GRADUATE ANNOUNCEMENT

Day and Evening Course Offerings

January 20, 2016 through May 6, 2016

Spring 2016
Policies and Standards for Conduct

Gender discrimination is against University policy, and sexual assault, dating violence, domestic violence and stalking are egregious examples of gender discrimination. The link below provides St. Lawrence's full policy about discrimination and harassment.

Discipline for sexual misconduct can include community service, counseling, probation, suspension, or expulsion. If a student is found responsible of violence and is suspended, expelled, or withdraws with charges pending, New York State law requires colleges to post a notation on the student's transcript "violation of student code of conduct."

A full description of the Discrimination and Harassment Policies can be found on the St. Lawrence University website at https://www.stlawu.edu/human-resources/combined-discrimination-and-harassment-policies

St. Lawrence University
Teacher Education Data

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 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 26 percent of the Class of 2014 teacher education graduates from St. Lawrence entered the teaching profession as new teachers within one year after graduation. Approximately 20 percent entered full-time graduate school and the remaining 53 percent followed other career paths.

Teacher supply and demand data from the American Association for Employment in Education (http://www.aace.org) for the year 2013–2014 indicates that there is moderate demand throughout the U.S., including the Northeast, for teachers of 7-12 English, sciences, mathematics and Spanish. Demand for teachers of K-12 art and 7-12 social studies and French is balanced.
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GRADUATE ANNOUNCEMENT
SPRING 2016

Classes begin Wednesday, January 20, 2016 & end Friday, May 6, 2016.

St. Lawrence University will offer the courses listed in this announcement during the Spring 2015 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 **.83 units** (equivalent to three credit hours) unless otherwise stated.

**REGISTRATION**

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✓ Online registration through APR 2 will be available to active students only.
✓ It is required that students meet with their advisor prior to the registration period.

**ADVISING**

Graduate student advising may take place any time throughout the fall and spring semester(s). It is recommended that you contact the program coordinator to schedule an appointment for advisement. A list of program coordinators is available on page 19 of this announcement.

**BILLING FOR GRADUATE TUITION & FEES**

Graduate students are billed mid-month (except May and November) for courses in which they have registered during the last 30 days. Payment to the University is due upon receipt. Interest of 1% per month will be assessed on all balances past due by 30 days or more. For more information about St. Lawrence University’s billing and payment policies, please visit Student Financial Services website at [www.stlawu.edu/sfs](http://www.stlawu.edu/sfs).

**TUITION & REGISTRATION FEES (2015-2016)**

1. Tuition is $3,065 per .83 units/3-hour course ($1,021.67 per credit hour).
2. There is a $40 registration fee per semester.
3. Full-time students are assessed a $90 activity fee per semester.

**Waiver Forms**

Students with an approved St. Lawrence University tuition waiver form may
submit it, along with applicable fees, to the Student Financial Services Office (Sullivan Student Center, room 315). Waiver forms must be delivered, in person, to the Student Financial Services Office.

**Tuition Remission**
Students eligible to receive tuition remission benefits must complete an approved tuition remission form with the Human Resources Office (Vilas Hall, room G1).

**Cross-Registration**
Students eligible to receive cross-registration benefits must complete a cross-registration form and submit it to the Registrar's Office (Vilas Hall, room 117).

**STUDENT HEALTH INSURANCE**
All full time matriculated students enrolled at St. Lawrence University are required to enroll in the St. Lawrence Student Health Insurance Plan (SHIP) OR provide proof of alternative insurance coverage through a comparable plan. Students are automatically enrolled in SHIP and must complete an online waiver form providing proof of their alternative coverage in order not to be billed the annual premium. The plan administrator for SHIP during the calendar year 2015-2016 will be Consolidated Health Plans (CHP) and the annual premium for all students will be $1,360. The SHIP plan for 2015-2016 will be fully compliant with the Affordable Care Act and provide coverage for the period 8/10/15 - 8/9/16.

**SLU EMAIL ACCOUNT**
All matriculated graduate students **MUST** make use of the University's email system to receive academic information and announcements. *Academic information will not be sent to personal email addresses.* If you are a newly matriculated student and have not received an email confirmation with instructions on how to login to your SLU email account, contact Information Technology at 229-5770 or helpdesk@stlawu.edu.

**PARKING**
Graduate students should be prepared to pay an annual non-refundable $80.00 decal fee. All registered vehicles must properly display a St. Lawrence University decal and/or permit and be parked only in designated areas determined by decal/permit status. Parking permits for faculty and staff are provided free of charge if they are attending graduate classes.

