



# GRADUATE ANNOUNCEMENT

F A L L  
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## Day and Evening Courses

September 7, 2009 until December 18, 2009

ST. LAWRENCE UNIVERSITY  
*Canton, New York 13617*

### **St. Lawrence University Non-Discrimination Policy**

All members of the St. Lawrence University community are valued equally. We are committed to multi-cultural 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; 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, sexual orientation, or national or ethnic origin in admission to, or access to, or treatment or employment in its programs and activities. 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, Associate Vice President for Human Resources/Special Assistant for Equity Programs, Vilas Hall, Room 121, St. Lawrence University, Canton, NY 13617, 315-229-5584.

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## **GRADUATE ANNOUNCEMENT FALL 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 session 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, August 24, 2009**.
3. Unless pre-arranged, registration advising will be held **Monday, August 24, 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, September 7, 2009 & end Friday, December 18, 2009.  
(Classes for Professional Semester students begin Friday, August 28, 2009.)**

### **BILLING FOR GRADUATE TUITION & FEES**

#### **Payment Terms**

1. Students are billed mid month for courses in which they have registered during the last 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 St. Lawrence University is conditional on meeting the student's financial obligation to the University.

Information about St. Lawrence University's electronic billing and payment system may be found at [www.stlawu.edu/sfs](http://www.stlawu.edu/sfs).

Tuition and fee payments to St. Lawrence University may be made in cash or by check. Payment may be made online by electronic check or credit card at [www.stlawu.edu/sfs](http://www.stlawu.edu/sfs). Refer to the website for additional information about online payment.

A late registration fee of \$45 will be assessed for all course registrations processed after 4:30 the Friday of the third week of classes.

## **BILLING FOR GRADUATE TUITION & FEES, Continued**

### **Waiver Forms**

Students with a valid St. Lawrence University waiver form, may send the waiver form and applicable fees to the Student Financial Services Office, Student Center Room 315, 23 Romoda Dr., Canton, NY 13617, attn: Student Account Clerk. The waiver form and applicable fees are due upon receipt of a bill.

### **Tuition Remission**

Students eligible for tuition remission benefits must have a completed approved remission form on file with Human Resources. Forms may be obtained at the Human Resources Office. Human Resources will submit all approved remission forms to the Student Financial Services Office for processing. Upon receipt of a bill, all applicable fees should be remitted to the Student Financial Services Office with a notation as to the amount of tuition remission to be received.

## **TUITION & REGISTRATION FEE**

- Tuition is **\$830.00 per credit hour (\$2490 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** (registered for 12 credit hours or more) graduate students will be assessed a **\$60.00 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](http://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 (after 7/08) at [www.slustudenthealthinsurance.com](http://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

## **STUDENT HEALTH INSURANCE, Continued**

Office at 315-229-5569 or by email at [sfs@stlawu.edu](mailto:sfs@stlawu.edu). Students interested in obtaining dependent coverage should contact Niagara National Inc. at 1-800-444-5530.

Health insurance coverage is subject to change for 2009-2010.

## **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](mailto:nteneyck@stlawu.edu) or on the web at [www.education.stlawu.edu](http://www.education.stlawu.edu). The Graduate Catalog under which a student matriculates in any graduate program is the referent for all policies governing study at St. Lawrence University.

**Professional Semester Courses (Student Teaching)**  
**Beginning Friday, August 28**

**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.**

Students 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 the University supervisors in contact with cooperating teachers in the classroom setting. Education 585, 588, 589 and 590 are taught intensively during the first four weeks of the semester, at which time the 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 courses focus on those aspects of the educational environment that promote the establishment and the maintenance of a classroom that is both safe and conducive to learning. The 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 are EDUC 507, EDUC 573, EDPS 538, EDPS 550, and EDUC 540 (or equivalents). Enrollment is by permission only.

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

**EDUC 586 A, B, C, D, & E, Supervised Student Teaching** **3 sem. hrs.**

Same description as EDUC 585A.

<b>Wednesday</b>	<b>5:00 PM – 7:00 PM</b>	<b>AT 106</b>
<b>A</b>	<b>Ms. Wannie Wang</b>	
<b>B</b>	<b>Ms. Carol Linn</b>	
<b>C</b>	<b>Ms. Judith Liscum</b>	
<b>D</b>	<b>Ms. Lauren Shuman</b>	
<b>E</b>	<b>Ms. Harriett Swan</b>	

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**Professional Semester Courses (Student Teaching)**  
**Beginning Friday, August 28, 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 to 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, EDUC 573, EDPS 538, EDPS 550, and EDPS 540 (or equivalents). Enrollment is by permission only.

