Advisors” is available to matriculated counseling students to explain further the options and procedures within the counseling program.

It is the position of the Counselor Education Department that the entire period of a student’s matriculation in a graduate program is a continual professional development experience. Students are expected to behave during this time in a manner which is consistent with accepted standards of professional and ethical behavior of the department and of the American Counseling Association. Any deviation from these standards will be reviewed by the department for a recommendation of corrective action, including possible dismissal from this college.

M.S. IN MENTAL HEALTH COUNSELING
(Curr: 8000)

Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum:</td>
<td>23</td>
</tr>
<tr>
<td>CLG 501 Life Span Development (2)</td>
<td></td>
</tr>
<tr>
<td>CLG 503 Theories of Counseling (3)</td>
<td></td>
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<tr>
<td>CLG 505 Counseling Relationships and Skills (3)</td>
<td></td>
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<tr>
<td>CLG 507 Professional Orientation for Counselors (1)</td>
<td></td>
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<tr>
<td>CLG 509 Assessment in Counseling (3)</td>
<td></td>
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<tr>
<td>CLG 517 Group Counseling (3)</td>
<td></td>
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<tr>
<td>CLG 527 Career Development Counseling (3)</td>
<td></td>
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<tr>
<td>CLG 545 Cultural Contexts of Counseling (2)</td>
<td></td>
</tr>
<tr>
<td>CLG 554 Research Design &amp; Methods (3)</td>
<td></td>
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<tr>
<td>Environmental Studies:</td>
<td>3</td>
</tr>
<tr>
<td>CLG 539 Mental Health &amp; Community Counseling (3)</td>
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<tr>
<td>Specialized Studies:</td>
<td>13</td>
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<tr>
<td>CLG 529 Suicide Assessment &amp; Counseling (1)</td>
<td></td>
</tr>
<tr>
<td>CLG 547 Psychopathology &amp; Mental Health Counseling (3)</td>
<td></td>
</tr>
<tr>
<td>CLG 548 Clinical Practice in Mental Health Counseling (3)</td>
<td></td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>CLG 519 Substance Abuse Counseling (3)</td>
<td></td>
</tr>
<tr>
<td>CLG 523 Introduction to Family Therapy (3)</td>
<td></td>
</tr>
<tr>
<td>CLG 536 Counseling Children and Adolescents (3)</td>
<td></td>
</tr>
<tr>
<td>Supervised Practicum and Internship:</td>
<td>21</td>
</tr>
<tr>
<td>CLG 512 Pre-Practicum (2)</td>
<td></td>
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<tr>
<td>CLG 513 Counseling Practicum (4)</td>
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</tr>
<tr>
<td>CLG 541 Internship: Community Counseling/Mental Health Counseling I (9)</td>
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<tr>
<td>CLG 543 Internship: Mental Health Counseling II (6)</td>
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<tr>
<td>TOTAL CREDIT HOURS</td>
<td>60</td>
</tr>
</tbody>
</table>
NOTE: Candidates who seek licensure as a mental health counselor must complete a minimum of two clock hours of instruction in a New York State Education Department approved training class regarding the identification and reporting of child abuse and maltreatment. CLG 501 Life Span Development (2 cr.), if completed at SUNY Plattsburgh Spring 2006 or later, fulfills this requirement.

M.S. IN COLLEGE AND AGENCY COUNSELING STUDENT AFFAIRS PROFESSIONAL PRACTICE (Curr: 0881)

Course Requirements Cr. Hrs.
Core Curriculum: 23
- CLG 501 Life Span Development (2)
- CLG 503 Theories of Counseling (3)
- CLG 505 Counseling Relationships and Skills (3)
- CLG 507 Professional Orientation for Counselors (1)
- CLG 509 Assessment in Counseling (3)
- CLG 517 Group Counseling (3)
- CLG 527 Career Development Counseling (3)
- CLG 545 Cultural Contexts of Counseling (2)
- CLG 554 Research Design & Methods (3)

Environmental Studies: 6
- CLG 522 College Students and Environments (3)
- CLG 535 Facilitating College Student Development (3)

Specialized Studies: 4
- CLG 506 Student Affairs Practice (3)
- CLG 529 Suicide Assessment & Counseling (1)

Supervised Practicum and Internship: 15
- CLG 512 Pre-Practicum (2)
- CLG 513 Counseling Practicum (4)
- CLG 542 Internship: Student Affairs Counseling (9)

Electives: 12
Each candidate is required to complete 6 of their elective credits in at least two of the following courses:
- CLG 521 Counseling Persons with Disabilities (3)
- CLG 547 Psychopathology and Mental Health Counseling (3)
- EDA 512 Public School Law (3)
- EDU 537 Managing Disruptive Behavior in the Classroom (3)

TOTAL CREDIT HOURS 48

M.S.ED. AND C.A.S. SCHOOL COUNSELOR (Curr: 0908)

Course Requirements Cr. Hrs.
Core Curriculum: 23
- CLG 501 Life Span Development (2)
- CLG 502 Career Development Counseling in the Schools (3)
- CLG 503 Theories of Counseling (3)
- CLG 505 Counseling Relationships and Skills (3)

Supervised Practicum and Internship: 15
- CLG 512 Pre-Practicum (2)
- CLG 513 Counseling Practicum (4)
- CLG 542 Internship: Student Affairs Counseling (9)

Electives: 12
Each candidate is required to complete 6 of their elective credits in at least two of the following courses:
- CLG 521 Counseling Persons with Disabilities (3)
- CLG 547 Psychopathology and Mental Health Counseling (3)
- EDA 512 Public School Law (3)
- EDU 537 Managing Disruptive Behavior in the Classroom (3)

TOTAL CREDIT HOURS 60

Graduation Requirements
Candidates for the M.S., including the M.S.Ed., and the C.A.S. must satisfactorily complete a portfolio project. The portfolio is both a formative and a comprehensive assessment of the student’s professional growth.

A counseling practicum in which the counselor candidate is engaged in the provision of supervised counseling to clients is required of all candidates; this experience must total a minimum of 115 clock hours, of which 47 must be in direct counseling services. Also, a nine-credit, 600 clock hour internship must be completed prior to graduation. Students in the Mental Health Counseling program will complete an additional 500-hour internship, for a total of 1100 internship hours. Internship sites are specific to the program in which the student is enrolled. The practicum and internship schedules do not necessarily correspond with the college calendar. As noted above, generally a full-time commitment is required. A grade of B or better is required in the Counseling Relationships and Skills, pre-practicum, practicum, and internship classes. These courses may be repeated.

Approval must be obtained from counseling faculty to enroll in the required practicum and internship courses. The criteria used to evaluate entrance into these courses include performance in the prerequisite courses, responsibility, maturity, and professional behavior.
Students matriculated in the counseling programs who are engaged in the provision of individual or group counseling services, either on campus or off campus, must be supervised by program faculty at all times; this includes obtaining written approval from supervising faculty for any counseling services offered outside of regular practicum or internship coursework. Counseling graduate students are required to carry professional liability insurance through membership in an approved professional association prior to participating in practicum and internship courses.

**Credentialed**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to four program areas in the Counselor Education Department: the 48-credit College and Agency Counseling (M.S.) programs, Student Affairs Professional Practice and Community Counseling, plus the 60-credit Mental Health Counseling (M.S.) and School Counselor (C.A.S) programs. (The Community Counseling program is being phased out; no new students are being admitted.)

Counselor candidates at SUNY Plattsburgh are eligible during the last semester of their academic programs to take the National Counselor Examination (NCE) of the National Board for Certified Counselors. Satisfactory completion of this examination and graduation from one of the counseling programs confer certification as a National Certified Counselor. At the time of this publication, many states administer the NCE for licensure purposes.

Additional certifications available to graduates after further supervised work include the Master Addictions Counselor, Certified Clinical Mental Health Counselor, and National Certified School Counselor. Completion of the School Counselor program leads to provisional certification as a school counselor in New York State, with permanent certification available upon completion of two years of successful work experience as a school counselor. The requirements for New York State school counselor certification are expected to change soon. The school counseling program is designed to meet any new requirements as they are announced.

