

St. Lawrence University
Nondiscrimination, Discriminatory Harassment & Sexual Harassment Policies

Nondiscrimination Policy

All members of the St. Lawrence community are valued equally. We are committed to multicultural diversity in our faculty, staff, student body and curriculum. Awareness training for students, faculty and staff is designed to eliminate all forms of discrimination. St. Lawrence University subscribes fully to all applicable federal and state legislation and regulations (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; the Age Discrimination in Employment Act (ADEA); the Age Discrimination Act of 1975; New York State Human Rights Law; and Part 53, Section 607 of the New York State Educational Law) regarding discrimination, as well as the Drug Free Workplace Act of 1988. The University does not discriminate against students, faculty, staff, or other beneficiaries on the basis of race, color, gender, religion, age, disability, marital status, veteran's status, sexual orientation, or national or ethnic origin in admission to, or access to, or treatment, or employment in its programs and activities. Retaliatory action of any kind taken by any employee, student, or beneficiary against any other employee, student, or beneficiary as a result of that person's seeking redress under this policy is prohibited. St. Lawrence University is an Affirmative Action/Equal Opportunity Employer. For further information contact St. Lawrence University's Age Act, Title IX, and Section 504 Coordinator, Susan M. Cypert, Special Assistant to the President for Equity Programs, Vilas Hall Room G1, St. Lawrence University, Canton NY 13617, 315-229-5584, FAX 315-229-7431, scypert@stlawu.edu.

Office of Equity Programs

Rev. Feb. 2008

Discriminatory Harassment Policy *

It is the policy of St. Lawrence University that all our employees and students should be able to enjoy a work and educational environment free from all forms of discrimination and discriminatory harassment, including sexual harassment. St. Lawrence University provides for the development of a climate of tolerance and pluralism and prohibits expressive behavior which is demeaning, intimidating or hostile, communicated verbally, physically or with other communication device, including telephonic or electronic means. It is expressly against University policy for any employee or student to engage in discriminatory harassment which is defined as any demeaning, intimidating or hostile verbal, physical or symbolic behavior that is based on race, religion, ethnicity, age, gender, national origin, marital or veteran's status, disability or sexual orientation, and has the effect of interfering with a reasonable person's academic or work performance or of creating, as experienced by a reasonable person, an intimidating or hostile situation or environment. Such behaviors include, but are not limited to, the use of slurs, epithets, gestures, demeaning jokes or derogatory stereotypes.

***Sexual harassment is one form of discriminatory harassment, and is covered by this policy.** It is expressly against University policy for any employee or student to engage in sexual harassment. A charged atmosphere is often involved in instances of sexual harassment, which is defined as any unwelcome sexual advancement, request for sexual favors, or other physical or verbal conduct of a sexual nature when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or
- 2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

No forms of discriminatory harassment of students or employees will be tolerated. Any employee or student will be subject to disciplinary action for violation of this policy, up to and including termination or expulsion. Discrimination and harassment may be found to be illegal under both state and federal law. In some cases, it may be susceptible to prosecution under criminal sexual law.

This policy is not intended to proscribe, and should not limit free discussion of, the merits of any issue relating to ethnic, racial, religious or other multicultural difference or open inquiry into any material or issue relevant to the academic content of a course.

Not all offensive conduct or language that might be derogatory concerning an individual or group necessarily constitutes discriminatory harassment. Whether a specific act does in fact constitute discriminatory harassment must be determined on a case-by-case basis in light of all relevant circumstances.

If you believe you have experienced or are experiencing discriminatory harassment, talk to the person or persons who may be responsible for the problem. If that is not possible, or doesn't work, speak to someone for help or advice. Any St. Lawrence University employee having a complaint of harassment is urged to notify his or her immediate supervisor at once. If the complaint is against the immediate supervisor, or if the complainant for any other reason is not comfortable with or is unable to contact his or her supervisor, the University's Office of Equity Programs, the Human Resources Office or the Office of Security & Safety may be contacted.

If you are a student you may speak to your academic advisor, the chairperson of the department, any staff member in student life, particularly residential learning, security, counseling, or the Associate Dean of Student Life, or to the special assistant for equity programs.

If you are an employee, speak with the human resources office, the vice president or dean of the area involved (academic affairs, administrative operations, admissions and financial aid, business and finance, information technology, student life, university advancement), the equity programs office or the Office of Security & Safety.

Formal complaints of alleged discriminatory harassment are heard by the Discriminatory Harassment Hearing Board, which is described in the Student Handbook and on the SLU website under *Policies* or *Human Resources* as well as a Section 504/ADA Grievance Procedure for

complaints relative to those regulations. For more information about the DHHB or other venues for complaints contact Susan M. Cypert, Special Assistant to the President for Equity Programs in Vilas G1, 229-5584, Fax 315-229-7431, scypert@stlawu.edu .

