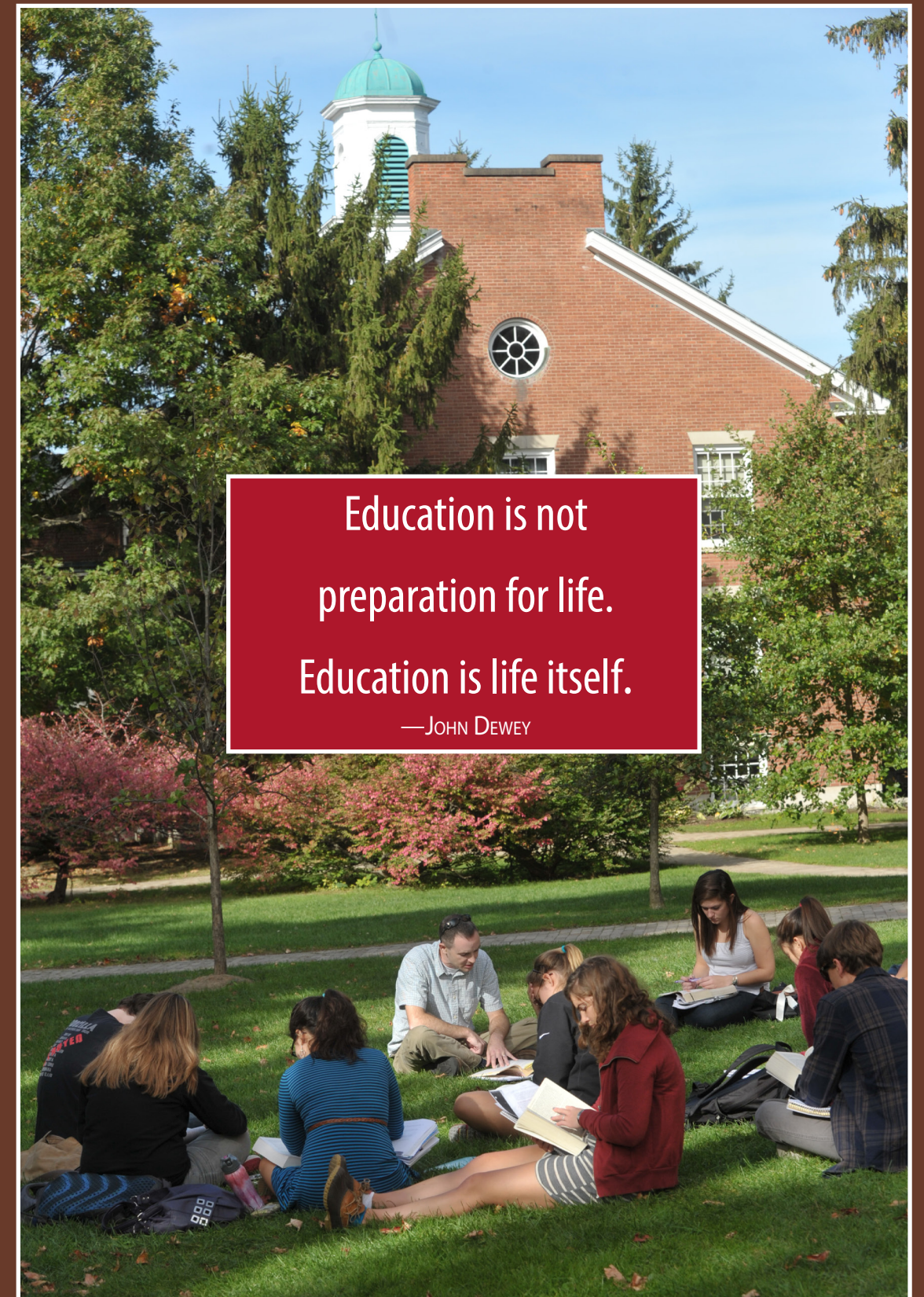


# GRADUATE CATALOG 2017–2018



Education is not  
preparation for life.  
Education is life itself.  
—JOHN DEWEY



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# 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, or any other category protected by law or regulation, 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 Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, [lcania@stlawu.edu](mailto:lcania@stlawu.edu).

## 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, or any other category protected by law or regulation, 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, or any staff member in student life, particularly in residential learning, security, counseling, or the Associate Dean of Student Life.

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

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 St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, [lcania@stlawu.edu](mailto:lcania@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> For further information contact St. Lawrence University's Vice President for Community and Employee Relations, Vilas Hall, St. Lawrence University, Canton NY 13617, 315-229-5567, [lcania@stlawu.edu](mailto:lcania@stlawu.edu).

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## General Information

### Graduate Study in Education at St. Lawrence University

The department of education at St. Lawrence University offers opportunities for graduate study in education to full-time and part-time students. Many course offerings are scheduled for the convenience of those who wish to study or complete a graduate-level program while maintaining full-time employment in the area.

The department seeks to assist students in constructing knowledge, skills and habits of mind to enhance their own lives and those of the people they serve in processes related to teaching, learning, and growing on a variety of levels and domains. Because the liberal arts are the foundation for all education, those who educate must exercise, promote and model liberal learning – broad knowledge of fields of inquiry throughout the disciplines, in-depth knowledge of a specific discipline, and specific knowledge and skills in pedagogy. The aim of the graduate programs in teaching, counseling and educational leadership is to extend and enhance students' knowledge, skills and habits of mind to the level of professional practice.

Students are advised to make an early decision if they intend to pursue a program of study for certification or for a master's degree so that they will receive the full benefit of a planned program with an assigned advisor. Students seeking certification through the department's programs in the fields of teaching, school leadership and school counseling should make formal application for graduate study following the same procedure as degree candidates. Application for admission must be submitted prior to the completion of 12 semester hours of graduate study.