**Commuting students are required to park in the following locations:**
- H LOT – Vilas Hall Parking Lot
- N LOT – Corner of University Avenue and College Street
➢ R LOT – Next to Brush Alumni House (After 4 p.m. only)

Do not park…
➢ on grassy areas or walkways.
➢ within 15 feet of any fire hydrant.
➢ in loading, delivery and service areas.
➢ in designated Handicapped Parking spaces, unless permitted with appropriate decals.
➢ in any "No Parking" areas designated by signs, barriers, or decal status regulations.

CLASSIFICATION OF STUDENTS

Matriculated 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. Enrollment in a graduate course does not automatically qualify one for admission to a graduate program. Individuals desiring to earn a degree or professional certification should contact the Office of Graduate Programs for graduate study application forms and information regarding admission procedures.

Non-Matriculated 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.
ADD/DROP PERIOD
The Add/Drop period is considered the first full week of classes. Forms will not be accepted unless all information is complete and students are responsible for hand delivering their completed Add/Drop forms to the Registrar's Office. Education Department faculty and staff are not responsible for misplaced or lost registration forms. An Academic Petition MUST accompany all Add/Drop forms if submitted after the Add/Drop deadline. Forms must be signed by the student and the advisor.

- **Adding** – Course(s) may be submitted on a graduate registration form during the first week of classes without penalty. Required signatures must be obtained before forms will be accepted.
- **Dropping** – Course(s) may be submitted on a graduate-level drop form during the first full week of classes without penalty.

WITHDRAWAL FROM COURSES
With a properly executed **Graduate Level Course Withdrawal form**, a student may withdraw from a course after the first full week of classes and until the end of the tenth week. A course withdrawal will result in the course title remaining on the permanent record and a “W” will be entered for the grade.

With a properly executed **Program/Semester Withdrawal form**, a student may withdraw from a program any time after the first full week of classes and until the 10th week of classes. A withdrawal will result in the course title(s) remaining on the permanent record and a “W” will be entered for the entire semester. If a properly executed withdrawal form does not reach the Registrar's Office by 4:30 p.m. on Friday of the tenth week of classes, the student remains registered and the instructor's grade is recorded.

With a properly executed **Medical Withdrawal form**, a student may withdraw from a course for medical reasons. Documentation from a licensed medical professional must be provided and the application must be approved by the Chairperson of the Department. A medical withdrawal will result in the course title remaining on the permanent record and a “WM” will be entered as the grade.

If a student properly executes a withdrawal with signatures by the end of the first full 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.

*All withdrawal requests after the first full week of classes and until the 10th week of classes MUST be submitted on an Academic Petition form available in the Registrar's Office.*
Departmental forms are available online by visiting the following websites:
- Education Department [www.stlawu.edu/education](http://www.stlawu.edu/education)
- Registrar’s Office at [www.stlawu.edu/registrar/](http://www.stlawu.edu/registrar/)

**INDEPENDENT STUDY**
An independent study course requires permission from the Program Coordinator and Chairperson of the Department. A completed [Independent Study form](#) along with a detailed proposal of the independent study must be submitted and approved before registration of the course can take place.

**INTERSHIP COURSES**
- Educational Leadership Internship – Is by permission only and must be registered manually by the instructor after completing the [Administrative Internship Request form](#). This course cannot be added to a student’s schedule via APR 2.
- Mental Health Counseling Internship – Is by permission only and must be registered manually by the instructor.

**MORE INFORMATION**
Information concerning graduate study in Education may be obtained from the Department of Education/Office of Graduate Programs, Atwood Hall, St. Lawrence University, Canton, NY 13617, by telephone at (315) 229-5061, email at [ebasford@stlawu.edu](mailto:ebasford@stlawu.edu) or on the web at [www.stlawu.edu/education](http://www.stlawu.edu/education). 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
Beginning Wednesday, January 20, 2016

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

EDUC 585 – 1
Seminar: The Dynamics of School Teaching – 3 cr
Graduate students admitted in the Professional Semester enroll in Education 585, 586, 588, 589, and 590, 592, or 593 for a full semester of student teaching in the public schools. Education 586 consists of 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.

M, W, F 9:30 AM – 11:45 PM AT 34 Dr. Esther Oey

EDUC 586 – 1 & 3
Supervised Student Teaching – 3 cr
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.

Wednesday 4:00 PM – 7:00 PM AT 106
Section 1 - Ms. Susan Mesibov
Section 3 - Dr. Jeffrey Frank

EDUC 588 – 1
Individual Differences in Inclusive Classrooms – 3 cr
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.

T, Th 4:00 PM – 6:45 PM AT 3 Ms. Susan Mesibov

EDUC 589 – 1
Classroom Organization & Management – 1 cr
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 Professional Semester, 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.