Retaliatory action of any kind (such as, but not exclusive to adverse action vis-à-vis standing in employment or student status, adverse decisions re salary, job performance or student performance, or adverse action taken re opportunity for advancement for an employee or student) taken by any employee (including faculty, department heads, supervisors, and co-workers), student or beneficiary of the University against any other employee, student, or beneficiary as a result of that person's seeking redress through an appropriate means, including under the procedures of the DHHB, cooperating in any appropriate inquiry in the matter, or otherwise participating in any proceedings under the procedures of the DHHB or appropriate University body is prohibited. Any such retaliatory action can be the basis for a separate complaint.

Any person may also contact outside authorities to file complaints. External agency rules, or procedures internal to St. Lawrence University, may obviate further internal review in the event a complainant chooses an external route.

For more information about the DHHB consult the SLU Policies website [SLU/Faculty & Staff/Policies] @ <http://www.stlawu.edu/policies/index.html> or contact Susan M. Cypert, Special Assistant to the President for Equity Programs, Vilas G1, 315-229-5584, FAX 315-229-7431, scypert@stlawu.edu .

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GRADUATE ANNOUNCEMENT SPRING 2009

St. Lawrence University will offer the courses listed in this announcement during the Fall 2009 Semester at the times and places indicated. All classes will meet on campus for **one session per week** for a period of **fourteen weeks**. Each class sessions will meet for a minimum of **two hours and forty-five minutes**.

Graduate credit will be granted for all courses listed in this announcement. All courses are for **three hours credit** unless otherwise stated.

REGISTRATION

1. Matriculated students should pre-register for classes.
2. Only matriculated students may pre-register prior to **Monday, January 12, 2009**.
3. Unless pre-arranged, registration advising will be held **Monday, January 12, 2009, 1:00 PM – 4:00 PM** in Atwood Hall. To register, students must turn in completed registration cards to the Registrar's Office in Vilas Hall.

Classes begin Monday, January 19, 2009 & end Friday, May 1, 2009.

BILLING FOR GRADUATE TUITION & FEES

Graduate students may register for classes prior to clearance by the University's Student Financial Services Office. Once registered, they will be billed for tuition expenses and fees. In order to register, students must sign a financial guarantee to pay the appropriate charges. Terms of payment are as follows:

1. Students are billed mid-month for courses in which they have registered during the past 30 days. Payment to the University is due upon receipt of bill.
2. Interest of 1% per month will be assessed on all balances past due by 30 days or more.
3. Students with past due balances will not be allowed to register for additional courses or for subsequent semesters. Official transcripts will not be released until all financial obligations have been resolved.
4. For any account that must be turned over to a collection agency, the student is responsible for all collection costs.
5. Graduation from any St. Lawrence University graduate program is conditional on meeting the student's financial obligation to the University.

Go to www.stlawu.edu/sfs for information about St. Lawrence University's electronic billing and payment system.

TUITION & REGISTRATION FEES

- Tuition is **\$785.00 per credit hour (\$2355 for a 3 hr. course)**. There is a **registration fee of \$35.00**.
- All registrations (including added courses) must be completed within in the first 3 weeks of classes. After that there will be a **\$45.00 late fee for registration**.

GRADUATE ACTIVITY FEE

1. All **full-time** graduate students will be assessed a **\$50.00 activity fee**. They will receive a regular ID card entitling them to the use of all facilities, attending games, etc. but not free access to SLUSAF sponsored activities.
2. Part-time graduate students will not pay an activity fee. They will receive a library card only.
3. **IMPORTANT: All matriculated graduate students are expected to make use of the University's computer network.** To do so, a **network ID and password** must be obtained from the Instructional Technology office in Madill Hall (315-229-5778).

STUDENT HEALTH INSURANCE

St. Lawrence University, through Niagara Nation, Inc., representing Markel Insurance Company, provides a comprehensive Student Health Insurance Plan for all St. Lawrence University students. This policy runs from August 15, 2009 through August 14, 2010. Specific plan and cost information can be found at www.stlawu.edu/sfs. The health insurance coverage is worldwide and will provide benefits at the University, at home, while traveling or while participating in sports, including intercollegiate sports. Medical evacuation, repatriation and travel assistance are also provided to all participating students. All students, undergraduate and graduate, are eligible for this plan, and, if needed, dependent coverage can be added.

All full-time graduate students are automatically enrolled in this program. If a student already has equivalent comprehensive coverage, a waiver form must be completed at www.slustudenthealthinsurance.com to eliminate the charge from the student account. All other graduate students interested in obtaining the Student Health Plan should contact the Student Financial Services Office at 315-229-5569 or by email at sfs@stlawu.edu. Students interested in obtaining dependent coverage should contact Niagara National Inc. at 1-800-444-5530.