### Graduate Degrees and Certificates Offered

St. Lawrence University offers the Master of Education (M.Ed.) degree in three separate programs: general studies in education, counseling and development, and educational leadership. All three feature options leading to public school certificates.

In addition to the M.Ed. Programs, the University offers the Master of Science (M.S.) in Mental Health Counseling, a licensure-eligible program. The University also offers three non-degree programs, leading to 1) a Certificate of Advanced Study (C.A.S.) in Educational Leadership, 2) a Certificate of Advanced Study (C.A.S.) in School Counseling, and 3) a non-degree option leading to initial teaching certification in New York State. Further information about all of these programs can be found in subsequent sections of this Graduate Catalog.

### Accreditation, State Approval and Registration

St. Lawrence University is accredited by the Middle States Association of Schools and Colleges. The University's undergraduate and graduate-level teacher education programs and the educational leadership programs are nationally accredited by the Council for Accreditation of Education Preparation (TEAC) for a period of seven years, effective between November 8, 2013 and November 8, 2020, in accordance with requirements of the New York State Board of Regents. All programs described in this Graduate Catalog are registered and approved by the New York State Education Department.

## Master's Degree Programs

**General Studies in Education.** This program provides opportunity for learning about teaching and learning in public and private schools and a variety of non-school contexts. Three options are available within the program, all of which lead to the Master of Education (M. Ed.) degree:

- 1) An **Initial/Professional Certification Option** is aligned with the current Regents' standards to prepare and certify beginning teachers; it also meets the state's academic requirements for professional certification, once the state's additional testing, work experience, and mentoring requirements are met. Programs for certification are available in 7-12 English, Mathematics, Social Studies, Science (biology, chemistry, earth science, and physics with extension for general science), and Foreign Language (French and Spanish); and in K-12 Art.
- 2) A **Professional Certification Option**, open to students who already possess a New York State initial teaching certificate in any of the areas listed above. Completion of the program will qualify them for professional teaching certification in New York once any additional state testing and work-related requirements are met.
- 3) A **Non-certification Option** is available to students who are not seeking certification as a public school teacher.

All three options provide students the opportunity to plan a part of their own curriculum with faculty advice in accordance with their individual interests and needs.

**Counseling and Human Development.** This program provides opportunity for learning about working with clients in schools, colleges and universities, agencies, clinics and related counseling services. Two degree options are available:

- 1) a 48-semester-hour **Master of Education (M. Ed.) in School Counseling** leading to a provisional New York State certificate as a school counselor. For students initially certified in teaching, completion of the school counselor concentration of the M. Ed. in Counseling and Human Development is available as a route to professional teaching certification as well, provided that the individual is issued a provisional certificate as a school counselor.
- 2) a 60-semester-hour **Master of Science (M. S.) in Mental Health Counseling** that meets all academic requirements for New York State licensure as a mental health counselor in agencies and clinics. Additional supervision beyond the master's degree is required for eventual licensure.

**Educational Leadership.** This program provides opportunity to learn about administration and leadership in educational systems. Two options are available, both of which lead to a Master of Education (M. Ed.) degree:

- 1) a 39-semester-hour **School Building Leader Initial Certification Option.** For students initially certified to teach in New York State, completion of the School Building Leader Initial Certification option is available as a route to professional certification as well, provided that the individual is issued an initial certificate as a school building leader.
- 2) a **Non-certification Option** for individuals who are not seeking certification for work in public schools.

## Other Graduate Programs of Study

Three other graduate-level programs of study are offered at St. Lawrence. They are also described in detail in subsequent sections of this publication.

### **Certificate of Advanced Study (C.A.S.) in Educational Leadership.**

Two post-master's options focus on advanced skill development in educational leadership:

- 1) a 33-semester-hour **Combined School Building Leader/School District Leader Option** for candidates who already hold a master's degree in education, and
- 2) a 21-semester-hour **School District Leader Option** for candidates who already hold a master's degree in Educational Leadership and are certified as a School Building Leader. Upon completion of a minimum of 60 semester hours of graduate study, students will be awarded the C.A.S. in Educational Leadership from St. Lawrence University.

**Certificate of Advanced Study (C.A.S.) in Counseling.** This post-master's program focuses on advanced skill development in school counseling. The certificate requires 12 approved graduate hours beyond the 36-semester-hour M. Ed. degree in school counseling. Successful completion of this post-master's program qualifies the student for recommendation for New York State permanent certification as School Counselor. Upon completion of 60 semester hours toward permanent certification in school counseling, students will be awarded the C.A.S. in Counseling from St. Lawrence University.

**Post-Baccalaureate Initial Certification Program.** This is a non-degree program of study leading to New York State initial certification as a classroom teacher. Students must apply for graduate study under the same guidelines as students applying for a degree program. This program is embedded within the Initial/Professional Certification Option of the M. Ed. program in General Studies in Education; students completing the Post-Baccalaureate Initial Certification Program can meet the academic requirements for professional teaching certification by completing the remainder of this option for the M. Ed.

## Master's Degree Requirements

**Admission.** Enrollment in graduate courses does not imply acceptance as a candidate for the master's degree or certificate program. All candidates for the degree must follow the admission procedures outlined in "Procedure for Admission to Graduate Study" on page 3.

**Correction of Deficiencies.** In some cases, additional work for undergraduate or graduate credit, depending upon level of the additional work prescribed, may be required to correct a candidate's deficiencies or to meet special requirements.

**Time Limit.** Work for the master's degree and/or the certificate of advanced study must be completed within six years following the date of original matriculation in the program. Under extenuating circumstances (for medical or other reasons impacting a student's ability to complete the degree requirements within six years), the student may request an extension. Procrastination is not considered to be an extenuating circumstance.