A graduate of the Mental Health Counseling program has satisfied all of the academic requirements for licensure as a mental health counselor in the state of New York. Graduates may apply for a limited permit as the first step toward mental health licensure.

**M.S.Ed. Program**

**IN CURRICULUM AND INSTRUCTION**

**Program Area Coordinator:**
Dr. Heidi Schnackenberg, 518-564-5143
Email: heidi.schnackenberg@plattsburgh.edu
Sibley Hall, Room 309A

See Teacher Education Unit for faculty listings.

**The Program**

The M.S.Ed. program in Curriculum and Instruction is designed for people with a B.A. or B.S. in education who hold a valid New York State Education Department Teaching Certificate. This program has been approved by SUNY and the State Education Department. See the Directory of Graduate Programs and Certificates in this section of the catalog for the approved certification areas. (For the shared vision and program themes of the professional education faculty at SUNY Plattsburgh, see the Teacher Education Unit section of this catalog.)

Students may pursue this program at SUNY Plattsburgh’s Branch Campus at Adirondack Community College; for more information, see Branch Campus in the Regional, Local, and Campus Overview section of this catalog.

**Admission Requirements**

The goal of the admissions procedure is to identify and attract students who are strong educators and who have demonstrated, through undergraduate achievement and other indicators, the commitment and capacity to succeed in an intensive program of graduate study.

General college requirements and admissions procedures for graduate study must be met. The decision to admit students ultimately rests with the Dean of Education, Health, and Human Services, who acts upon the recommendation of the Program Coordinator and a Graduate Admissions Committee.

All committee members and administrators involved in the admissions process consider the following factors:

- Appropriate preparation at the baccalaureate level and teacher certification (including successful completion of LAST, CST and ATS-W). (Applicants with provisional, rather than initial, certification need to have completed only the LAST and ATS-W at the time of admission.)
- Evidence of a strong academic record in undergraduate studies, as reflected in a grade point average of at least 2.5 on a 4-point scale.
- Evidence of superior achievement in courses most closely allied with the student’s teaching and/or certification area(s).
- Three (3) letters of recommendation indicating the applicant’s ability to pursue graduate study. At least 2 of the letters should be from college faculty.
- A statement disclosing any history of dismissal or suspension from any academic program due to
GRADUATE INFORMATION AND PROGRAMS

disciplinary review and/or conviction of a felony.
- Other information which may be requested by the Graduate Admissions Committee, including the possibility of a personal interview, to determine the potential for success as a teaching professional and graduate student.
- Attendance at an on-campus interview, if invited.
- Availability of program openings. (Call 518-564-2122 to check availability.)

Monitoring of Student Progress
Upon acceptance into an M.S.Ed. program, the student is assigned to an advisor. Course instructors evaluate students’ academic and professional development throughout the program to ensure that students meet high standards. Students are expected to behave in ways that are consistent with the commitment to professional and ethical behavior, academic excellence, diligence, and dedication to the teaching profession throughout their graduate programs. Faculty will review any deviations and will recommend action or dismissal from the program.

If a student’s cumulative GPA falls below a 3.0 or if the student fails to meet standards for professional behavior, the student may be dismissed from the program. Students who exhibit deficiencies in professional behavior and/or teaching performance, regardless of GPA, may be subject to dismissal from the program.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
CURRICULUM AND INSTRUCTION
(Curr: 0896* or 8002**)

Prerequisite: NYS Teacher Certification

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrated Studies</td>
<td>12</td>
</tr>
<tr>
<td>INT 501 Integrated Studies: Curriculum Issues</td>
<td>(4)</td>
</tr>
<tr>
<td>INT 502 Integrated Studies: Content &amp; Pedagogy</td>
<td>(4)</td>
</tr>
<tr>
<td>INT 503 Integrated Studies: Capstone Project</td>
<td>(4)</td>
</tr>
<tr>
<td>2. Other Required Areas of Study</td>
<td>15</td>
</tr>
<tr>
<td>Advanced study in technology (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 580 Technology Foundations for Education</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 583 Distance Education: Teaching &amp; Learning Online</td>
<td>(3)</td>
</tr>
<tr>
<td>EDR 570 Computers &amp; Reading Instruction</td>
<td>(3)</td>
</tr>
<tr>
<td>Advanced study in social foundations of education (3 credits)</td>
<td></td>
</tr>
<tr>
<td>EDU 500 Education in Contemporary Society</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 514 Intro. to Comparative Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Advanced study in assessment of student learning (3 credits)
EDU 502 Tests and Measurements (3)
EDS 532 Assessment in Special Education (3)

Advanced study in classroom management (3 credits)
EDU 538 Classroom Management of Behavior (3)
EDU 537 Managing Disruptive Behavior (3)
EDS 535 Theories of Behavior Management (3)
EDS 541 Teaching Prosocial Skills to Young Children (3)
EDU 566 Human Relations in the Classroom (3)

Advanced study of educational research (3 credits)
EDU 513 Adm/Tch Research Methods (3)
EDS 531 Single Subject Research (3)
EDU 503 Introduction to Educational Statistics (3)
EDR 507 Research Methods Literacy Education (3)

3. Additional Electives 6
Courses selected by advisement in the primary field of certification if available, or in advanced methods in an area listed above, or in advanced pedagogy or a related professional area of interest.

TOTAL CREDIT HOURS 33

Capstone Project
Candidates must complete a capstone project in INT 503 and portfolio. The capstone project is in the area of content study and requires the candidate to integrate research and pedagogy. The portfolio begins in the introductory course, INT 501, continues through the program, and ends as one component of the INT 503.

*C Curriculum code for students taking courses primarily at SUNY Plattsburgh's Main Campus.
**C Curriculum code for students taking courses primarily at SUNY Plattsburgh’s Branch Campus.

C.A.S. PROGRAM IN
EDUCATIONAL LEADERSHIP

Program Coordinator:
Dr. Steven Black, 518-792-5425
Email: steven.black@plattsburgh.edu
SUNY Plattsburgh Branch Campus at ACC
640 Bay Road, Queensbury, N.Y. 12804

Lecturer/Professional Fellow: S. Black

The Program
The program is based on the knowledge and skills identified in the Educational Leadership Constituent Council Guidelines and the standards of the Interstate
School Leaders Licensure Consortium and the candidate outcomes and performance indicators for advanced programs leading to proficient, reflective professional educators, which were developed by the Teacher Education Unit. It is expressly designed incorporating these sources to provide graduate students with current research and thinking in those areas considered essential for effective public school leadership. The program enables students who complete the requirements to qualify for New York State Administrative Certificates at the building and district levels.

For the shared vision and program themes of the professional education faculty at SUNY Plattsburgh, see the Teacher Education Unit section of this catalog.

Students may pursue this program through courses taken at SUNY Plattsburgh’s Main Campus or the Branch Campus at Adirondack Community College; for more information on the latter, see Branch Campus in the Regional, Local, and Campus Overview section of this catalog.

**Admission Requirements**

Admission requirements include:

- Completion of a master’s degree (30 credit minimum) from an accredited university;
- A permanent or professional teaching certificate*;
- Coursework in research methods, lesson design, and analysis;
- Demonstration of literacy skills and potential for success through a written statement of purpose;
- Three (3) letters of recommendation indicating the applicant’s ability to pursue a Certificate of Advanced Study in Educational Leadership. At least one of the letters should be from a college faculty one from a school administrator; and
- Availability of program openings.

Program candidates must commit to completing 12 months (400 hours) of internships at a school, school district central office, and community service agency.

**Internships**

Internships are an integrated experience in the Educational Leadership Program. The internship experience is guided by a set of competencies based on the ELCC (AASA, ASCD, NAASSP, and NAEP) Guidelines and is spread over an entire school year, either fall and spring or spring and fall. Interns are expected to participate in school functions that occur before and after college semesters begin and end.