**4:00 PM – 6:45 PM**

**Tuesday & Thursday**

**AT 3**

**Ms. Susan Herman Mesibov**

**EDUC 589A, Classroom Organization & Management**

**1 sem. hrs.**

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, EDPS 538, EDPS 550 and EDUC 540 (or equivalents). Enrollment by permission only.

**Monday, Wednesday & Friday**

**1:00 PM – 3:00 PM**

**AT 3**

**Mrs. Christy Wilson**

**EDUC 590 B, C, D & E, Methods, Materials & Literacy in Content Area**

**3 sem. hrs.**

As a 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 is by permission only.

**Monday & Wednesday**

**4:00 PM – 6:45 PM**

**B Social Studies AT 32**

**Ms. Karen Basham**

**C Mathematics AT 31**

**Ms. Donna Kennedy**

**D Science AT 2**

**Ms. Becky Buckingham**

**E English AT 34**

**Ms. Karlyen Manke**

**COURSES BEGINNING MONDAY, SEPTEMBER 7, 2009**

**EDPS 536A, Individual Differences in Children**

**3 sem. hrs.**

This course will discuss the roles the major kinds of disabilities affecting children and psychological, educational, social and economic factors at play. The important role of school programs will be stressed as will support for families of disabled children. Illustrative case material will be utilized.

**4:00 PM – 6:45 PM**

**AT 22**

**Ms. Leslie Clark**

**EDPS 570A, Addictions & Disorders in Counseling**

**3 sem. hrs.**

This course is designed for counselors who have prior counseling experience. It focuses on counseling issues with regard to alcohol, drugs, smoking, gambling, sexual addictions, and other emotional addictions. It focuses on disorders including panic, obsessive/compulsive, posttraumatic stress, eating, sleeping, and light deprivation, among others. Practical approaches to these counseling issues will be explored through role-playing, videotaping, and case management discussions.

**4:00 PM – 6:45 PM**

**AT 3**

**Dr. Peter Ladd**

**EDPS 550A, Human Development & Life Span Counseling**

**3 sem. hrs.**

Development stages over the life span are examined from infancy through late adulthood. Major theories of human development and counseling are reviewed and developmental topics and transitional issues are considered. Implications for the practice of counseling are established for diverse populations through discussion and experiential activities.

**7:00 PM – 9:45 PM**

**AT 32**

**Dr. Arthur Clark**

**EDPS 590A, Advanced Counseling Practicum**

**3 sem. hrs.**

The student will focus on discussing counseling sessions from the public schools, mental health agencies, and higher education. Class time will be spent in reviewing counseling theories and techniques and in the demonstration of counseling sessions through audiotapes, videotapes or oral presentations. Class size must be limited to allow for thorough supervision of each counseling student. **Prerequisites: EDPS 510, 582, 589 and permission of the Coordinator of the Counseling & Development Program.**

**7:00 PM – 9:45 PM**

**AT 34**

**Dr. Peter Ladd**

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**COURSES BEGINNING MONDAY, SEPTEMBER 7, 2009, Continued**

**EDAD 582A, Research Applications in Decision-Making**

**3 sem. hrs.**

This course is organized around case studies that illustrate the need for reliance upon a research base to resolve the issue at hand. Both potential and practicing administrators review and discuss current research relative to issues such as class size, length and sequence of instructional periods, effectiveness of particular teaching approaches, arrangement and size of physical space, etc. A strategic planning model for using the research findings in making educational decisions is explored, with an emphasis on shared decision-making. Each participant will be asked to become a mini-expert on a particular topic or question and to share his or her expertise with the class in the form of a presentation and related readings.

**7:00 PM – 9:45 PM**

**AT 2**

**Dr. Alannah Fitzgerald**

**COURSES BEGINNING TUESDAY, SEPTEMBER 8, 2009**

**EDPS 510A, Theories in Counseling** **3 sem. hrs.**

A range of contemporary theories of counseling are examined and application to the counseling experience is emphasized. Concepts, assumptions, and implications for practice of the counseling orientations are considered. Discussion, observation, and experiential activities provide an opportunity for the student to evaluate and integrate the major theoretical approaches to counseling.

**4:00 PM – 6:45 PM**                      **AT 22**                      **Dr. Arthur Clark**

**EDUC 573A, Teaching & Learning in Public Schools** **3 sem. hrs.**

An examination of the teaching process and how to facilitate the academic achievement in the schools. Through readings, library research, and videotaped microteaching, the course will give participants an opportunity to develop understanding of research-based strategies to facilitate effective teaching/learning processes in the schools. A field experience in the public schools is required.