**Second Master's Degree at St. Lawrence.** Up to a maximum of 12 semester hours from a master's degree at an accredited graduate program may be acceptable, when appropriate, for transfer to a second St. Lawrence University master's degree. At the time of matric-

ulation for the second master's degree or the certificate of advanced study, the advisor will determine which courses are acceptable for transfer from the first degree. The courses to be transferred must have been completed within 10 years prior to the date of acceptance in the new program. (Up to six additional semester hours of approved graduate study may be transferred from other accredited institutions during the six-year time period of the program for the second master's degree or certificate of advanced study.) Note: For students entering the M. S. in Mental Health Counseling program after completing the University's M. Ed. in School Counseling, up to a maximum of 24 semester hours will be accepted toward the 60-semester-hour second degree.

**Residence Requirements.** Candidates are encouraged to take all of their course work at St. Lawrence University. A minimum of 27 hours of work must be done at St. Lawrence University if a student is to meet the minimum requirements for the M.Ed. degree; a minimum of 18 hours of work must be completed at St. Lawrence for a second M.Ed. degree; a minimum of 15 semester hours must be completed at St. Lawrence for a Certificate of Advanced Study. Graduate students are not required to live on campus for any period of time.

## Academic Policies and Procedures

### The Constitution of the Academic Honor Council

"The very spring and root of honesty and virtue lie in good education."

-Plutarch

#### **Article I - The Academic Honor Code: Responsibilities of the Student**

All information contained in this article shall be printed on a card for St. Lawrence University students to sign. This card shall be retained as a record of compliance with the Academic Honor Code.

#### **Academic Honesty**

A major commitment of the University is "to the intellectual development of the student" (St. Lawrence University Aims and Objectives) which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained.

Consequently, St. Lawrence University students will not engage in acts of academic dishonesty as described below. A copy of the Academic Honor Policy Statement can be found in the Academic Dean's Office.

#### **Academic Dishonesty**

1. It is assumed that all work is done by the student unless the instructor/mentor/employer gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in or presenting as original work which is not original, where originality is required.

The following constitute examples of academic dishonesty:

- a) *Plagiarism:* Presenting as one's own work the work of another person--words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation--without proper attribution. Plagiarism includes paraphrasing or summariz-

ing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

- b) Handing in or presenting false reports on any experiment.
- c) Handing in or presenting a book report on a book one has not read.
- d) Falsification of records.
- e) Supplying information to another student knowing that such information will be used in a dishonest way.
- f) Submission of or presentation of work (papers, journal abstracts, oral presentations, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor/supervisor/mentor of the second course.
- g) Knowingly making false statements in support of requests for special consideration or special timing in the fulfillment of course requirements.

Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged. Any student found guilty of academic dishonesty by the Academic Honor Council may have a letter placed in his or her permanent file.

### Classification of Students

1. **Matriculated Students.** Regular students are those who have been formally admitted (matriculated) to a program leading to the master's degree or to one of the professional certification programs in effect at St. Lawrence University. Admission to courses does not automatically qualify one for admission to a graduate program. Students desiring to earn a degree or enter an approved program for certification should read carefully the directions, "Procedure for Admission to Graduate Study" below and should contact the department of education for graduate application forms, the current Graduate Announcement of course offerings (both online at [stlawu.edu/education](http://stlawu.edu/education)), and further information regarding admission procedures.
2. **Conditional Students.** Conditional students are those who have formally applied for admission to a graduate program, but whose admission is contingent upon satisfaction of some requirement or deficiency.
3. **Non-Matriculated Students.** Special students are those not formally matriculated in a master's degree program or a professional certificate program at St. Lawrence University. This category includes students from other institutions seeking graduate credit for transfer, students completing specific course requirements dictated by state certification, and students who wish to take graduate courses for personal enrichment.

## Procedure for Admission to Graduate Study

Admission to graduate study is based on an analysis of the candidate's undergraduate record and evidence of aptitude for advanced study and work in the field of endeavor. Application for admission must be submitted prior to the completion of 12 semester hours of graduate study. Candidates for admission must observe the following procedures:

1. Submit the completed Application Form for the appropriate graduate program.

2. Arrange to have official transcripts of all previous undergraduate and graduate study forwarded to the program coordinator.
3. Submit a statement of reasons for wishing to enter a graduate program. Each program has separate requirements and/or questions to be addressed in the statement. See the application form for details.
4. Arrange for three current letters of reference, attesting to the candidate's aptitude for graduate study (and, where appropriate, for work in the certificate area in the schools), to be sent directly by the writer to the program coordinator.
5. Arrange for an interview with the faculty of the department of education.
6. Submit the required proof of immunization and waiver forms. (See page 5)
7. GRE results are required for teacher education and educational leadership programs leading to certification. GRE results are optional for all other graduate programs.
8. Candidates for the Graduate Program in School Leadership must meet additional requirements, as specified in the program description in this catalog.

\* GRE results are required for teacher education and educational leadership programs leading to certification. GRE results are optional for all other graduate programs. For students whose first language is not English, results of the Test of English as a Foreign Language (TOEFL) may be required.

**Note:** ITEM 1 must be submitted before other information.

The completed application will be considered by the Graduate Admissions Committee of the Department of Education and the applicant will be notified of its action. It is best for students to apply for admission prior to taking coursework as a non-matriculated student. The University cannot guarantee that graduate coursework completed prior to matriculation can be applied to a specific degree program. Non-matriculated students are urged to check with the Program Coordinator before registering for any graduate course at the University.