Each intern has a mentor, who is an experienced administrator and practitioner who signs a contract agreeing to the requirements which comprise the experience.

In addition, an internship supervisor will be assigned during each semester of the internship. This highly experienced school leader will make periodic site visits to meet with the intern and mentor, in order to assess progress and/or needs. The intern is expected to maintain a log of experiences during the internship which serves as evidence of the ability to demonstrate the identified competencies. Prior to beginning the internships in EDA 529 and EDA 530, candidates must:

- Have completed all, or nearly all, of their required eight academic classes;
- Be in good academic standing;
- Secure the approval of the mentor school administrator;
- Sign a completed and approved internship agreement;
- Follow the AASA Code of Ethics for School Administrators; and
- Have permission from the program coordinator.

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**CERTIFICATE OF ADVANCED STUDY (C.A.S.) EDUCATIONAL LEADERSHIP**

(Curr: 0906* or 0907**)  

**Course Requirements**

The Certificate of Advanced Study requires completion of thirty credits of coursework in Educational Administration beyond the master’s degree including the courses listed. The internship requires 400 hours of documented service and successful completion of 32 projects including a clinical study of the primary site. The following courses are required to complete the C.A.S. program (3 credits each).

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Requirements</strong></td>
<td>30</td>
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<tr>
<td>EDA 500 Introduction to Educational</td>
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<tr>
<td>Administration (3)</td>
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<tr>
<td>EDA 502 Educational Leadership and</td>
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<tr>
<td>Organizational Behavior (3)</td>
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<td>EDA 504 Educational Leadership and Human</td>
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<tr>
<td>Relations (3)</td>
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<td>EDA 506 The Principal (3)</td>
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<tr>
<td>EDA 508 Curriculum Improvement (3)</td>
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<tr>
<td>EDA 510 Supervision for the Improvement</td>
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<tr>
<td>of Instruction (3)</td>
<td></td>
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<tr>
<td>EDA 512 Public School Law (3)</td>
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<tr>
<td>EDA 513 School Business Administration</td>
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<tr>
<td>(3)</td>
<td></td>
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<tr>
<td>EDA 529 Internship I (200 hours) (3)</td>
<td></td>
</tr>
<tr>
<td>EDA 530 Internship II (200 hours) (3)</td>
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</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS 30**

*Curriculum code for students taking courses primarily at SUNY Plattsburgh’s Main Campus.
**Curriculum code for students taking courses primarily at SUNY Plattsburgh’s Branch Campus.
M.A. IN LIBERAL STUDIES

Program Coordinator:
Dr. Suzanne Catana
518-564-5128; 518-792-5425, ext. 109
Email: suzanne.catana@plattsburgh.edu
SUNY Plattsburgh Branch Campus at ACC
640 Bay Road, Queensbury, N.Y. 12804

The Program
The Master of Arts in Liberal Studies (M.A.L.S.) is designed as a highly flexible program of post-baccalaureate study that can be adapted to specific educational and professional goals of individual students. Graduate courses drawn from a variety of academic disciplines enable students to investigate new ideas, to expand their knowledge and professional skills, and to experience the lifelong challenge of learning.

Students may pursue this program through courses taken at SUNY Plattsburgh’s Branch Campus at Adirondack Community College; for more information on the Branch Campus, see the Regional, Local, and Campus Overview section of this catalog.

Admission
Individuals who are interested in pursuing the Master of Arts in Liberal Studies should arrange for an interview with the program coordinator as listed above. Students may also contact the SUNY Plattsburgh Graduate Admissions Office at 518-564-4723.

Applicants are encouraged to apply by February 15 for fall only matriculation. Admission decisions are based on past academic records, work experience, and demonstrated personal and professional success, integrity, and motivation; completion of the Graduate Record Exam, the Graduate Management Admission Test, or the Miller Analogies Test is required. For additional information, refer to the general requirements for graduate admission to SUNY Plattsburgh in the Graduate Admission Policies and Procedures section of this catalog. The M.A. in Liberal Studies may be completed on a full or part-time basis. Students have seven (7) years to complete their program of study (from the date of matriculation).

Program Requirements
Only one concentration is currently available in the M.A. in Liberal Studies program: Leadership. Students enrolled in the Leadership concentration are required to complete 12 credits of major concentration requirements, the mandatory minor concentration of 9 credits, one minor concentration of 9 credits, and the 3 credit thesis/professional project for a total of at least 33 credits.

Program Requirements by Concentration:
Leadership (8018* or 8019*)

<table>
<thead>
<tr>
<th>Course Requirements</th>
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</thead>
<tbody>
<tr>
<td><strong>Major Concentration:</strong></td>
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</tr>
<tr>
<td>MLS 501  Pro-seminar in Organizational Leadership (3 cr.)</td>
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<tr>
<td>MLS 510  Studies in Leadership Communication (3 cr.)</td>
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<tr>
<td>MLS 535  Process Quality Leadership (3 cr.)</td>
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<tr>
<td>MLS 585  Research Methods and Writing (3 cr.)</td>
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<tr>
<td><strong>Mandatory Minor Concentration in Organizations:</strong></td>
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<tr>
<td>MLS 581  Ethics in Administration (3 cr.)</td>
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</tr>
<tr>
<td>MLS 516  Negotiation and Bargaining (3 cr.)</td>
<td></td>
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<tr>
<td>MLS 537  Team and Organizational Learning (3 cr.)</td>
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<tr>
<td><strong>One of the following minor concentrations:</strong></td>
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<tr>
<td>Leadership Policy:</td>
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<tr>
<td>MLS 536  Problem Solving Processes (3 cr.)</td>
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<tr>
<td>MLS 552  Program Evaluation and Grantwriting (3 cr.)</td>
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<tr>
<td>MLS 580  Seminar in Public Policy (3 cr.)</td>
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<td>Leadership Tools:</td>
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<tr>
<td>MLS 502  Accounting for Managers (3 cr.)</td>
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<tr>
<td>MLS 521  Marketing for Managers (3 cr.)</td>
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<tr>
<td>MLS 530  Financial Management (3 cr.)</td>
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<td>Fiduciary Leadership:</td>
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<tr>
<td>MLS 506  Accounting Theory and Research (3 cr.)</td>
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<tr>
<td>MLS 508  Advanced Topics in Auditing/Assurance Services (3 cr.)</td>
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<tr>
<td>MLS 514  Tax Issues for Corporations and Non-Profits (3 cr.)</td>
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<tr>
<td><strong>Research Component:</strong></td>
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<tr>
<td>MLS 590  MA Thesis/Professional Project (3 cr.)</td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

*Curriculum code for students taking most courses at SUNY Plattsburgh’s Main Campus.
** Curriculum code for students taking most courses at SUNY Plattsburgh’s Branch Campus.
M.S. ED. PROGRAMS IN LITERACY EDUCATION

Program Area Coordinator:
Dr. Heidi L. Schnackenberg, 518-564-5143
Email: heidi.schnackenberg@plattsburgh.edu
Sibley Hall, Room 309A

Program Leader:
Dr. Aline R. Bobys, 518-564-5147
Email: bobysar@plattsburgh.edu
Sibley Hall, Room 200A

See Teacher Education Unit for faculty listing.

The Program
The M.S. Ed. program in Literacy Education is designed to prepare literacy practitioners in three categories:

- The literacy professional in the classroom (early childhood teacher, elementary school teacher, middle and secondary school teacher, and special education teacher).
- The specialized literacy professional (school or district reading specialist, reading coordinator, literacy coach).
- The allied professional (related service professionals), including AIS and Title I teachers.

Successful completion of the program prepares the candidate to apply for New York state certification in Literacy, Birth - Grade 6 or Literacy, Grades 5 - 12.

For the shared vision and program themes of the professional education faculty at SUNY Plattsburgh, see the Teacher Education Unit section.