PARKING

All graduate students must have a parking permit on display in their car when it is parked in a University Lot. There is no charge for a permit for a registered student. Application forms for parking permits are available in the Registrar's Office upon registration. Parking registration forms are to be turned into the Security Office in the basement of the University Center. **COMMUTING STUDENTS ARE TO PARK IN LOT H NEAR VILAS HALL OR LOT R NEXT TO THE ALUMNI HOUSE, UNIVERSITY AVENUE OR LOT N AT THE CORNER OF UNIVERSITY AVENUE AND COLLEGE STREET. *PARK IN DESIGNATED SPACES ONLY.***

CLASSIFICATION OF STUDENTS

REGULAR STUDENTS: Students who have been formally admitted to a Master's Degree Program or to one of the 3 professional certificate programs in effect at St. Lawrence University. Admission to graduate courses does not automatically qualify one for admission to a graduate program. Individuals desiring to earn a degree or professional certification should contact the Coordinator of the appropriate program (Educational Leadership, Counseling & Human Development, or the General Studies in Education), Department of Education, St. Lawrence University, for graduate study application forms and information regarding admission procedures.

SPECIAL STUDENTS: Students not formally enrolled in the Master's Degree Program or a professional certificate program at St. Lawrence University. This classification includes students completing special requirements dictated by the Office of Teaching Certification, students from other institutions seeking credit for transfer, and students who wish to take courses for personal enrichment.

CONDITIONAL STUDENTS: Students who have formally applied for admission to a graduate program, but whose admission is contingent upon satisfaction for some requirement or deficiency.

ATTENDANCE

Attendance is mandatory in graduate courses. It is expected that a limited number of emergency situations may arise wherein absence from class is unavoidable. In such cases, students are expected to discuss the absence with the instructor and to assume responsibility for make-up work. University policy has been to allow no more than two absences for emergency purposes. Additional absences will result in the student being asked to withdraw from class unless circumstances warrant special consideration.

WITHDRAWAL FROM COURSES

A student may withdraw from a course during the first three class sessions in any semester, without a permanent record being made of the change and with full reversal of charges and refund of payment. After the first three class sessions and until the end of the tenth week of classes, a student may withdraw from any course by properly executing a withdrawal with signatures from the advisor and the instructor. A course withdrawal petition can be obtained at the Registrar's Office. In this case, the course title remains on the permanent record, and the Registrar will enter a "W" grade. If a properly executed withdrawal form does not reach the Registrar's Office by 5:00 p.m. on Friday of the tenth week of classes, the student remains registered and the instructor's grade is recorded.

Withdrawal for medical reasons "WM" must be certified by a physician and approved by the Chairperson of the Department.

If a student properly executes a withdrawal with signatures by the end of the third week of classes, 100% of the tuition for the course will be refunded. After that, students are liable for the full tuition for the course in all cases.

INFORMATION

Information concerning graduate study in Education may be obtained from the Department of Education, Atwood Hall, St. Lawrence University, Canton, NY 13617, by telephone at (315) 229-5861, email at nteneyck@stlawu.edu or on the web at <http://education.stlawu.edu>. The Graduate Catalog under which the student matriculated in any graduate program is the referent for all policies governing study at St. Lawrence University.

Professional Semester Courses (Student Teaching)
Beginning, Monday, January 19, 2009

- The five courses in the Professional Semester (Student Teaching) are listed below. They are taken together as a full-load in a block.

EDUC 585A, Seminar: The Dynamics of School Teaching

3 sem. hrs.

Graduate students admitted in the Professional Semester enroll in Education 585, 586, 588, 589, and 590 for a full semester of student teaching in the public schools. General supervision by University supervisors in concert with cooperating teachers in the classroom setting. Education 585 and 590 are taught intensively during the first four weeks of the semester, at which time student teachers undertake a 40-hour field experience in the classroom. Then the courses change to a weekly schedule for the remaining student teaching experience. Instructors discuss problems and concerns arising throughout the professional semester and assist student teachers in understanding their own socialization in the teaching profession. The course focuses on those aspects of the educational environment that promote the establishment and maintenance of a classroom environment that is both safe and conducive to learning. Special workshops in Education 585 cover state-mandated topics including school safety and fire prevention, violence prevention, the identification and reporting of child abuse and the prevention of drug/alcohol/tobacco abuse. **Prerequisites: EDUC 507, EDUC 573, EDPS 538, EDPS 550, and EDUC 540 (or equivalents).** Enrollment by permission only.

A Dr. James Shuman
Monday, Wednesday & Friday
9:30 AM – 12:00 PM
AT 3

EDUC 586A, B, C, D, E & F, Supervised Student Teaching

3 sem. hrs.

Same description as EDUC 585A.

Wednesday	5:00 PM – 8:00 PM	AT 106
A	Wannie Wang	
B	Lauren Shuman	
C	Harriett Swan	
D	Christy Wilson	
E	Susan Herman	

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Professional Semester Courses (Student Teaching)
Beginning, Monday, January 19, 2009 Continued

EDUC 588A, Individual Differences in Inclusive Classrooms

3 sem. hrs.

This course is integrated into the professional semester. It addresses the need for teachers to facilitate the learning of students with a variety of special needs in inclusive classroom settings. Attention is paid to the special education referral and planning process spelled out by the Individuals with Disabilities Education Act (IDEA), the role of the classroom teacher in meeting the educational needs of mainstreamed students, and strategies for helping all students meet the New York State learning standards. A field experience in the public schools takes place prior to the commencement of student teaching.