**Deadlines for Application:** Students are ordinarily admitted only for the fall semester, but occasionally for the spring; students seeking certification only are admitted for the fall and spring semesters. Applications for admission must be submitted by the date indicated:

August 15, for the Fall Semester  
 May 1, for Summer Sessions  
 January 10, for the Spring Semester

Full-time students and applicants for assistantships must be formally admitted prior to beginning graduate study.

**Foreign Students.** Foreign students must have a completed Certificate of Eligibility (Form I-20) in order to study at the University. Upon their admission to the graduate program, the education department will forward appropriate forms. It is the student's responsibility to complete and forward to the education department the following documents:

- copy of completed application
- copy of acceptance letter
- copy of Certificate of Finances
- copy of any financial aid award (if applicable)

Upon receipt of these completed documents, the education department will forward them to the University's Office of International and

Intercultural Education, where the Certificate of Eligibility will be completed and sent to the student.

**Transfer of Credits.** Students accepted for candidacy for a first master's degree may transfer up to six (6) semester hours of at least "B" quality graduate credit from another accredited institution. Students must have prior approval of the program coordinator for course work taken at other institutions to be transferred to degree and certificate programs being completed at St. Lawrence University. The procedure for obtaining approval is for the student to obtain a printed course description for his or her advisor's appraisal along with an official transcript showing the grade and the credit received in the course. If acceptable, the transcript will be signed by the program coordinator and department chairperson indicating the transfer credit and forwarded to the university registrar for inclusion in the student's official file. The course transfer form must also be completed and attached to the student's official transcript before it is sent to the university registrar. Course work in excess of the maximum credit hour load each semester will not be accepted in transfer.

For students seeking a second master's degree or a certificate of advanced study, up to twelve (12) semester hours may be transferred from a previous master's degree in education at an accredited graduate school (including St. Lawrence University). At the time of matriculation for the second degree, the program coordinator will determine which courses from the first master's degree are acceptable for transfer into the second master's degree or certificate of advanced study. Such courses must have been completed within ten (10) years prior to the date of acceptance in the new program. The same procedures for approval are used. Students may transfer an additional six semester hours of approved graduate coursework into the second master's degree or certificate program during the time limit of matriculation in the program.

For students seeking the Certificate of Advanced Study in Counseling or in Educational Leadership, all coursework from a previous master's degree may be counted, upon approval of the program coordinator, toward the 60-hour requirement for the certificate of advanced study. See the appropriate program descriptions for details.

For students seeking initial teaching certification, undergraduate coursework in education and psychology may in some cases be substituted as equivalents for prerequisite courses to student teaching. The same procedures for approval are used. However, those undergraduate credits cannot count toward completion of the graduate degree requirements.

## Assignment of Adviser

Each student admitted to a program of study will be assigned an advisor who will assist in planning the graduate program and evaluating progress. It is the student's responsibility to arrange for a conference with his or her adviser at the earliest opportunity to clarify requirements and outline a program of study.

All courses taken, including those chosen as electives, extension and transfer courses from other universities, must be approved by the student's graduate adviser. All substitutions or exceptions must be approved by the department chairperson. It is also the responsibility of the student to consult his or her adviser about any proposed change in the program, about her/his progress toward degree completion, and about the application for the advanced degree and certification when approaching completion of the program.

Appointments with advisers may be made by contacting the Department of Education, Atwood Hall, 315-229-5861.

## Financial Assistance

A small number of graduate assistantships are available. St. Lawrence University offers a small number of full and part-time graduate assistantships each academic year to full-time graduate students; one specifically in collaboration with Community Based Learning. The assistantships provide tuition credit for up to four courses per semester and are awarded to prospective graduate students based upon the combination of skills needed to perform the tasks as outlined by each respective program coordinator. Applications are due April 1 of each year.

Information about specialized coaching assistantships in St. Lawrence University's department of intercollegiate athletics and recreation may be secured from that departmental office in Augsburg Physical Education Center, 315-229-5421. These graduate assistantships carry benefits including tuition remission for graduate courses in education.

For information regarding loans, state or federal loan forgiveness programs, work-study opportunities and other financial aid, contact the Associate Director of Financial Aid, Payson Hall, St. Lawrence University, Canton, NY 13617, 315-229-5265.

## Assistance with Certification

The University will recommend students who have properly matriculated in and successfully completed one of St. Lawrence University's approved and registered certification programs. Information about application for certification through the University's approved programs may be obtained online from the departmental website or directly from the department in Atwood Hall, 315-229-5861. All applications for New York State certificates must be completed online at the website of the New York State Education Department. The department is available to assist students in applying for certification in New York State, and in other jurisdictions whenever possible.

## General Regulations

**Registration for courses.** Registration for on-campus courses is conducted on special registration days announced on our website. For graduate courses in the summer, consult the Summerterm program listing, available online. Matriculated students may pre-register prior to the special registration days and are given priority in the registration process.

**Course Load and Credit Hour Limits.** To be considered a full-time student during the fall or spring semester, a student must take a minimum of 9 credit hours per semester; students may not take more than 15 credit hours per semester. To be considered a full-time student during a summer semester, a student must take a minimum of 6 credit hours; students may not take more than 12 credit hours.

Beginning teachers and teachers with extensive professional commitments are urged to limit their graduate study to one (1) three credit hour course per semester. In cases where students encounter difficulty maintaining a satisfactory academic record, advisors may recommend reduced course loads.

**Tuition and Fees.** Tuition for 2017-2018 is \$1,095 per credit hour (\$3,285 per three-credit-hour course). There is a \$40 registration fee per semester. A late registration fee of \$50 may be charged for all course registrations processed after 4:30 p.m. the Friday of the third

week of classes during the fall and spring semester, or seven days after the first class of any graduate summer term.