Admissions Requirements
General college requirements and admission procedures for graduate study must be met. Specific program admission requirements include:

- Appropriate preparation at the baccalaureate.
- A completed application form with required supporting materials.
- Evidence of a 2.75 undergraduate GPA on a 4.0 scale.
- Three letters of recommendation (at least two must be from a professor or academic advisor if you are currently taking graduate courses or if you have taken undergraduate or graduate courses within the last three years) that address your ability to take part in a graduate program in education.
- A statement of purpose indicating why you want to enter this specific program.
- A resume indicating relevant teaching experience.
- A copy of your teaching certificate at the elementary and/or secondary level, or a written explanation indicating how all NYSED requirements (including NYSTCE exams) for such a certificate will be completed prior to matriculation into this M.S. Ed. program.
- A completed Literacy Questionnaire for Applicants (sent directly to the Literacy Education Program, Sibley Hall — guidelines are on the Web site).
- An artifact that gives additional and unique information about you and a written rational for your selection (sent directly to the Literacy Education Program, Sibley Hall — guidelines are on the Web site).
- Attendance at an on-campus interview, if invited.

Additional details may be found at www.plattsburgh.edu/academics/education/literacy/master.php.

MASTER OF SCIENCE IN EDUCATION (M.S. ED.)
LITERACY, BIRTH – GRADE 6
(Curr: 0821)

Course Requirements Cr. Hrs.

I. Foundations 9
Coursework in Foundations must be completed before Specialization coursework.
- EDR 504 Writing and the Teaching of Writing (3)
- EDR 513 Literacy for Democratic and Global Societies (3)
- EDR 522 Advanced Study in Literacy Instruction (including 10 hours of supervised practica) (3)

II. Specialization 8
Coursework in Specialization must be completed before Clinical Experience coursework.
- EDR 509 Assessment of Reading and Writing Skills and Strategies (3)
- EDR 511 Literacy Education Birth-Grade 6 (including 10 hours of supervised practica) (3)
- EDR 527 Becoming a Literacy Leader (3)

III. Enrichment 13-14
Coursework in Enrichment may be taken before, during, or after Foundations and Specialization coursework.
- EDR 514 Exploring Multicultural Competencies and Literacy Instruction (3)
- EDR 515 Exploring Children’s Literature (3) or EDR 516 Reading, Literature, and the Young Adult (3)
- EDR 585 Practitioner Research II: Conducting Research in Literacy Education (2)
- Electives 5-6
Select graduate-level courses that will enhance your professional development. At least 2 credits must be in Literacy (EDR prefix).
Recommended:
- EDR 502 Current Trends in Reading (Variable Topics) (3)
GRADUATE INFORMATION AND PROGRAMS

EDR 517  Integrating Language Arts: A Collaborative Approach (3)
EDR 524  Literacy Instruction in the Content Areas in Grades 7-12 (3)
EDR 540  Theory into Practice: Reading Instruction (3)
EDR 543  Philosophy and Children’s Literature (3)
EDR 564  Creative Responses to Literature (3)
EDR 570  Computers and Reading Instruction (3)
EDS 543  Inclusive School and Communities (3)
EDU 500  Education in contemporary Society (3)
EDU 5180  Practitioner Research in Education I: Planning Research (2)

IV. Clinical Experience 6
Twenty-seven (27) credits (including all of the Specialization coursework) must be completed prior to the Clinical Experience.
EDR 560  Clinical Experience in Literacy Instruction (including 30 hours of supervised practica) (6)

TOTAL CREDITS  36-37

Culminating Experience
All candidates must complete a portfolio that receives a positive review from the graduate program faculty.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
LITERACY, GRADES 5 – 12
(Curr: 8022)

Course Requirements  Cr. Hrs.

I. Foundations
Coursework in Foundations must be completed before Specialization coursework.
EDR 504  Writing and the Teaching of Writing (3)
EDR 513  Literacy for Democratic and Global Societies (3)
EDR 522  Advanced Study in Literacy Instruction (including 10 hours of supervised practica) (3)

II. Specialization
Coursework in Specialization must be completed before Clinical Experience coursework.
EDR 509  Assessment of Reading and Writing Skills and Strategies (3)
EDR 512  Literacy Education Grades 5-12, (including 10 hours of supervised practica) (3)
EDR 527  Becoming a Literacy Leader (3)

III. Enrichment
Coursework in Enrichment may be taken before, during, or after Foundations and Specialization coursework.
EDR 514  Exploring Multicultural Competencies and Literacy Instruction (3)
EDR 515  Exploring Children’s Literature (3) or
EDR 516  Reading, Literature, and the Young Adult (3)
EDR 585  Practitioner Research II: Conducting Research in Literacy Education (2)
Electives 5-6
Select graduate-level courses that will enhance your professional development. At least 2 credits must be in Literacy (EDR prefix).
Recommended:
EDR 502  Current Trends in Reading (Variable Topics) (3)
EDR 517  Integrating Language Arts: A Collaborative Approach (3)
EDR 524  Literacy Instruction in the Content Areas in Grades 7-12 (3)
EDR 540  Theory into Practice: Reading Instruction (3)
EDR 543  Philosophy and Children’s Literature (3)
EDR 564  Creative Responses to Literature (3)
EDR 570  Computers and Reading Instruction (3)
EDS 543  Inclusive School and Communities (3)
EDU 500  Education in contemporary Society (3)
EDU 5180  Practitioner Research in Education I: Planning Research (2)

IV. Clinical Experience 6
Twenty-seven (27) credits (including all of the Specialization coursework) must be completed prior to the Clinical Experience.
EDR 560  Clinical Experience in Literacy Instruction (including 30 hours of supervised practica) (6)

TOTAL CREDITS  36-37

Culminating Experience
All candidates must complete a portfolio that receives a positive review from the graduate program faculty.

M.S. IN NATURAL SCIENCE

Program Coordinator:
Dr. Timothy B. Mihuc
518-564-3038
Email: mihuctb@plattsburgh.edu
Hudson 028

The Program
The Master of Science in Natural Science program is designed to provide master’s level science training with three concentration areas available to students: biology, chemistry, and environmental science. Each student must complete 30 total credit hours including either a thesis or the non-thesis option.
Admission
For admission to the program, applicants must meet SUNY Plattsburgh’s general requirements for admission to graduate study. (See the Graduate Admission Policies and Procedures section of this catalog.) In addition, an applicant should have a bachelor’s degree in a science discipline, a minimum undergraduate grade point average of 3.0 out of a possible 4.0, and a combined score on the general portion of the Graduate Record Exam (GRE) of at least 1200 or equivalent evidence of academic achievement.

Up to nine transfer credits may be accepted from an accredited graduate school. Credits transferred must be part of a proposed program of study approved by the Graduate Advisory Committee, the Department Chair, and the Dean of Arts and Science.

All students must have a graduate advisor assigned prior to acceptance into the program. If no advisor can be identified admission will not be granted. Students accepted into the program with low GRE scores or a non-science undergraduate degree may be required to complete background undergraduate coursework in addition to the 30 required graduate credits as a condition of entry into the program. Candidates who are admitted with deficiencies will be expected to demonstrate that they have addressed such deficiencies before the degree is completed.

Graduate Advisory Committee
Each candidate for the M.S. in Natural Science degree must have a Graduate Advisory Committee of three or more members, including a primary advisor from a SUNY Plattsburgh science department and at least one other SUNY Plattsburgh science department faculty member. Up to one committee member can be from off-campus. At least two committee members (one of which must be the chair) must hold a doctorate in a science discipline. The remaining committee member must hold at least a master’s degree. The student’s advisory committee determines the program of study (within the curricular requirements listed below), approves the thesis topic, and holds a final oral defense/evaluation at the end of the student’s program.

Monitoring of Student Progress
The student must submit a checklist summarizing his/her progress in teaching (if applicable), research, and coursework to his/her graduate advisor one week prior to the end of each semester. The student’s advisor will comment on and approve the checklist before forwarding it to the Graduate Advisory Committee and the Graduate Program Committee. Semester checklists are required of both full- and part-time students.