Prerequisites: EDUC 507 and 573; EDPS 550 (or equivalent). Enrollment by permission only.

4:00 PM – 6:45 PM

AT 3

Ms. Susan Herman

Tuesday/Thursday

EDUC 589A, Classroom Organization & Management

1 sem. hr.

This course is designed to assist student teachers in the Professional Semester to develop successful approaches to classroom management for diverse learners. Students will investigate the current theories in classroom organization and behavior management, critically analyzing them according to recent research on learning and school structure. As a part of the PS, students will have opportunities to apply theories learned in the course in actual classroom situations. The NYSED mandated 2-hr. workshop on Prevention of School Violence will be incorporated into the syllabus for this course. Prerequisites: EDUC 507, EDUC 573, and EDPS 550 (or equivalents). Enrollment by permission only.

Monday, Wednesday & Friday

1:00 PM – 3:30 PM AT 3

Mrs. Christy Wilson

EDUC 590 A & F, Methods, Materials, & Literacy in the Content Area

3 sem. hrs.

As part of the Professional Semester, separate sections of this course are offered in art, English, foreign languages, mathematics, social studies, and the sciences. Each section involves a study of standards and objectives, special techniques appropriate for the teaching of the particular subject, materials and aids for facilitating instruction, lesson and unit planning and assessment, and an analysis of problems unique to the teaching of the subject. Focus throughout the course is on strategies for language acquisition and literacy development in alignment with the New York State learning standards. **Prerequisites: EDUC 507, EDUC 573, EDPS 538, EDPS 550, and EDUC 540 (or equivalents). Enrollment by permission only.**

Section A Methods, Materials & Literacy in Art

Monday & Wednesday

4:15 PM – 7:00 PM

AT 3

Staff

Section F Methods, Materials & Literacy in Foreign Language

Monday & Wednesday

4:00 PM – 6:45 PM

AT 31

Ms. Susan Bellor

COURSES BEGINNING MONDAY, JANUARY 19, 2009

EDPS 584A, Group Procedures in Counseling

3 sem. hrs.

Skill development in the organization and facilitation of counseling groups is emphasized. Theoretical foundations, preparation for group, group dynamics, leader and member skills, and ethical and professional issues are examined. Experiential activities allow students to gain an understanding of the group counseling process and experience in leading groups. A voluntary self-awareness group is available to class participants.

4:00 PM – 6:45 PM

AT 32

Dr. Arthur Clark

EDUC 540A, Language Acquisition & Literacy Development

3 sem. hrs.

A multidisciplinary consideration of the ways young people learn the language of arts-speaking, reading and listening. Inherent in the consideration is the fact that learners bring different abilities and backgrounds to the undertaking; instruction in the course covers those types of individuals typically found in inclusive classrooms—students with disabilities, students whose native language is other than English and students from different cultures and ethnic backgrounds. A field experience in the public schools is required.

4:00 PM – 6:45 PM

AT 2

Ms. Florence Towne

EDUC 548A, Educational Tests, Measurements & Evaluation

3 sem. hrs.

Assists students in the analysis of the theories, techniques and philosophical positions of testing. It considers the evaluation of pupil progress and achievement by means of teacher-constructed tests. It reviews standardized tests of intelligence, aptitude, achievement, interest and personality, with emphasis on interpretation and use of results. The rationale of the course is to foster an informed consumer stance of psychological and educational tests and assessment procedures.

7:00 PM – 9:45 PM

AT 22

Dr. Nicole Chase

EDAD 547B, SPTP: Leadership & School Climate

3 sem. hrs.

This course is an introduction to emotional climates that surround the public school setting. Essential questions that are relevant to changing the climate affecting the everyday living environment found in these schools will be identified and answered. Strategies for identifying and conciliating emotional climates such as resentment, anger, envy, ego anxiety and apathy will be explored. Feedback about school climate plays an important role in school reform and student achievement. Students will measure school climate in real settings tapping students, parents, teachers and administrators as sources of feedback.

7:00 PM – 9:45 PM

AT 34

Dr. Kyle Blanchfield

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COURSES BEGINNING MONDAY, JANUARY 19, 2009, Continued

EDPS 512A, Marriage & Family Counseling

3 sem. hrs.

This course will review various theories of family development and family counseling, including those of Bowen, Whitaker, Haley and Madones, Minuchin and the Milan associates. Particular attention is focused on strategic and structural approaches, with demonstrations, simulations and practical applications of these approaches incorporated into the course structure. **Prerequisites: EDPS 510 and 582, or an earned master's degree in counseling. EDUC 526 also helpful.**

7:00 PM – 9:45 PM

AT 32

Dr. Peter Ladd

COURSES BEGINNING TUESDAY, JANUARY 20, 2009

EDAD 553A, Educational Leadership

3 sem. hrs.

A study of varied roles delegated and assumed by the middle-level administrator in local districts and regional organizations. Topics will include the administrative team, staff recruitment and retention, personnel management, and program development and articulation. A special emphasis will be on career development, and planning for the aspiring administrator.