**4:15 PM – 7:00 PM**                      **AT 32**                      **Ms. Susan Burwell/Ms. Becky Buckingham**

**EDAD 528A, Leadership for Special Education** **3 sem. hrs.**

This course is designed to familiarize the practitioner with the special education laws and regulations and their implications for school building and district leaders. Federal and state laws and regulations will provide the framework through which critical issues such as least restrictive environment and discipline and conceptual understandings such as equity will be addressed. Case studies, simulations and independent projects will provide students with the opportunity to apply their knowledge and develop insights.

**4:00 PM – 6:45 PM**                      **AT 34**                      **Ms. Laura Lewis-Brown**

**EDPS 550B, Human Development & Life Span Counseling** **3 sem. hrs.**

Development stages over the life span are examined from infancy through late adulthood. Major theories of human development and counseling are reviewed and developmental topics and transitional issues are considered. Implications for the practice of counseling are established for diverse populations through discussion and experiential activities.

**4:00 PM – 6:45 PM**                      **Akwesasne**                      **Ms. Shannon Jordan**

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**COURSES BEGINNING TUESDAY, SEPTEMBER 8, 2009, continued**

**EDUC 519A, Educational Statistics & Research**

**3 sem. hrs.**

Educational Statistics and Research is designed to assist students in the examination and understanding of Quantitative and Qualitative Research Methods. This examination process is facilitated by the close scrutiny of educational literature and engaging in the presentation and working through of research problems. The rationale of the course is to: (1) increase intentional awareness of the research process, (2) evaluate articles in the professional literature, and (3) apply research and evaluation.

**7:00 PM – 9:45 PM**

**AT 31**

**Ms. Wannie Wang**

**EDUC 581A, Principles & Practices of Guidance**

**3 sem. hrs.**

Principles and Practices of Guidance is designed to assist students in the understanding of counseling practices in a comprehensive and capable manner. This understanding is facilitated by the exploration of concepts and practices that prepare counselors in training to develop proactive programs, and counseling interventions. This class will (1) increase intentional awareness of "how to" join and enhance clients' developmental needs, (2) design counseling programs, and interventions that are developmentally, cognitive and culturally appropriate.

**7:00 PM – 9:45 PM**

**AT 32**

**Dr. Nicole Chase**

**EDAD 579A, Seminar: Curriculum, Instruction & Assessment**

**3 sem. hrs.**

A consideration of problems and issues in the improvement of curriculum and instruction. Each student will do an independent study project on a problem or issue of significance and present that project to the class for discussion.

**7:00 PM – 9:45 PM**

**AT 34**

**Ms. Annemarie FitzRandolph**

**COURSES BEGINNING WEDNESDAY, SEPTEMBER 8, 2009**

**EDAD 592A, Internship in Athletic Administration**

**3 sem. hrs.  
over two semesters**

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 593A in Spring semesters.

**8:30 AM – 11:30 AM**

**Augsbury 124 & 125**

**Dr. Thomas Fay**

**EDAD 593A, Practicum in Athletic Administration**

**3 sem. hrs.  
over two semesters**

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 593A in Spring semesters.

**8:30 AM – 11:30 AM**

**Augsbury 124 & 125**

**Dr. Thomas Fay**

**EDPS 582A, Techniques in Counseling**

**3 sem. hrs.**

The course is designed to be taken concurrently with EDPS 510, Theories of Counseling. Students discuss, observe and practice the various techniques derived from theories covered in EDPS 510. Contemporary counseling strategies and interventions are integrated into appropriate stages of the counseling process. Applications are made to a broad and diverse population of clients.

**4:00 PM – 6:45 PM**

**AT 3**

**Dr. Arthur Clark**

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**COURSES BEGINNING WEDNESDAY, SEPTEMBER 9, 2009, Continued**

**EDUC/EDAD/EDPS 547E, Relationships between Families & Schools** **3 sem. hrs.**

This course will explore different family systems that teachers and administrators face when forming relationships between the parents or guardians of students in the public schools, and it will examine strategies needed to build successful relationships with the parents or guardians of a diverse student body. First, students will conduct an in-depth analysis of different kinds of modern family systems encountered in the schools. Second, students will develop effective conflict resolution skills to counteract disputes that may arise between families and schools. Finally, students will discuss proper strategies and techniques for improving relationships between different types of families and the schools, and they will explore the partnerships that can be formed if the resolution of conflict is successful.