The academic progress of each student is reviewed once per year by the student’s Graduate Advisory Committee. Research productivity and success at any graduate assistant responsibilities are considered during these reviews as well as progress in completing curricular requirements. If, in a given semester, a student’s cumulative grade point average in courses taken for graduate credit falls below 3.0, or if the research productivity and/or fulfillment of the graduate assistantship responsibilities are deficient, the student may be placed on academic probation or dismissed from the program, depending on the severity of the student’s deficiencies. Deficiency in graduate assistant responsibilities may lead to removal or non-renewal in the position. Students on academic probation must gain satisfactory standing by the end of the following semester or they may be dismissed from the program. Students placed on academic probation or dropped from the program may appeal the decision to the Natural Science Graduate Program Committee and, ultimately, to the Dean of Arts and Science.

A detailed proposal for the research thesis or project must be submitted to the Dean of Arts and Science after approval by the student’s Graduate Advisory Committee by the end of the first semester of enrollment. This proposal, if approved, will serve as a guide for future research or the non-thesis project.

MASTER OF SCIENCE (M.S.)
NATURAL SCIENCE
(Curr: 8020)

Course Requirements

I. Core Courses: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCI 510</td>
<td>Research methods (3)</td>
</tr>
<tr>
<td>SCI 505</td>
<td>Graduate Seminar (1-2)</td>
</tr>
</tbody>
</table>

Must be completed by the end of the second semester. This course may be taken more than once with different topics. A total of 3 credits of SCI 505 must be completed in Seminar coursework.

II. Program Study Options: 15-18

Each student will concentrate in one natural science area or a clearly defined interdisciplinary topic. The specific course of study must be approved by the student’s graduate advisory committee in the first semester.

Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 533</td>
<td>Biostatistics (3)</td>
</tr>
<tr>
<td>BIO 582</td>
<td>Recent advances in Biology (3)</td>
</tr>
<tr>
<td>BIO 587</td>
<td>Topics in Biology III (3)</td>
</tr>
<tr>
<td>BIO 590</td>
<td>Cellular Biochemistry Research Experience (15)</td>
</tr>
<tr>
<td>BIO 599</td>
<td>Graduate Independent Study (2-6)</td>
</tr>
</tbody>
</table>

Other graduate courses by advisement.

Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 501</td>
<td>Biochemistry I (3)</td>
</tr>
<tr>
<td>CHE 502</td>
<td>Biochemistry II (3)</td>
</tr>
<tr>
<td>CHE 505</td>
<td>Mini-topics in Chemistry (1)</td>
</tr>
<tr>
<td>CHE 508</td>
<td>Aquatic Chemistry (3)</td>
</tr>
<tr>
<td>CHE 521</td>
<td>Advanced Analytical Chemistry (4)</td>
</tr>
<tr>
<td>CHE 542</td>
<td>Advanced Organic Chemistry (3)</td>
</tr>
<tr>
<td>CHE 591</td>
<td>Graduate Seminar (1)</td>
</tr>
<tr>
<td>CHE 599</td>
<td>Graduate Independent Study (1-6)</td>
</tr>
</tbody>
</table>

Other graduate courses by advisement.
Environmental Science
ENV 521 Environmental Policy (3)
ENV 531 Freshwater Ecology (4)
ENV 533 River Ecology (3)
ENV 562 Ecosystem Ecology (3)
ENV 580 Topics in Ecology (1-3)
ENV 599 Independent Study (1-6)
Other graduate courses by advisement.

III. Research Thesis or Project 6-9
Complete either a final written thesis based upon independent research (6-9 credits) or a final non-thesis project (6 credits) as approved by the student’s graduate committee.

A. Thesis Option
Complete a research project and a written thesis under the supervision of a faculty member. The student’s Graduate Advisory Committee and research advisor will determine the specific requirements. Thesis credits should be taken as one of the following courses:

- BIO 595 Graduate Research (6-9 cr.)
- CHE 595 Graduate Research (6-9 cr.)
- ENV 595 Graduate Research (6-9 cr.)

B. Project Option
Conduct and/or apply research in a practicum or internship setting, under the direction of a site supervisor and/or a faculty supervisor. A written report describing the research, its applicability, and the internship site will be required. The student’s Graduate Advisory Committee and research advisor will determine the specific requirements. Project credits should be taken as the following course:

- SCI 594 Applied Graduate Research (6 cr.)

TOTAL CREDIT HOURS 30

ADDITIONAL DEGREE REQUIREMENTS
An oral defense/evaluation of the thesis or the project and a comprehensive evaluation must be completed no later than 30 days before the date for graduation. The evaluation format will be determined by the student’s Graduate Advisory Committee. The oral defense normally includes an oral seminar presentation open to the public followed by a private committee meeting with the student’s Graduate Advisory Committee.

M.A. / C.A.S. PROGRAM IN SCHOOL PSYCHOLOGY

Department Co-Chairpersons:
Dr. Renee Bator and
Dr. J. Stephen Mansfield
518-564-3076

Graduate Program Director:
Dr. Laci Charette, 518-564-3385
Email: charetlm@plattsburgh.edu
Beaumont Hall, Room 209A

SUNY Distinguished Service Professor: T. Zandi
SUNY Distinguished Teaching Professor: J. Ryan
Professor: W. Gaeddert
Associate Professor: D. Phillips
Assistant Professors: L. Charette, P. Egan
Adjunct Faculty: K. Glushko

The Program
The mission of the three-year, 70 credit hour School Psychology Graduate Program at SUNY Plattsburgh is to prepare scientist practitioners who are competent to provide a full range of school psychological services. (Visit our Web site at www.plattsburgh.edu/academics/psychology.) Students are prepared to work with diverse clients in the provision of these services to schools, communities, families, and individual children. It is the program’s objective to provide a rigorous academic preparation that includes a wide range of experiences, both scholarly and practical. These activities are designed to foster a strong background in theoretical and applied psychological practice and professionalism, and to enhance opportunities for future employment and/or further graduate education.

Since 1970, the School Psychology Graduate Program, housed within the Psychology Department, has offered a state-of-the-art curriculum in keeping with changes and trends in the field. One hundred percent of our graduates obtain and accept employment offers prior to, or shortly after, completion of their year-long internship. Students graduate with a Master of Arts degree in addition to a Certificate of Advanced Study, sometimes referred to as a “specialist’s degree.”

Graduates are eligible for New York State Certification in School Psychology and meet the curricular requirements for National Certification in School Psychology. Graduates of the program are also eligible for certification in other states. Because each state maintains its own certification requirements, students wishing to work outside of New York should consult the program director about those requirements. A graduate degree in School Psychology allows for positions within public schools, forensic settings, mental health clinics, crisis centers, and as a faculty member at two-year colleges.

The curriculum integrates skill development, theoretical and empirical knowledge, and practicum experiences. Many of the requirements are based on competency attainment. A unique feature of the
curriculum is that courses, beginning from the first semester, combine academic learning with practical experience.

An important aspect of the training is the full-time internship served in schools during the third year of the program. The faculty and sponsoring professionals work together to provide extensive supervision of the students’ experiences.

Students often study on a one-to-one basis with faculty. Collaboration between a student and faculty member on a research project of mutual interest represents the type of relationship that is encouraged. While students gain skills and confidence in providing services, supervision is offered in an informal atmosphere. Diverse interests are encouraged, and all activities are conducted with support and respect.

Neuropsychology Clinic and Psychoeducational Services
The Psychology Department maintains the Neuropsychology Clinic and Psychoeducational Services Clinic as training facilities for psychology graduate students. Clients of all ages come from the surrounding communities and the college for assessment and intervention activities. Clinic facilities include rooms for individual assessment, a well-stocked library of assessment tools, an office, and a lounge. Observation rooms are equipped with microphones and one-way mirrors for immediate review of the sessions.