St. Lawrence provides a web-based billing and payment system that allows students to view, pay (electronic check) and print their student account bill online at any time. Students may log in to their Student Account Center billing portal at HYPERLINK "<http://www.stlawu.edu/sfs>"www.stlawu.edu/sfs. Bills are presented mid-month for courses that have been registered for during the last 30 days; payment to the University is due upon receipt of the bill. Tuition and fee payment may be made by check (payable to St. Lawrence University) and mailed to St. Lawrence University, Attn: Student Financial Services, 23 Romoda Drive, Canton, NY 13617, or may be paid in person at the Student Financial Services office, Sullivan Student Center Room 315, Monday through Friday, 8:30am – 4:30pm. The bottom portion of the bill should be included with the payment to insure proper handling. More information about St. Lawrence University's billing and payment policies can be found at HYPERLINK "<http://www.stlawu.edu/sfs>"www.stlawu.edu/sfs.

Interest of 1% per month is assessed on all balances past due by 30 days or more. Students with past due balances are not allowed to register for additional courses or for subsequent semesters or summer terms. Official transcripts will not be released until all financial obligations have been resolved. If a student's account must be turned over to a collection agency, the student is responsible for all collection costs. Graduation from any St. Lawrence University graduate program is conditional upon meeting all financial obligations to the University.

**Student Health Insurance.** All full time matriculated students may opt to enroll in the St. Lawrence Student Health Insurance Plan (SHIP). The plan administrator for SHIP during the calendar year 2017-2018 will be determined by July 1, 2017. The SHIP plan for 2017-2018 will be fully compliant with the Affordable Care Act and provide coverage for the period 8/10/17 - 8/9/18. For more information on student health insurance, contact the Student Financial Services office at 315-229-5581 or by email at [sfs@stlawu.edu](mailto:sfs@stlawu.edu)."

**Attendance.** Attendance is mandatory in graduate courses. Emergency situations may arise during which 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 absence will result in the student being asked to withdraw from the class.

Students with prior commitments or conflicting professional responsibilities should not register for courses. School vacation schedules should be checked and discussed ahead of time.

**University Health Requirements.** New York State law mandates that each student provide proof of immunity to measles, mumps and rubella. The University is also required to provide each student with a notice concerning the meningococcal immunization and to obtain a written statement from students regarding their immunization status. The center strictly follows all HIPPA and FERPA privacy practices. New students should contact University Health Services, 315-229-5392, to obtain forms and information about proof of immunity. Information can also be found at the Health Center website.

**Withdrawal from Courses.** With proper paperwork, a student may withdraw from a course during the first full week of classes for fall and spring semesters without a permanent record being made of the change and with full reversal of charges and refund of payment.

Likewise, a student may withdraw from any summer course during the first three class sessions of the course.

After the first full week and until the end of the tenth week of classes, a student may withdraw from any course in any semester by properly executing a course withdrawal form with signatures from the advisor and the instructor. A course withdrawal petition can be obtained at the Registrar's Office or the Education Department. In this case, the course title remains on the permanent record, and the Registrar will enter a "W" grade. If a properly executed course 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 on the transcript. Similarly, if a properly executed course withdrawal form does not reach the Registrar's office by 4:00 p.m. of the tenth class of a summer session, the student remains registered and the instructor's grade is recorded on the transcript.

With a properly executed medical withdrawal form, a student may withdraw 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.

A return of Title IV aid will be calculated according to federal regulations when a federal student aid recipient ceases to be enrolled in any courses prior to the end of the semester. Federal aid earned is calculated based on the number of days in attendance divided by the number of days in the enrollment period. After 60% of the enrollment period has passed, federal aid is considered 100% earned. Unearned aid will be returned to the federal aid program in the following order: Federal Direct Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal TEACH Grant.

**Grading.** Graduate course work is graded as follows:

4.0	-- Excellent, superior quality
3.75	
3.5	-- Intermediate between excellent and good
3.25	
3.0	-- Good, acceptable graduate quality
2.75	
2.5	-- Intermediate between good and poor
2.25	-- Lowest grade allowed for graduate credit toward a degree or certificate
2.0-0.0	-- Failing, not acceptable for graduate credit
W	-- Withdrew
WM	-- Withdrew Medical
E	-- Incomplete (see below)
X	-- Deferred grade for a continuing course lasting more than one semester.

**Incomplete.** Students will be graded on the basis of work completed as of the final class session. An "Incomplete" will be granted only when extenuating circumstances prevent completion of course requirements on time. Procrastination is not considered legitimate cause for awarding an Incomplete.

A student who does not complete course requirements because of extenuating circumstances must contract with the instructor for a grade of "E" (incomplete); it is not automatically recorded. The contract should set forth clearly the justification for the request for an "E" and a plan for completion of the course requirements. An "E" must be re-

moved within six weeks following the opening of the subsequent semester. If it is not removed by that time, it will be changed to a grade of 0.0.

Under certain circumstances, instructors may set a specific date for completion of course requirements resulting in an "E." In such cases, a 0.0 will be awarded if the Incomplete is not removed within the specified time. If the specific date extends beyond the sixth week of the subsequent semester, the instructor and the department chair must request further delay from the registrar.

**Graduate Committee on Academic Standing.** The Graduate Committee on Academic Standing will convene shortly after the end of any semester or term when notified by the registrar of a graduate student's failure to maintain academic good standing in a graduate program of the University. The committee is composed of two graduate faculty members of the department of education and the University registrar; the dean of academic affairs is an ex officio member of the committee.