**EDUC 590 – 1**  
Methods, Materials, & Literacy in the Content Area (ART) – 3 cr  
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.

**EDUC 592 – 1**  
Methods, Materials, & Literacy in the Content Area (LANG.) – 3 cr  
Prerequisites: EDUC 507, EDUC 573, EDPS 538, EDPS 550, and EDUC 540 (or equivalents). Enrollment by permission only.  
(See course description above)

**EDUC 593 – 1**  
Methods, Materials, & Literacy in the Content Area (MATH) – 3 cr  
Prerequisites: EDUC 507, EDUC 573, EDPS 538, EDPS 550, and EDUC 540 (or equivalents). Enrollment by permission only.  
(See course description above)
EDAD 537 – 01  
School Law – 3 cr  
A study of the basic principles of constitutional, case and statutory law affecting the leadership and operation of the public school. Particular stress is given to New York State statutes and administrative regulations as illustrative of basic principles. Students will examine the legal reasoning process and apply that to case studies and simulations in public school situations, and work in groups to explore case studies at the federal, state and local levels.

7:00 PM – 9:45 PM  AT 2  Kyle Blanchfield, J.D.

EDPS 549 – 1  
Evaluation and Appraisal Techniques – 3 cr  
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 31  Dr. Mi-Hee Jeon

EDPS 589 – 1  
School Counseling Practicum – 3 cr  
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; enrollment by permission only.

4:00 PM – 6:45 PM  AT 34  Dr. Susan Dodd

EDPS 589 – 2  
Mental Health Counseling Practicum – 3 cr  
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; enrollment by permission only.**

7:00 PM – 9:45 PM AT 2 Dr. Peter Ladd

**EDPS 5002 – 1**  
Psychopharmacology – 3 cr  
This course provides an overview of neurological reactions to psychopharmacological medications, their basic classification, indications, contraindications, and side-effects will be provided. It is the objective of the course to prepare Mental Health Counseling students with basic knowledge in psychopharmacology when interacting with psychiatrists, and other medical professionals.

4:00 PM – 6:45 PM AT 34 Dr. Peter Ladd

**EDUC 573 – 1**  
Teaching and Learning in Public Schools – 3 cr  
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 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. (This course is scheduled for Mondays and Wednesdays.)

12:50 PM – 2:20 PM AT 31 Dr. Jeffrey Frank
COURSES BEGINNING
THURSDAY, JANUARY 21, 2015

EDAD 532 – 1
Supervision of Instruction (Hybrid) – 3 cr
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 the public schools. Supervision for the improvement of student achievement will be explored.

7:00 PM – 9:45 PM  AT 2  Mr. Joseph McDonough

EDAD 542 – 1
The Negotiations Process – 3 cr
This course covers sociological and psychological aspects of negotiation, the uniqueness of bargaining situations, the effect of bargaining as a change agent and bargaining and professionalism. Both positional and win-win bargaining strategies and processes will be addressed.

4:00 PM – 6:45 PM  AT 34  Rafael Olazagasti, J.D.

EDAD 553 – 1
Educational Leadership – 3 cr.
A study of varied roles delegated and assumed by public school leader. Topics include the administrative team, staff recruitment and retention, personnel management, and program development and articulation. Special emphasis is on career development and planning for the aspiring school leader.

9:00 AM – 11:45 AM  AT 106  Dr. William Collins

EDPS 510 – 1
Theories of Counseling – 3 cr
A range of contemporary theories of counseling is 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 – 6:45 PM  ?  Dr. Mi-Hee Jeon

Not Offered
EDPS 523 – 1
Aging, Death & Bereavement Counseling – 3 cr
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. Permission of the program coordinator is required.

4:00 PM – 6:45 PM AT 31 Dr. Mi-Hee Jeon

EDUC 507 – 1
Philosophy of Education – 3 cr
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
EDAD 517 – 1
Leadership and School Climate – 3 cr
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 are identified and answered. Strategies for identifying and conciliating emotional climates such as resentment, anger, envy, ego anxiety and apathy are 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 32 Kyle Blanchfield, J.D.

EDPS 512 – 1
Marriage and Family Counseling – 3 cr
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 34 Dr. Peter Ladd

EDPS 541 – 1
Counseling Children and Adolescents – 3 cr
Principles, assessment, and methods of counseling pertinent to working with children in schools, mental health facilities, and hospitals. This course will focus on effective counseling theories and strategies that can be utilized with individual children (grades P-12). A strong emphasis will be placed on helping students understand how the developmental stages of children and adolescents relate to counseling approaches, appropriate assessments, and interventions. Students will review a wide range of child-centered theories and approaches (i.e., play therapy, puppet play, sand tray, art therapy, brief therapy) that will address the personal, social, and academic/career development of youth. Additionally, techniques for specific behavioral issues and how to assess client progress will be emphasized. Throughout the course, students will discuss the influence of multiculturalism on
individual development, assessment, counseling interventions, as well as on other contextual relationships.