Research Facilities
In addition to the Neuropsychology Clinic and the Psychoeducational Services Clinic, the department has a number of research laboratories focusing on cognitive processes, child behavior, and social psychology. These laboratories currently support research in such areas as human learning and memory, aging, motivation, hyperactivity and impulsivity, neuropsychological assessment, and group processes. A full library of assessment tools as well as instrumentation and equipment to support a variety of research are available to graduate students. The department’s computers are available for statistical analysis, word processing, and online data collection. A direct link to the full range of the college’s computing facilities is also available.

Other Facilities
Graduate students in psychology benefit from other resources on campus, such as the Speech and Hearing Center, the Reading Clinic, the Traumatic Brain Injury Center, and the Alzheimer’s Disease Assistance Center. Often, multidisciplinary approaches to assessment and treatment can be learned through the collaborative efforts of the students and faculties of psychology, literacy education, and communication disorders and sciences. Research opportunities also involve interdisciplinary collaboration.

Program Requirements
The program includes internships which follow the public school calendar, not the collegiate calendar. All students are required to complete a master’s thesis. The M.A. thesis should be completed by the end of the third year in the program. Finally, each student must pass the Praxis School Psychology Test.

M.A. / C.A.S.
SCHOOL PSYCHOLOGY
(Curr: 0843/0943)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One – Fall</strong></td>
<td>15</td>
</tr>
<tr>
<td>Elective* (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 509 Foundations of School Psychology (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 516 Advanced Development (3)</td>
<td></td>
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<tr>
<td>PSY 544 Intellectual Assessment (3)</td>
<td></td>
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<tr>
<td>PSY 553 Information Technology Lab (1)</td>
<td></td>
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<tr>
<td>PSY 597 School Psychology Practicum (2)</td>
<td></td>
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<tr>
<td><strong>Semester Two – Spring</strong></td>
<td>14</td>
</tr>
<tr>
<td>PSY 501 Psychometrics (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 520 Learning and Cognition (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 545 Assessment Issues in School Psych (3)</td>
<td></td>
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<tr>
<td>PSY 550 Consultation and Intervention I (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 597 School Psychology Practicum (2)</td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>3</td>
</tr>
<tr>
<td>Elective* (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Three – Fall</strong></td>
<td>14</td>
</tr>
<tr>
<td>PSY 543 Learning Disabilities (3)</td>
<td></td>
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<tr>
<td>PSY 546 Special Population in School Psych (3)</td>
<td></td>
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<tr>
<td>PSY 551 Consultation and Intervention II (3)</td>
<td></td>
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<tr>
<td>PSY 581 Research Methods (3)</td>
<td></td>
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<tr>
<td>PSY 597 School Psychology Practicum (2)</td>
<td></td>
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<tr>
<td><strong>Semester Four – Spring</strong></td>
<td>12</td>
</tr>
<tr>
<td>Elective* (3)</td>
<td></td>
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<tr>
<td>PSY 531 Neuropsychology (3)</td>
<td></td>
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<tr>
<td>PSY 552 Counseling &amp; Crisis Intervention in Schools (3)</td>
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<tr>
<td>PSY 589 Advanced School Psychology Practicum (3)</td>
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<tr>
<td><strong>Semester Five – Fall</strong></td>
<td>6</td>
</tr>
<tr>
<td>PSY 504 Master’s Thesis (3)</td>
<td></td>
</tr>
<tr>
<td>PSY 590 Internship (3)</td>
<td></td>
</tr>
<tr>
<td>(Internship September through December in public schools. Minimum Total Hours Logged = 400)</td>
<td></td>
</tr>
<tr>
<td><strong>Semester Six – Spring</strong></td>
<td>6</td>
</tr>
<tr>
<td>PSY 504 Master’s Thesis IP</td>
<td></td>
</tr>
<tr>
<td>PSY 590 Internship (6)</td>
<td></td>
</tr>
<tr>
<td>(Internship January through June in public schools. Minimum Total Hours Logged = 800)</td>
<td></td>
</tr>
<tr>
<td>*Electives by advisement may include graduate level courses in education or counseling.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL INTERNSHIP HOURS = 1200**

**TOTAL CREDIT HOURS 70**
Admission Procedures
The objective of the admission procedures is to identify and attract students who, through previous course performance or other evidence (e.g., job experience, special undergraduate experience), can demonstrate both a stable interest in and an aptitude for work in school psychology. The department aims for the inclusion of individuals with diverse backgrounds and life experiences. Academic skill is an important, but not exclusive, criterion for acceptance.

The decision to admit a student to graduate studies in psychology rests finally with the Dean of Arts and Science. The dean acts upon the recommendation of the Chair of the Department of Psychology, who, in turn, acts upon the recommendation of the Psychology Department Graduate Admissions Committee.

The Graduate Admissions Committee considers the following eight factors in making its recommendations:

1. The total application which, in addition to the usual information, should include a brief essay on reasons for applying to this graduate school. The committee judges the written expression as well as the content of the essay. It should be well thought out and presented in good form.
2. The official transcript, including grade point average and evidence of breadth of interests and aptitudes. The minimum acceptable undergraduate grade point average for all applicants to graduate programs at the college is 2.5, but the guideline used by the Psychology Department is a minimum of 3.0.
3. Evidence of superior achievement in courses most closely allied with the applicant’s stated interests. The entering student is expected to have competence at the undergraduate level in experimental psychology and statistical analysis, personality, learning, and development.
4. Evidence of experience in working with clients: job experience, volunteer work, course assignments, tutoring, teaching, camp counseling, or other appropriate experiences.
5. Three letters of recommendation which attest to the academic and professional promise of the applicants. The most helpful letters are those from professors who have worked with the applicants on independent projects and supervisors who are familiar with the professional demands of a school psychologist. The student should advise each prospective reference of his or her plans and request that letters be addressed to the probability of success in school psychology.
6. Graduate Record Examination aptitude scores. Although not required, students who are applying for admission into the School Psychology Program may provide Graduate Record Exam (GRE) scores as part of their application. Students may voluntarily submit the GRE scores to provide additional evidence of academic proficiency.
7. The final deadline for submission of application materials for the following fall is February 15. When accepted, applicants must confirm, in writing, their intention to enter the program. A deposit of $100 to secure a place in the program is also required.

If these steps are not taken within three weeks of acceptance, it will be assumed that the applicant is not intending to enroll in this program and that a vacancy exists. Selected alternates will then be notified and those confirming their intention to enter the program will be interviewed.

Important Policies

1. Ethical Standards – It is the position of the Department of Psychology that the entire period of a student’s matriculation in the graduate program is a continual professional development experience. Students are expected to behave during this time in a manner which is consistent with accepted standards of professional and ethical behavior of the department and of the American Psychological Association. Any deviation from these standards will be reviewed by the department.
2. Eligibility to Participate in Graduation Ceremonies – To participate in the graduation ceremony at the close of a particular semester, graduate students must either 1) anticipate completion of all degree requirements or 2) be within six credits of completion and have registered for the remaining credits in the following summer or winter session (or have an approved Permission for Off Campus Study form on file) and have secured a letter from their advisor acknowledging the likelihood of completion of both thesis and internship requirements by the end of August for the May commencement or end of January for the December commencement. Certification of completion will be indicated by a note from the chair of the department to the Registrar.
3. Eligibility to take Internship – An M.A. thesis proposal must be approved and the Praxis School Psychology Test successfully passed prior to engaging in the internship.

M.S.ED. PROGRAMS IN SPECIAL EDUCATION

Program Area Coordinator:
Dr. Heidi Schnackenberg, 518-564-5143
Email: heidi.schnackenberg@plattsburgh.edu
Sibley Hall, Room 309A

Program Leader:
Cindy McCarty, 518-564-5141
Email: mccartca@plattsburgh.edu
Sibley Hall, Room 206

See Teacher Education Unit for faculty listing.