**Eligibility for Financial Aid.** All graduate students eligible for Federal or New York State awards must complete minimum course progress and meet minimum GPA requirements to retain such awards in subsequent semesters. A graduate student must earn at least the minimum grade point average compared to attempted course units in the table below. The attempted course units with the associated minimum cumulative grade point average must be earned before the beginning of the term in which financial aid is to be disbursed. In order to continue to receive Federal and institutional financial aid, a graduate financial aid recipient must complete his/her program within 150% of the published length of the program measured in units attempted. For instance, if the published length is 33.5 units, the maximum time frame to complete the program cannot exceed 50 attempted units.

**Qualitative Standard**

Attempted Units	Minimum Grade Point Average
0-12	2.5
12 or more	3.0

**Quantitative Standard**

Attempted Units	Necessary % Passed
0-12	67%
12 or more	67%

**Academic Standing.** In addition to meeting the external standards for eligibility for financial aid, graduate students must meet the following standards to demonstrate satisfactory progress and maintain academic good standing at St. Lawrence:

1. Completion of at least two courses (6.0 semester hours) per year in the graduate program in which the student is matriculated (M. Ed., C.A.S., M.S. or Post-Baccalaureate Certification).
2. A cumulative GPA of 3.0 or higher in that coursework.

A graduate student not meeting these standards will be placed on academic probation or suspended by the University; however, a student placed on academic probation but permitted to remain matriculated in a graduate program shall be considered in good standing where questions of eligibility for financial aid programs are concerned, unless the student's GPA is lower than the financial aid standards stated above. Records of all students not meeting these academic standards are reviewed at the end of each semester (and each summer) by the Graduate Committee on Academic Standing of the department of education.

**Academic Probation.** Students are placed on academic probation if they fail to meet satisfactory levels of either of the two standards for academic good standing of graduate students at the University. They will receive a letter from the registrar stating that they have been placed on academic probation, indicating that they must 1) earn a semester GPA of at least 3.167 in each semester (and/or summer) of coursework on probation and 2) enroll in at least two courses in the coming year or be suspended from the University. They will remain on academic probation until they meet the minimum requirements for satisfactory academic progress or are suspended. Students on academic probation are expected to work with their graduate program advisor and the University's academic skills programs to plan a program to address their academic situation.

Graduate students may appeal probation using the University's procedures for academic grievances stated in the Graduate Catalog under which they matriculated.

**Academic Suspension.** Graduate students who fail to meet the requirements to be returned to academic good standing at the University following any subsequent semester (or summer) of matriculated coursework will be suspended. They will be offered the opportunity to reapply for matriculation in a graduate program after two (or more) full calendar years

**Readmission.** Students can apply for readmission to graduate study at St. Lawrence after two full calendar years following suspension. Application forms for (re)admission are available in the education department office. In addition to the completed application, the following information must be provided:

1. Transcripts of academic work undertaken while suspended.
2. Letters from instructors of courses taken while suspended.
3. If applicable, letters of support from employers, counselors, supervisors and/or therapists with whom the student has worked since suspension.

As with all graduate admissions applications, a satisfactory interview with the coordinator of the graduate program is also required for re-admission.

**Academic Expulsion.** Graduate students will be expelled if they fail to meet their academic readmission requirements. Expelled students who can document extenuating circumstances have the right to appeal to the Graduate Academic Standing Committee. Expulsion represents a complete severance of ties to the University. Graduate students who have been expelled do not have the option to apply for readmission.

**Grievance Procedure.** It is assumed that most disagreements can be resolved informally through discussion with the faculty member(s) involved in the grievance. However, if this is not the case, the following steps may be taken:

1. The person with a grievance should begin by submitting a statement of the grievance in writing to the department chair or one of the program coordinators (with a copy to the department chair) and the faculty member named in the grievance.
2. In the event that the grievance cannot be resolved by the department chair, a committee of three will be formed to hear the grievance. The person with the grievance, and the faculty member named in the grievance, will each select a member (faculty or student) for the committee. The third member will be the person to whom the grievance was submitted.
3. The committee will conduct a hearing at which both the aggrieved person and the faculty member(s) involved in the situa-



tion will be present.

4. The committee will render its decision, which may be appealed by either party through submission of a written statement to the University's dean of academic affairs.

## Graduate Program Descriptions

### Educational Leadership Program

**Note:** St. Lawrence University's Graduate Program in Educational Leadership was called the Educational Administration Program until both options of its M. Ed. program were re-registered by New York State in 2005. The University's two C.A.S. programs in Educational Leadership were registered by New York State in 2007.

#### I. Program Description

The Educational Leadership program at St. Lawrence University offers two options for the Master of Education (M. Ed.) degree and two options for a Certificate of Advanced Study (C.A.S.). Together, these options provide opportunities for individuals to pursue graduate study to prepare for a variety of leadership careers in education-related fields. Three of the four options lead to initial certification as a School Building Leader and/or professional certification as a School District Leader in New York State and all reciprocating jurisdictions.

#### Master of Education (M. Ed.) Options

**A. School Building Leader Initial Certification Option.** This option is for candidates who have an initial or provisional certificate in classroom teaching or pupil personnel service, have three years experience in schools, and demonstrate the capacity to become educational leaders possessing the essential characteristics of effective leaders mandated by New York State's Board of Regents, but do not hold a prior master's degree in any field. Candidates matriculate in the program of study leading to the master's in educational leadership (M.Ed.). Candidates must complete 33 semester hours of approved graduate study, 100 hours of field work across the 33 semester hours of course work, and the six-semester-hour culminating leadership/internship experience. Candidates successfully completing all requirements of the program will be recommended for certification as School Building Leader.