9:00 AM – 11:45 AM

AT 34

Dr. Ernest Stretton

EDUC 573A, Teaching & Learning in Public Schools

3 sem. hrs.

An examination of the teaching process and how to facilitate academic achievement in the schools. Through readings, library research and videotaped microteaching, the course will give participants opportunity to develop understanding of research-based strategies to facilitate effective teaching/learning processes in the schools, including assessment of student achievement. A field experience in the public schools is required. This class meets on Tuesdays **and** Thursdays.

2:20 PM – 3:50 PM

AT 3 Dr. James Shuman & Ms. Carey Southwick-Fink

EDPS 549A, Evaluation & Appraisal Techniques

3 sem. hrs.

Individual and group assessment tools utilized by the practicing counselor are examined. Competency development in the administration, interpretation and reporting of selected instruments is emphasized. Additional topics include principles of psychological testing, behavioral evaluations, the diagnostic process and current issues in appraisal.

4:00 PM – 6:45 PM

AT 32

Dr. Arthur Clark

EDUC/EDPS 524A, Multi-Cultural Education & Counseling

3 sem. hrs.

This course takes an inclusive approach to both counseling and education. It emphasizes diverse issues and techniques encountered by counselors and teachers in our pluralistic society. Included in the course are multi-cultural and cross-cultural counseling, social and cultural foundations in education, and social and cultural issues in the work of counselors and teachers.

4:00 PM – 6:45 PM

AT 31

Dr. Wannie Wang

CONTINUED ON NEXT PAGE

COURSES BEGINNING TUESDAY, JANUARY 20, 2009, Continued

EDAD 553A, Educational Leadership

3 sem. hrs.

A study of varied roles delegated and assumed by the middle-level administrator in local districts and regional organizations. Topics will include the administrative team, staff recruitment and retention, personnel management, and program development and articulation. A special emphasis will be on career development, and planning for the aspiring administrator.

4:00 PM – 6:45 PM

AT 34

Dr. Ernest Stretton

EDAD/EDPS/EDUC 515A, Conflict Resolution

3 sem. hrs.

A study of, and an involvement of class members in, the resolution of conflict on at least four levels: (1) intrapersonal (within oneself), (2) one-to-one (as in marriage), (3) small-group to small-group (as in negotiations), and (4) large-group to large-group (as with national conflicts, revolutions, riots, etc.).

4:00 PM – 6:45 PM

Akwesasne

Dr. Kyle Blanchfield

EDPS 538B, Learning Disabilities

3 sem. hrs.

This course is designed to increase understanding of various learning differences and approaches to teaching students with differences. The course will review educational collaboration and interventions, including teaching strategies, accommodations, curriculum, modifications of the environment, and the use of technology to support inclusive education. The course is generally a sequel to EDPS 536, Individual Differences in Children, but EDPS 536 is not a pre-requisite for taking EDPS 538.

4:00 PM – 6:45 PM

AT 22

Ms. Leslie Clark/Ms. Terri Proulx

EDPS 589A, Counseling Practicum

3 sem. hrs.

The student will spend a minimum of one full day in the field. Class time will be spent in the presentation of taped counseling sessions and discussion of field experiences. Class size must be limited to allow for thorough supervision of counseling tapes. **Prerequisites: EDPS 510, 582; permission of the coordinator of the CD program.**

7:00 PM – 9:45 PM

AT 32

Dr. Arthur Clark

CONTINUED ON NEXT PAGE

COURSES BEGINNING TUESDAY, JANUARY 20, 2009, Continued

EDUC/EDPS/EDAD 504A, Applications & Educational Technology **3 sem. hrs.**

An exploration of new developments in technology germane to application in educational settings. The course will focus on the infusion of new technologies into the work of teachers, counselors, and school administrators, providing students with opportunities to individualize their learning in optimal ways. Topics can include technology evaluation, curriculum development, assessment strategies, and administrative uses of technology in the schools

7:00 PM – 9:45 PM

R302

Ms. Donna Kennedy

EDAD 547C, SPTP: Data-Driven Decision Making

3 sem. hrs.

This course examines ways to access, analyze, and evaluate data available to school districts regarding student enrollment and achievement, personnel statistics, and fiscal parameters that can affect strategic planning. Approaches to decision-making that integrate data-based analyses are examined. Students will be expected to undertake an analysis of a school district's data as a significant part of the course.

7:00 PM – 9:45 PM

AT 34

Ms. Laura Carbone

EDPS 589B, Counseling Practicum

The student will spend a minimum of one full day in the field. Class time will be spent in the presentation of taped counseling sessions and discussion of field experiences. Class size must be limited to allow for thorough supervision of counseling tapes. **Prerequisites: EDPS 510, 582; permission of the coordinator of the CD program.**

7:00 PM – 9:45 PM

AT 32

Dr. Peter Ladd

COURSES BEGINNING WEDNESDAY, JANUARY 21, 2009

EDAD 592A, Internship: Athletic Administration

3 sem. hrs.