The Program
The major purpose of the graduate program in Special Education is to prepare master teachers capable of meeting the educational needs of students with mild and moderate disabilities in one of the three certification areas: Birth to Grade 2, Grades 1 to 6, or Grades 7 to 12. Any one of the programs will enable teachers to
develop skills necessary to work in self-contained, resource, and inclusive classrooms in both public and private school settings. The Birth to Grade 2 program will also provide the master teacher the information and experience needed to work with infants and toddlers within the home, preschool, and/or kindergarten environments. The prerequisites, courses, credits, and practicum experiences required vary depending on the student's prior education.

A candidate must hold initial teaching certification. Persons holding a B.S. or B.A. in Special Education, Childhood Education, or Adolescence Education and provisional or initial certification in elementary/childhood, secondary/adolescence, or special education may pursue the M.S.Ed. Special Education - Birth to Grade 2 (Curr: 0877). Those with a B.S. or B.A. in Elementary Education and provisional or initial certification in elementary education may pursue the program for M.S.Ed. Special Education – Grades 1 to 6 (Curr: 0878). Those with a B.S. or B.A. in Secondary Education and provisional or initial certification in secondary education may pursue an M.S.Ed. in Special Education – Grades 7 to 12 (with certification in Secondary Education) (Curr: 0879).

For the shared vision and program themes of the professional education faculty at SUNY Plattsburgh, see the Teacher Education Unit section of the catalog.

Admission Requirements
General college requirements and admission procedures for graduate study must be met. Specific program requirements include:

- Appropriate preparation at the baccalaureate level and teacher certification as noted under the program description.
- Evidence of a strong academic record in undergraduate studies as reflected in a grade point average of at least 2.5 on a 4-point scale.
- Evidence of superior achievement in courses most closely allied with the student's teaching and/or certification area.
- Three letters of recommendation indicating the ability to pursue graduate studies; at least two letters should come from college faculty.
- A statement disclosing any history of dismissal or suspension from any academic program due to disciplinary review and/or conviction of a felony.
- Other information that may be requested by the Graduate Admissions Committee, including the possibility of a personal interview.
- Availability of openings in the program.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
SPECIAL EDUCATION – BIRTH TO GRADE 2
(Curr: 0877)

Prerequisites
B.S. or B.A. in Elementary/Childhood, Secondary/Adolescence, or Special Education/Teacher Hearing & Speech. Provisional or initial certification in elementary/childhood, secondary/adolescence, or special education/teacher hearing & speech.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 505</td>
<td>Literacy for Students with Exceptional Learning Needs (3)</td>
</tr>
<tr>
<td>EDS 506</td>
<td>Assessment, Evaluation, and Learning (3)</td>
</tr>
<tr>
<td>EDS 507</td>
<td>Prosocial Skills, Positive Behavior Support &amp; Functional Assessment (3)</td>
</tr>
<tr>
<td>EDS 511</td>
<td>Young Children with Special Needs (3)</td>
</tr>
<tr>
<td>EDS 523</td>
<td>Advocacy and School Law in Special Education (3)</td>
</tr>
<tr>
<td>EDS 524</td>
<td>Autism Spectrum Disorder (3)</td>
</tr>
<tr>
<td>EDS 525</td>
<td>Adaptive Technology (3)</td>
</tr>
<tr>
<td>EDS 531</td>
<td>Single Subject Research (3)</td>
</tr>
<tr>
<td>EDS 536</td>
<td>Instructional Practices Birth - Grade 2 (3)</td>
</tr>
<tr>
<td>EDT 597</td>
<td>Student Teaching Special Education Birth - Grade 2 (6)</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS 36

ADDITIONAL REQUIREMENTS

Capstone Project
All candidates must complete a capstone portfolio and portfolio defense.

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
SPECIAL EDUCATION – GRADES 1 TO 6
(Curr: 0878)

Prerequisites
B.S. or B.A. in Elementary/Childhood Education. Provisional or initial certification in elementary/childhood education.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 505</td>
<td>Literacy for Students with Exceptional Learning Needs (3)</td>
</tr>
<tr>
<td>EDS 506</td>
<td>Assessment, Evaluation, and Learning (3)</td>
</tr>
</tbody>
</table>
### Graduate Information and Programs

#### EdS 507
Prosocial Skills, Positive Behavior Support & Functional Assessment (3)

#### EdS 510
Foundations of Special Education (3)

#### EdS 520
Specific Learning Disabilities in School and Society (3)

#### EdS 521
Intellectually Challenged in School and Society (3)

#### EdS 522
Behavior Disorders in School and Society (3)

#### EdS 523
Advocacy and School Law in Special Education (3)

#### EdS 531
Single Subject Research (3)

#### EdS 537
Instructional Practices Grades 1 - 6 (3)

#### EdT 596
Student Teaching in Special Education Grades 1-6 (6)

**Total Credit Hours 36**

### Additional Requirements

**Capstone Project**
All candidates must complete a capstone portfolio and portfolio defense.

### Master of Science in Education (M.S.Ed.)
**Special Education – Grades 7 to 12**
(With Certification in Secondary Education)
(Curr: 0879)

**Prerequisites**
B.S. or B.A. in Secondary/Adolescence Education.
Provisional or initial certification in secondary/adolescence education.

#### Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr. Hrs.</th>
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</thead>
<tbody>
<tr>
<td>EDS 506</td>
<td>Assessment, Evaluation, and Learning (3)</td>
</tr>
<tr>
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</tr>
<tr>
<td>EDS 537</td>
<td>Instructional Practices Grades 7 - 12 (6)</td>
</tr>
<tr>
<td>EDS 543</td>
<td>Inclusive Schools and Communities (3)</td>
</tr>
<tr>
<td>EDT 596</td>
<td>Student Teaching in Special Education Grades 7 - 12 (6)</td>
</tr>
</tbody>
</table>

**Total Credit Hours 39**

### M.A. in Speech-Language Pathology

#### Graduate Program Coordinator:
Dr. Roberta Wacker-Mundy
518-564-5176
Email: wackerrl@plattsburgh.edu
Sibley Hall, Room 234

#### Professors:
P. Coppens, R. Davis, R. Domenico, S. Hungerford, M. Morgan, R. Wacker-Mundy

#### Lecturers:
C. Conners, K. Gonyo

#### Clinical Directors:
N. Allen, A. Gambino

#### Adjunct Faculty:
Five positions

#### The Program and Its Options
The program leading to the Master of Arts in Speech-Language Pathology is designed to serve the educational needs of students seeking a terminal clinical degree as well as those who desire to continue on for an advanced graduate degree. The program at SUNY Plattsburgh is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. (Visit our Web site at www.plattsburgh.edu/academics/commdisorders.)

The speech-language pathology program at Plattsburgh motivates students to probe, in depth, all aspects of human communication disorders, to broaden their clinical skills and to engage in research. While each student, through advisement, can augment the curricula to pursue areas of professional interests, there currently are opportunities within the Department of Communication Disorders and Sciences to specialize in the following career areas:

- Speech-Language Pathology (Licensure without Teacher Certification) (Curr: 0898)
- Speech-Language Pathology (Licensure and New York State Teacher Certification) (Curr: 0897)

The two-year program is tailored to meet the candidate’s individual needs and professional goals. All programs follow the academic and practicum standards designed by the American Speech-Language-Hearing Association (ASHA) leading to ASHA certification, licensure in the State of New York (as well as in most other states), and membership in the Canadian Association of Speech-Language Pathologists and Audiologists. The program is registered with the New York State Department of Education for students who desire teacher certification. The exact program of study and the specific time requirements can be determined...
only after the student and advisor have had an opportunity to determine academic goals.

For students whose academic and/or clinical background is insufficient, a program is available to allow them to make up deficiencies. A two-semester pre-graduate certificate program is available for students with B.A. or B.S. degrees whose academic deficiencies in speech-language pathology are significant. Contact the department chairperson for details.