**B. Educational Leadership Non-Certification Option.** This option is for students who have a baccalaureate degree but do not have experience in public education or a teaching certificate, and wish to pursue the M.Ed. in Educational Leadership. These students must complete 33 semester hours from the program of courses for school building/district leaders; they are not required to do the six-semester-hour culminating leadership/internship experience in public schools. These students will not qualify for certification as school building leader or school district leader.

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

**A. Combined School Building Leader/School District Leader Option.** This option is for candidates who have a permanent or professional certificate in classroom teaching or pupil personnel service, already hold a master's degree in education, have three years of experience in schools, and demonstrate the capacity to become educational leaders possessing the essential characteristics of effective leaders mandated by New York State's Board of Regents. Candidates matriculate in the program of study leading to the Certificate of Advanced Study (C.A.S.) in Educational Leadership. Students completing Part I (the 24-semester-hour School Building Leader Initial Certificate Program contained within the option) may be recommended for the School

Building Leader initial certificate before completing the remaining requirements for the C.A.S. Candidates who successfully complete all requirements of the entire option and report a passing score to the University on the New York State Competency Examination for School District Leaders qualify for the Certificate of Advanced Study in Educational Leadership and will be recommended for the School District Leader professional certificate.

**B. School District Leader Option.** This option is for candidates who already hold a master's degree in educational leadership, either from St. Lawrence University or another accredited graduate program, have three years of experience in the school setting, and demonstrate the capacity to become school district leaders possessing the essential characteristics of effective leaders mandated by New York State's Board of Regents. Candidates matriculate in the program of study leading to the Certificate of Advanced Study (C.A.S.) in Educational Leadership. These students must complete a minimum of 21 additional semester hours of course work in educational leadership beyond the master's degree in educational leadership, including a 10-hour field work component for each course, and complete a total of at least 60 graduate semester hours in all. Courses in educational leadership not applied to the master's degree can be credited toward the 60 graduate hours in educational leadership needed for the C.A.S., according to the University's policies on transfer of coursework for graduate study. Candidates who successfully complete the requirements of the option and report a passing score to the University on the New York State Competency Examination for School District Leaders qualify for the Certificate of Advanced Study in Educational Leadership and will be recommended for the School District Leader professional certificate.

To apply, or request further information regarding all options of this graduate program, contact William Collins, Educational Leadership Program Coordinator, 315-229-5864.

## II. Admission Requirements for the Educational Leadership Program

### Admission Requirements for the M. Ed. Program Options:

1. Candidates for both options must hold a baccalaureate from an accredited institution of higher learning.
2. Candidates must possess a permanent or professional certificate in classroom teaching service or pupil personnel service, unless applying for the non-certification option.
3. Candidates must complete the department of education's standard application form.
4. Candidates must provide official transcripts of all undergraduate and graduate work.
5. Candidates must supply evidence of certification and satisfactory completion of three years of educational full-time work in public schools, unless applying for the non-certification option.
6. Candidates must submit three letters of recommendation: one letter from a practicing school building or district administrator who is recommending the candidate as having the capacity to be or become an effective school leader based on the nine Essential Characteristics of Effective Leaders mandated by the New York State Board of Regents; one letter from an individual who has first hand knowledge of the candidate's professional competence; and one letter from an individual who has knowledge of the candidate's academic competence. Candidates seeking admission to the non-certification option may supply three letters

of recommendation from appropriate sources.

7. Candidates must provide evidence of their capacity to become educational leaders by completing a five page writing sample stating their leadership philosophy in relation to the nine Essential Characteristics of Effective Leaders.

### Admission Requirements for the Certificate of Advanced Study Options:

1. Candidates must hold a master's degree in education from an accredited graduate institution.
2. Candidates who are completing or have already completed the M. Ed. at St. Lawrence must complete the standard application form only.
3. Candidates who have not completed a master's degree in educational leadership must complete all seven requirements listed above for admission to St. Lawrence University's M. Ed. program in educational leadership.

### III. Program Mission and Objectives

The Educational Leadership Program at St. Lawrence University is individualized and learner-centered recognizing that educational leaders must possess the knowledge, skills and behaviors needed to work collaboratively with staff, students, parents, the community, higher education and outside organizations enabling all students to meet success in the school and/or educational settings. Through the steps leading to each candidate's acquisition of the Essential Characteristics of Effective Leaders and the supporting Content Requirements mandated by the New York State Board of Regents, we prepare candidates to be educational leaders in schools who have a thorough knowledge of child, adolescent and early adult development with a focus on enhancing the capacity of all students to meet state learning standards. All options of the program prepare educational leaders who:

- (1) know and understand what it means and what it takes to be a leader;
- (2) have a vision for schools that they constantly share and promote;
- (3) communicate clearly and effectively;
- (4) collaborate and cooperate with others;
- (5) persevere and take the long view;
- (6) support, develop and nurture staff;
- (7) hold themselves and others responsible and accountable;
- (8) never stop learning and honing their skills; and
- (9) have the courage to take informed risks.

### IV. Field Experience and Leadership/Internship Experience for Certification Programs

In each option leading to initial certification as a School Building Leader or professional certification as a School District Leader, every course with the prefix EDAD requires a 10-hour field experience component. Each student must complete the field experience concurrently with his or her progress through that course work. Each course has embedded content requirements and the accompanying field experience supports and expands those requirements. Candidates participate in the field experiences across grade levels in the district in which they are employed. Each student's faculty instructor will assist in the selection of the field experiences; however, it is the responsibility of each student to make the initial contacts and arrangements in accordance with the University's Handbook for Educational Leadership.