This internship is designed as an introductory two-semester experience in athletic administration for graduate students pursuing the M.Ed. at St. Lawrence University. Students will participate in weekly seminars focused on a variety of professional development topics related to health/fitness, physical activity, and athletic administration in schools. In addition, students will participate in on-site management, supervision, and evaluation experiences in a variety of programs (e.g. sport, physical activity, intramurals, fitness, sports information). Included in the course requirements will be the organization of a professional electronic portfolio that will include samples of presentations focused on the personal development of student-athletes in a school athletic program (e.g., personal and social responsibility, study-skills, team-building, conflict resolution, ethics – performance enhancing drugs). Students take EDAD 592A in Fall semesters and EDAD 592B in Spring semesters.

8:30 AM – 10:00 AM

AG 125

Dr. Thomas Fay

EDAD 593A, Practicum: Athletic Administration

3 sem. hrs.

This practicum is designed as a supervised two semester administrative experience for graduate students pursuing the M.Ed. at St. Lawrence University. Students will participate in weekly seminars focused on a variety of professional development topics related to health/fitness, physical activity, and athletic administration in schools. In addition, students will participate and mentor interns in the process of management, supervision, and evaluation of a variety of programs (e.g., sport, physical activity, intramurals, fitness, sports information). The course requirements will also involve the completion of a professional electronic portfolio that will include: 1) an instructional film designed to meet a programmatic need and 2) a personal highlight film that provides evidence of the student's ability to teach skills, concepts, and strategies for a selected sport or activity. Students take EDAD 593A in Fall semesters and EDAD 593B in Spring semesters.

10:00 AM – 11:30 AM

AG 124

Dr. Thomas Fay

EDPS 585A, Occupational Information & Occupational Choice Theory

3 sem. hrs.

This is an activity-oriented course emphasizing small-group participation in career and lifestyle considerations. Theories of career choice and career development and sources of occupational information are examined. Practice is provided in utilizing vocational assessment instruments and procedures. Career development programs and services are explored. The rationale of the course is to develop participants' awareness of career choices and explore ways in which school systems can support this process.

4:00 PM – 6:45 PM

AT 22

Dr. Nicole Chase

CONTINUED ON NEXT PAGE

COURSES BEGINNING WEDNESDAY, JANUARY 21, 2009, Continued

EDAD 537A, School Law

3 sem. hrs.

A study of the basic principles of constitutional, case and statutory law affecting the administration and operation of the public school. Particular stress will be given to New York State statutes and administrative regulations as illustrative of basic principles.

7:00 PM – 9:45 PM

AT 34

Dr. Kyle Blanchfield

EDPS 523A, Death, Dying & Bereavement Counseling

3 sem. hrs.

We live in a culture that maintains great distances apart from death. Because of our fears of death and dying, we develop behaviors of avoidance that shadow our ability to examine our own thoughts in this subject. For most of us, our fears are based on past experiences and fears of future losses. Because of this, death leaves most of us feeling very uncomfortable and it is a subject that we avoid engaging in. This course will explore issues of death and dying from a multidisciplinary perspective. It will include perspectives from the medicine field, societal and cultural perspectives, health care as well as issues related to emotional support. This course places heavy emphasis on the students' own thoughts, reactions, and behaviors related to death, dying and bereavement. This course is carefully constructed to incorporate research, theory and personal experience that will challenge and broaden your perspectives in the field of thanatology. **Prerequisites: EDPS 510, 582 and permission of the program coordinator.**

7:00 PM – 9:45 PM

C207

Mr. Daniel Hernandez

COURSES BEGINNING THURSDAY, JANUARY 22, 2009

EDPS 538A, Learning Disabilities

3 sem. hrs.

This course is designed to increase understanding of various learning differences and approaches to teaching students with differences. The course will review educational collaboration and interventions including teaching strategies, accommodations, curriculum, modifications of the environment, and the use of technology to support inclusive education. The course is generally a sequel to EDPS 536, Individual Differences in Children, but EDPS 536 is not a pre-requisite for taking EDPS 538.

4:00 PM – 6:45 PM

AT 22

Mr. Timothy Vernsey

EDPS 589C, Counseling Practicum

3 sem. hrs.

The student will spend a minimum of one full day in the field. Class time will be spent in the presentation of taped counseling sessions and discussion of field experiences. Class size must be limited to allow for thorough supervision of counseling tapes. **Prerequisites: EDPS 510, 582; permission of the coordinator of the CD program.**

4:00 PM – 6:45 PM

AT 32

Dr. Nicole Chase

EDAD 523A, Public School Finance

3 sem. hrs.

A study of the principles underlying school finance and of the resources at federal, state and local levels to support education. Various theories from economics and education affecting trends in school support will be studied. Budgetary practice as an instrument of administration will receive analysis.

4:00 PM – 6:45 PM

AT 34

Dr. Ernest Stretton

EDUC 507A, Philosophy of Education

3 sem. hrs.

The background, nature and significance of various educational problems are considered from both the theoretical and practical viewpoints. Some contrasting viewpoints on educational goals, solving educational problems and evaluating educational outcomes are considered.