Admission

Apart from fulfillment of the college’s general admissions criteria and procedures for graduate study, the Department of Communication Disorders and Sciences has the following stipulations:

1. The student is expected to have an undergraduate grade point average of 3.0 or better (on a 4-point scale) and to have completed the Graduate Record Exam (GRE).
2. At least two of the three letters of recommendation must be from professors.
3. Selected students are expected to participate in a scheduled on-campus interview day during which other evaluative activities take place (e.g., proficiency exam and writing sample).

The department’s Graduate Admissions Committee will review each application individually and will make recommendations for each prospective candidate on the basis of an overall evaluation. Preferences for admission will be given to applicants from pre-professional undergraduate programs in speech-language pathology/communication disorders and sciences.

Students from other undergraduate majors will need to complete our two-semester certificate program before seeking admission to our graduate program or other graduate programs in speech-language pathology. See information on the certificate program in the Speech and Hearing Center and its affiliate sites (Champlain Valley Physicians Hospital and Meadowbrook Healthcare), with at least 50-100 hours obtained in an additional off-campus site. Students must be prepared to travel to their off-campus practicum sites, as the college cannot provide transportation for students. The practicum schedule does not necessarily correspond with the college’s academic calendar. The off-campus practicum is to be full- or part-time as designated by the host site’s program guidelines. Students must apply for and be pre-approved for the off-campus practicum.

All graduate clinicians are expected to follow the ethical and professional practice guidelines of the American Speech-Language-Hearing Association. In addition, graduate clinicians must follow behavioral guidelines of SUNY Plattsburgh and the practicum or internship site. Any deviation from the guidelines will result in possible dismissal from an on-campus practicum, an internship site, the Communication Disorders and Sciences Department, and/or SUNY Plattsburgh.

Candidates for the M.A. have the option of completing a thesis. If the student receives approval from the faculty to pursue a thesis, up to three credits for work on the thesis may be applied toward the 50-53 credits required for completion of the degree. A formal thesis defense is required and must be completed in the semester that the degree is to be awarded. Candidates selecting the non-thesis option are required to pass a departmental comprehensive examination before graduating. Completion of the culminating requirements will be determined by a selected faculty committee.

Students must take the PRAXIS examination in their last semester of study (their second spring semester) and request that their scores be sent to the Communication Disorders and Sciences Department at SUNY Plattsburgh. For the purpose of this requirement, there is no established minimum criterion score; however, the PRAXIS must be eventually passed for students to be certified by the national association and to be able to practice.

Facilities

The Speech and Hearing Center is a primary community service resource for an area within a 100-
mile radius of Plattsburgh. Faculty and students serve clients in our large on-campus clinic, in an area nursing home, and in the Champlain Valley Physicians’ Hospital (inpatient and outpatient). The center, department offices, classrooms and voice/speech science laboratory, and audiology suites are all located in Sibley Hall on the SUNY Plattsburgh campus. Our state-of-the-art voice and speech science lab contains a swallowing signals lab, digital stroboscopy with rigid and flexible scopes, Computerized Speech Lab, Nasometer II, Aerophone, Glottal Enterprises equipment, (airflow, EGGII and OroNasalmask), VisiPitch II with ESL software, and five Multi-Speech workstations. Our audiology suite also has state-of-the-art equipment.

Certification/Licensure

To successfully complete the M.A. program as designed, a graduate student must meet the academic and clinical clock hour requirements for the New York State Professional License and for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association. The student also may complete the requirements for New York State Department of Education Certification for Teacher of Students with Speech-Language Disabilities.

M.A. IN SPEECH-LANGUAGE PATHOLOGY
(Licensure without Teacher Certification) (Curr: 0898)

Course Requirements  Cr. Hrs.

I. Speech-Language Pathology 39

CDS 528  Clinical Methods (1)
CDS 539  Cognitive Rehabilitation (3)
CDS 531  Language Disorders in Infants and Preschool Children (3)
CDS 532  Language Disorders in School-Aged Children and Adolescents (3)
CDS 533  Neuroanatomy & Physiology of Communication (3)
CDS 534  Motor Speech Disorders (2)
CDS 535  Aphasia in Adults (3)
CDS 536  Dysphagia (3)
CDS 537  Alternative and Augmentative Communication Systems (3)
CDS 540  Evaluation of Communicative Disorders (3)
CDS 550  Socio-communicative, Cognitive, and Behavioral Correlates in Communication Disorders (3)
CDS 561  Articulation/Phonological Development and Disorders (3)
CDS 562  Voice and Voice Disorders (3)
CDS 563  Stuttering and Fluency Disorders (3)

II. Research Courses 2

CDS 524  Research Design in Communication Disorders I (2)

III. Clinical Practica Requirements 11-17

CDS 542  Clinical Practicum for Beginning Clinicians (1)
CDS 543  Clinical Practicum for Intermediate Clinicians (1)
CDS 544  Clinical Practicum for Advanced Clinicians (1)
CDS 547  Evaluation Clinic (1)
CDS 548  Audiology Clinic (1)
CDS 546  Clinical Practicum — Off-campus Internship (3-6)

One of the following:

CDS 545  Public School Practicum (3-6)
CDS 551  Clinical Practicum-Off-campus Internship II (3-6)

TOTAL MINIMUM REQUIRED CREDITS  52-58

Additional Elective Courses

CDS 538  Contemporary Issues in Communicative Disorders (3)
CDS 549  Research in Communication Disorders (Thesis Option) (3)
CDS 564  Cleft Palate and Related Craniofacial Disorders (3)
CDS 596  Teaching Students with Speech-Language Disabilities Preschool-12 (3)
CDS 599  Independent Study (3)

ADDITIONAL DEGREE REQUIREMENTS

1. All students must meet the American Speech-Language-Hearing Association’s academic and clinical requirements for the Certificate of Clinical Competence and New York state Licensure requirements in order to graduate. Students who desire Teacher Certification also must meet State Education Department requirements. (This may include additional coursework as well as successful completion of examinations for New York state Teacher Certification.)

2. Students must complete a departmental comprehensive examination before graduating.

M.A. IN SPEECH-LANGUAGE PATHOLOGY
(Licensure and New York state Teacher Certification) (Curr: 0897)

Course Requirements  Cr. Hrs.

I. Speech-Language Pathology 42

CDS 528  Clinical Methods (1)
CDS 539  Cognitive Rehabilitation (3)
CDS 531  Language Disorders in Infants and Preschool Children (3)
CDS 532  Language Disorders in School-Aged Children and Adolescents (3)
CDS 533  Neuroanatomy & Physiology of Communication (3)
CDS 534  Motor Speech Disorders (2)
GRADUATE STUDIES

II. Research Course
CDS 524 Research Design in Communication Disorders I (2)

III. Clinical Practica
CDS 542 Clinical Practicum for Beginning Clinicians (1)
CDS 543 Clinical Practicum for Intermediate Clinicians (1)
CDS 544 Clinical Practicum for Advanced Clinicians (1)
CDS 547 Evaluation Clinic (1)
CDS 548 Audiology Clinic (1)

CDS 545 Public School Practicum (3-6)
CDS 546 Clinical Practicum — Off-campus Internship (3-6)

TOTAL MINIMUM CREDIT HOURS 55-61

Additional Elective Courses
CDS 538 Contemporary Issues in Communicative Disorders (3)
CDS 549 Research in Communication Disorders (Thesis Option) (3)
CDS 551 Clinical Practicum — Off-campus Internship II (3-6)
CDS 564 Cleft Palate and Related Craniofacial Disorders (3)
CDS 599 Independent Study (3)

ADDITIONAL DEGREE REQUIREMENTS
1. All students must meet the American Speech-Language-Hearing Association’s academic and clinical requirements for the Certificate of Clinical Competence and New York state Licensure requirements in order to graduate. Students who desire Teacher Certification also must meet State Education Department requirements. (This may include additional coursework as well as successful completion of the New York state Teacher Certification.)
2. Students must complete a departmental comprehensive examination before graduating.