4:00 PM – 6:45 PM  AT 31  Dr. Mi-Hee Jeon

EDPS 584 – 1  
**Group Procedures in Counseling – 3 cr**  
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.

4:00 PM – 6:45 PM  AT 32  Dr. Peter Ladd

EDUC 573 – 1  
**Teaching and Learning in Public Schools – 3 cr**  
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 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. (This course is scheduled for Mondays and Wednesdays.)

12:50 PM – 2:20 PM  AT 31  Dr. Jeffrey Frank
COURSES BEGINNING  
TUESDAY, JANUARY 26, 2016

EDAD/EDPS/EDUC 504 – 1  
Applications of Educational Technology – 3 cr  
This course explores new developments in technology germane to application in educational settings. It focuses 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 include individualizing instruction, project learning, curriculum development, assessment strategies and administrative uses of technology in the schools. Students will discuss processes for developing a vision for creating a long-range, district-wide technology plan with achievable goals and objectives based on existing and projected resources designed to improve student achievement.

7:00 PM – 9:45 PM  AT 2  Mr. Lucas Wright

EDAD 523 – 1  
Public School Finance – 3 cr  
A study of the principles and processes underlying school finance and of the resources at federal, state and local levels that support education. Various theories from economics and education affecting trends in school support will be explored. Budgetary practice as an instrument of leadership will receive analysis. The budgetary process across the school year will be analyzed from budget vote to budget vote.

7:00 PM – 9:45 PM  AT 31  Mr. Joseph Kardash

EDAD 560 – 1  
Current Problems in Educational Leadership – 3 cr  
A seminar dealing with educational problems, issues and concerns. Students will be expected to investigate, research, and discuss selected educational issues. The course format will include lectures, analysis of case studies and group discussions coupled with independent study. A project developed in the area of student interest is required.

4:00 PM – 6:45 PM  AT 22  Dr. William Collins
EDAD 593 – 01
Practicum - Athletic Administration – 3 cr
This practicum is designed as a supervised 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.

10:00 AM – 12:30 AM  AG 112  Ms. Fran Grembowitz

EDPS 524 – 1
Multi-Cultural Education & Counseling
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 32  Dr. Susan Dodd

EDPS/EDUC 538 – 1
Learning Disabilities – 3 cr
The course is designed to increase understanding of the various etiologies of learning disabilities and to develop skills in differential diagnosis and educational remediation. The practicum will involve the student in individual diagnosis, program design, remediation and consultation with teachers. This course in some respects is a sequel to EDPS 536. Check with instructor for prerequisites and permission.

4:00 PM – 6:45 PM  AT 2  Mr. Timothy Vernsey
EDPS 549 – 1
Evaluation and Appraisal Techniques
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        Akwesasne        Dr. Mi-Hee Jeon

EDPS 585 – 1
Occupational Information and Choice Theory – 3 cr
This is an activity-oriented course emphasizing small-group participation in career and lifestyle considerations. Theories of career choice and career development and sources or 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.

7:00 PM – 9:45 PM        AT 32        Dr. Susan Dodd

EDUC 540 – 1
Language Acquisition and Literacy Development – 3 cr
A multidisciplinary consideration of the ways young people learn the language arts—speaking, reading, writing 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, see page 21.)

7:00 PM – 9:45 PM        AT 22        Ms. Faith Bish

EDUC 540 – L
Field Experience for EDUC 540 – 0 cr.
Registration for this section is required if you are planning to register for EDUC 540-1.

To Be Arranged        Ms. Faith Bish
INTERNSHIP COURSES

EDAD 591 – 1
Internship in Administration (full-time) – 6 cr
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. Internship applications must be submitted and approved. This course is by PERMISSION ONLY.

Ms. Annemarie Fitzrandolph

EDAD 591 – 2
Internship in Administration (part-time) – 3 cr
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. Internship applications must be submitted and approved. This course is by PERMISSION ONLY.

Ms. Annemarie Fitzrandolph

EDPS 595 – 01
Mental Health Counseling Internship II – 3 cr
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. Permission of the program coordinator is required.

7:00 PM – 9:45 PM AT 32 Dr. Jayme Smith
GRADUATE PROGRAM FACULTY

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Bellor, Susan  sbellor@stlawu.edu
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