7:00 PM – 9:45 PM

AT 22

Mr. Edward Boyd

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COURSES BEGINNING THURSDAY, JANUARY 22, 2009, Continued

EDAD 532A, Supervision of Instruction

3 sem. hrs.

A study of the philosophy and the practices of instructional supervision and a consideration of the problems encountered in developing principles and practices to govern a sound supervisory program in secondary schools.

7:00 PM – 9:45 PM

AT 32

Dr. William Cartwright

EDPS 535A, Mental Health in the Schools

3 sem. hrs.

This course first surveys various theories and programs in the mental health field as a whole. Next, evolving designs for community programs with emphasis on prevention, early intervention and children are reviewed. The focus of the course, emotional health in children, is then explored in depth with emphasis on child development principles and the role of the school in teaching coping skills. Different kinds and sources of emotional disturbance are viewed, and methods for dealing with them are illustrated. Previous course work in psychology or child development is required.

7:00 PM – 9:45 PM

AT 34

Mr. Lawrence Casey

COURSES BEGINNING FRIDAY, JANUARY 23, 2009

EDUC/EDAD 547A, SPTP: Management of Tech/Prep Programs II

3 sem. hrs.

This course investigates the structure and management of Tech/Prep partnerships with secondary schools and community businesses and agencies. Under the guidance of the instructor, students will participate directly in helping to manage and implement a working Tech/Prep partnership, examining the structure of the curriculum as a part of the course. In EDUC 543 I, students will examine the overall structure and rationale of the partnership, and they will work closely with community businesses and agencies to formulate problems for the secondary students to solve. In EDUC 543 II, students will work with the secondary school teachers and students to develop and present solutions to the problems. Students must enroll in both courses throughout a single academic year (Fall and Spring semesters) to receive credit.

9:00 AM – 11:45 AM

AT 32

Ms. Carey Southwick-Fink

COURSES TO BE ARRANGED

EDAD 566A, Independent Study

3 sem. hrs.

Research projects in the area of school administration and instructional supervision. Periodic conferences with advisor.

Dr. Alannah Fitzgerald

EDAD 591A, Internship in Administration (full-time)

6 sem. hrs.

EDAD 591B, Internship in Administration (part-time)

3 sem. hrs.

Supervised experience in various areas of school administration for a selected number of advanced matriculated graduate students in the administration program. Prerequisites: satisfactory completion of a minimum of 15 hours of educational administration courses, 12 of which must be from St. Lawrence University, and approval of the program coordinator.

Dr. Alannah Fitzgerald

EDPS 566A, Independent Study in Counseling & Human Development

3 sem. hrs.

The student is expected to present a proposal of the project to a faculty member for approval before registering for the course. During the course of study, periodic conferences will be held to help the student accomplish the goals stated in the proposal. **Prerequisite: permission of the coordinator of the CD program.**

Dr. Peter Ladd

EDPS 593A, Internship in School Counseling

3 sem. hrs.

A supervised experience in area schools for candidates working toward permanent certification in school counseling. Specifically, the internship is designed to help the candidate improve interpersonal relationship skills, program development and managerial skills. Open only to advanced students working toward New York State permanent certification.

Dr. Peter Ladd

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COURSES TO BE ARRANGED, Continued

EDUC 500A & B, Research Project in Education

3 sem. hrs.

This course provides an opportunity for independent research as a culmination of the M.Ed. in General Studies in Education. The project requires development of a research topic using a review of contemporary literature. Guidelines for the course expectations are available from the Coordinator of the program.

Section A Dr. James Shuman
Section B Mr. Edward Boyd

EDUC 566A, B & C, Independent Study

3 sem. hrs.

Section A Dr. James Shuman
Section B Mr. Edward Boyd
Section C Dr. Wannie Wang

EDUC 595A, Teacher Internship

3 sem. hrs.

Initially certified teachers who plan to use the M.Ed. in General Studies in Education for professional certification are encouraged to build into their programs of study a teacher internship or mentorship in keeping with NYSED regulations for new teachers. Guidelines for the program may be obtained in the Department of Education.

Dr. James Shuman

EDPS 594A, Counseling Internship: Mental Health I

3 sem. hrs.

The purpose of this course is to introduce students to a clinical setting and allow for development of counseling skills and knowledge of the treatment process. While participating in a semester-long mental health counseling internship, students will learn to reflect upon their clinical experiences and professional-personal issues that develop in the treatment situation. Particular areas of focus include ethical and legal issues, supervision, working with diverse clients, logistical concerns, and counselor self-care. The internship involves a 300-hour placement in a mental health setting, as well as a University class on a weekly basis.

Mr. Lawrence Casey

CONTINUED ON NEXT PAGE

COURSES TO BE ARRANGED, Continued

EDPS 595A, Counseling Internship: Mental Health II

3 sem. hrs.