**4:00 PM – 6:45 PM**

**AT 2**

**Dr. Nicole Chase**

**EDAD/EDUC/EDPS 515A, Conflict Resolution** **3 sem. hrs.**

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

**7:00 PM – 9:45 PM**

**AT 22**

**Dr. M. Alannah Fitzgerald**

**EDPS 573A, Intro to Mental Health Counseling** **3 sem. hrs.**

This course addresses professional practice issues in mental health counseling. It includes; history, identity, roles and trends affecting the field and practice of mental health counseling. Students will critically evaluate numerous areas within the mental health field, including the legal, ethical, social, organizational, and research endeavors that shape and direct the profession. The course is designed to enhance student understanding of the primary settings in which counselors provide services to a diverse range of clients. Mental health issues will focus on developmental crises, disabilities, psychopathology, and environmental factors that shape behavior.

**7:00 PM – 9:45 PM**

**AT 32**

**Dr. Peter Ladd**



**COURSES BEGINNING THURSDAY, SEPTEMBER 10, 2009, Continued**

**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, on solving educational problems and on evaluating educational outcomes are considered.

**7:00 PM – 9:45 PM**

**AT 22**

**Mr. Edward Boyd**

**COURSES BEGINNING FRIDAY, SEPTEMBER 11, 2009**

**EDAD 543A, Leadership of Tech/Prep Partnerships, I & II**

**6 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 (Fall 2009), 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 (Spring 2009), 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 L. Southwick-Fink**

**COURSES TO BE ARRANGED**

**EDUC 500A, 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.

**Dr. James Shuman**

**EDUC 565 A, B, C, & D, Independent Study**

**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 Masters in General Studies Program.

**Section A**

**Section B**

**Section C**

**Section D (Constructivist & Design in Education)**

**Dr. James Shuman**

**Dr. Wannie Wang**

**Mr. Edward Boyd**

**Dr. James Shuman**

**EDUC 595A, Teacher Internship**

**3-6 sem. hrs.**

Provisionally certified teachers who plan to use the M.Ed. in General Studies in Education for professional certification are encouraged to build into their program of studies 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**

**EDAD 565 A, Independent Study**

**3 sem. hrs.**

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

**Dr. M. Alannah Fitzgerald**

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**COURSES TO BE ARRANGED, Continued**

**EDPS 565 A, B, & C, 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 Counseling and Human Development Program.

**Section A – Dr. Arthur Clark  
Section B – Dr. Peter Ladd  
Section C – Dr. Nicole Chase**

**EDAD 591A, Internship in Administration      6 sem. hrs.  
EDAD 591B, Internship in Administration      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. **Section A is for the full-time internship; section B is for part-time internship.**

**Section A & B      Dr. M. Alannah Fitzgerald**

**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 student working towards New York State permanent certification.

**Dr. Peter Ladd**

**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**

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**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 Professional Teaching Certification

For students working toward professional 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 now offers two course classifications ("DEPT" 566 and EDUC 566) to meet this requirement. These courses are listed on the following page.**

### **"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.

**CONTINUED ON NEXT PAGE**

### **COURSES TO BE ARRANGED, Continued**

- 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 also has 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; this program provides a route to permanent teaching certification for individuals holding a New York State provisional teaching certificate.

Approximately 65 percent of the Class of 2007 teacher education graduating 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 indicates 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.

## SETTING UP A PLACEMENT FILE

### **What is a Placement File?**

A Placement File is designed to house important documents such as your personal information, letters of recommendation, official transcripts, and other documents related to your career as a professional educator.

### **Who needs a Placement File?**

Placement Files are primarily used by students or alumni seeking education-related employment such as teachers, counselors and administrators within a school district. Many prospective employers require a placement file as part of the application process. All students or alumni working toward certification are urged to register with the Educational Placement Service.

### **How do I open a Placement File?**

You will need to register in order to set up a placement file. Simply click on the login button at the top of this page and click on the "Are you registered?" link. Or, you may obtain a registration packet from the Educational Placement Service Coordinator located in the Education Department in Atwood Hall. Please do not assume that a file will automatically be opened for you upon completion of your degree. You will need to complete the appropriate paperwork in order to open your placement file.

### **How much does it cost to open a Placement File?**

A one-time fee of \$25 will be assessed when the file is opened. The first three placement file mailings are free of charge. After that a \$5 fee is assessed for each additional request. Any file that remains inactive for a period of five years or more will be charged a reactivation fee of \$25 to re-open.

### **How do I send my Placement File?**

Simply contact our office and request to have your file sent. In order to send your file in a timely manner, we appreciate the most up-to-date contact information on the prospective employer (this includes the correct spelling of the name, title, and a complete address.) Requests may be made in person, by mail, phone, fax, email, or through our website.

*Information will not be forwarded to employers without the express written consent of the student/alum.*

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