Designed to be a continuation of Counseling Internship I, this course expands upon clinical skills, knowledge of the counseling setting, and ability to reflect upon personal and professional internship experiences. While demonstrating effective communication within the clinical setting, students will gain proficiency in client diagnosis and sound treatment planning. Specific areas of concern include counselor self-assessment, the clinical interview, psychological testing, the counseling process, psychotropic medications, professional challenges, ethical practice, and consultation. The internship involves a 300-hour placement in a mental health setting, as well as a University class on a weekly basis.

Mr. Lawrence Casey

Information Regarding Coursework for Initial Teaching Certification

For students working toward initial teaching certification after January 2009, the new NYSED regulations require "at least 12 semester hours in graduate study in the subject of the certificate or that links pedagogy and content in the subject of the certificate or a related subject." Graduate students may transfer approved graduate-level courses in Pedagogical Content Studies or in Subject Matter Studies from another institution. These can be traditional courses or approved distance-learning courses. (Note: No more than 6 semester hours of transfer credit can be applied to the M.Ed. degree at St. Lawrence.)

St. Lawrence University also offers two course classifications ("DEPT" 566 and EDUC 566) to meet this requirement. These courses are listed below. It is the responsibility of each student to arrange these courses, in consultation with advisors and instructors.

"DEPT" 566, SpTp: Subject Matter Studies

3 sem. hrs.

Through consultation with the instructors, graduate students may take selected graduate-level versions of upper-level (300-400 level) undergraduate courses in the academic departments at St. Lawrence. In order to enroll, *the graduate student must have permission of the instructor*, who will provide a separate syllabus (or addendum) with appropriate graduate-level expectations, assignments, and grading criteria. To find a listing of undergraduate courses offered during the semester, graduate students must consult the undergraduate "Class Schedule" published prior to each semester by the Registrar's Office. It is expected that graduate students will attend the undergraduate classes, as listed in the Class Schedule. The majority of these courses are offered during the daytime hours. The courses will be listed on the graduate student's transcript under the departmental title (e.g., ENGL 566, SpTp: British Romanticism).

EDUC 566, SpTp: Pedagogical Content in the Certificate Area

3 sem. hrs.

Through consultation with full-time or adjunct professors at St. Lawrence, both in the academic disciplines and in education, graduate students may develop and enroll in Pedagogical Content Studies under EDUC 566. Each course must involve a subject-matter specialist (either a full-time or adjunct instructor in the content area) as well as an education specialist. A specific title must be determined for each course (e.g., EDUC 566, SpTp: Constructivist Approaches to Teaching Geometry). *Examples* of potential pedagogical content studies are listed below to provide a spectrum of possibilities for course development:

- Completing an undergraduate course in the content area and adapting the content for public school curriculum under supervision of an education professor, e.g., "Advanced Printmaking," taught by an Art professor at SLU, and adapted for classroom use under the guidance of an education professor. [Note: this is different from "DEPT 566," as described separately above.]
- Completing a graduate-level study co-designed and co-directed by a content professor and an educational technology staff member, e.g., "Using Geographic Information Systems to Teach Science," co-taught by a Geology Professor and a member of SLU's educational technology team.
- Completing the one-week Constructivist Design Conference held each summer at SLU and then completing an additional graduate-level action-research study under supervision of an education professor during the school year on the impact of the summer planning in the classroom. Information about the summer conference, including the subject-matter specialists available at the conference, can be obtained from the Department of Education annually.

- Completing a graduate study or course co-taught by an adjunct instructor (a content specialist in the schools) and a full-time education professor, e.g., “Integrating Document-Based Questions into Social Studies Assessments,” co-taught by a social studies methods instructor and one of the University’s full-time professors of education.
- Completing a graduate-level study or course co-designed and taught by a full-time professor in an academic discipline and a full-time education professor, e.g., “Teaching the Economics of the Depression Era,” co-taught by an economics professor and an education professor.
- Completing a graduate-level study or course co-designed and taught by a content professor and an education department adjunct professor (methods instructor), e.g., “Constructivist Approaches to Teaching Geometry,” co-taught by a mathematics professor and a school-based adjunct professor in SLU’s Education Department.

Teacher Education Data at St. Lawrence University, 2007-2008

St. Lawrence University has registered programs with the New York State Education Department leading to Initial Teaching Certification in adolescence education (7-12) for English, Mathematics, Social Studies, Biology, Chemistry, Physics, Earth Science, Social Studies, and Foreign Language (French, German and Spanish). The University has a registered program leading to Initial Teaching Certification in special subjects for K-12 Art. The University has also a registered program leading to Professional Teaching Certification for all of the categories listed above, as well as for all categories of the middle-level specialist certificate.

Approximately 65 percent of the Class of 2007 teacher education graduates from St. Lawrence, bachelor's and master's level, entered the teaching profession as new teachers within one year after graduation. Approximately 20 percent of the bachelor's level students entered full-time graduate school and the remaining 15 percent followed other career paths.

Teacher supply and demand data from the American Association for Employment in Education for the year 2008-2009 indicate that there is moderate demand throughout the U.S., including the Northeast, for teachers of 7-12 English, sciences, mathematics, Spanish and German. Demand for teachers of K-12 art and 7-12 social studies and French is balanced.