The leadership internship experience (EDAD 591) requires a minimum of 400 clock hours of supervised activity in school settings. Policies, procedures and expectations for the internship are detailed in the department's Handbook for Educational Leadership. Students may begin the process of scheduling the leadership internship/experience after completion of 15 hours of course work in Educational Administration (EDAD courses); students begin the internship after completion of the 18 hours of course work and the concurrent fieldwork. They must be recommended for the leadership/internship by the program coordinator. Each student must select one of the following options for the culminating internship experience:

Option 1: A full time internship in a school district under the direct supervision of a full time administrator employed solely by that district. The internship shall begin either at the beginning of the school year or the beginning of the second semester of that district's school year. The leadership internship must be 15 weeks in duration, and should provide experience with students at different developmental levels and from a variety of socioeconomic backgrounds. A minimum of 400 clock hours must be documented.

Option 2: A half time internship across the entire school year under the supervision of a full time administrator employed solely by that school district. The internship shall begin at the beginning of the school year and continue across the first and second semesters of that district's school year. The internship will be the equivalent in hours to 15 weeks. A minimum of 400 clock hours must be documented.

Experiences in the Regional Summer Schools may, upon request, be integrated into the leadership/ internship experience.

### V. Program Requirements

**A. Master of Education (M. Ed.) in Educational Leadership (School Building Leader Initial Certification Option – 39 sem. hrs.)**  
[Note: This program is open to candidates who do not possess a prior master's degree in education but possess an initial certificate and three years experience in classroom teaching.]

Foundations and Research (9 sem. hrs.)

EDUC 519 Educational Statistics and Research

EDUC 548 Educational Tests, Measurements and Evaluation (select one course)

EDUC 507 Philosophy of Education

EDAD 516 Issues and Ethics in the Human Service Professions

EDAD 582 Current Research in Educational Leadership

Leadership Theory (6 sem. hrs.)

(select one course)

EDAD 513 Models of Leadership and Management

EDAD 553 Educational Leadership

(select one course)

EDAD 511 School Organization and Management

EDAD 554 Building Level Leadership

Specialization in Leadership (18 sem. hrs.)

(required)

EDAD 515 Conflict Resolution

EDAD 523 Public School Finance

EDAD 528 Leadership for Special Education

EDAD 532 Supervision of Instruction

EDAD 537 School Law

(Select one course)

EDAD 579 Seminar in Curriculum, Instruction & Assessment EDAD

599 Curriculum Development

Internship in School Leadership

EDAD 591-1 Internship in School Building Leadership (6 sem. hrs.)

EDAD 591-2 Internship in School Building Leadership (3 sem.

hrs./2 terms)

**B. Master of Education (M. Ed.) in Educational Leadership****(Non-Certification Option – 33 sem. hrs.)**

[Note: This program is open to candidates who do not possess a prior master's degree in education.]

Area 1 Foundations and Research (9 sem. hrs.)

EDUC 519 Educational Statistics and Research (required)  
(select two courses)

EDUC 507 Philosophy of Education

EDUC 548 Educational Tests, Measurement, and Evaluation

EDAD 516 Issues and Ethics in the Human Service Professions

EDAD 582 Current Research in Educational Leadership

Area 2 Leadership Theory (6 sem. hrs.)

(select one course)

EDAD 511 School Organization and Management

EDAD 513 Models of Leadership and Management

(select one course)

EDAD 553 Educational Leadership

EDAD 554 Building Level Leadership

Area 3 Specialization in Leadership (12 sem. hrs.)

(Select four courses)

EDAD 504 Applications of Educational Technology

EDAD 515 Conflict Resolution

EDAD 517 Leadership and School Climate

EDAD 537 School Law

EDAD 559 Leadership in Athletics and Physical Education

EDAD 560 Current Problems in Educational Leadership

EDAD 565 Independent Study in Educational Leadership

EDAD 577 Leadership and School Violence

EDAD 592 Internship in Athletic Administration

EDAD 593 Practicum in Athletic Administration

EDAD 599 Curriculum Development

EDAD 5002 Constructivist Practices in Educational Leadership

Area 4 Related Courses in Behavioral Sciences (6 sem. hrs.) (select two courses)

EDPS 538 Learning Disabilities

EDPS 541 Counseling Children &amp; Adolescents

EDPS 551 Relationships Between Schools &amp; Families

EDPS 573 Intro to Mental Health Counseling

EDAD 517 Leadership &amp; School Climate

EDAD 577 Leadership &amp; School Violence

**C. Certificate of Advanced Study (C.A.S.) in Educational Leadership****(Combined Building Leader/District Leader Option – 33 sem. hrs.)**

[Note: This program is open only to candidates who have completed a prior master's degree in education, but not in educational leadership. In order to be recommended for the School District Leader certificate, candidates must complete a total of at least 60 semester hours of graduate study in education, and they must report a passing score to the University on the New York State Competency Examination for School District Leaders.]

Part I: School Building Leader Initial Certification Program

(This is a stand-alone program leading to certification as a School Building Leader – 24 sem. hrs. are required for initial certification, including the internship. Upon satisfactory completion of these course requirements, students may be recommended for certification as a School Building Leader in New York State and reciprocating states, prior to completion of the remainder of the C.A.S. requirements.)

Leadership Theory (3 sem. hrs.)

(select one course)

EDAD 511 School Organization and Management

EDAD 554 Building Level Leadership

Specialization in Leadership (15 sem. hrs.)

(required)

EDAD 523 Public School Finance

EDAD 528 Leadership for Special Education

EDAD 532 Supervision of Instruction

EDAD 537 School Law

(select one course)

EDAD 579 Seminar in Curriculum, Instruction &amp; Assessment

EDAD 599 Curriculum Development

Internship in School Leadership (6 sem. hrs.)

EDAD 591 Internship in School Building Leadership

Part II: Additional Requirements for the C.A.S. in Educational Leadership.

(Leads to professional certification as a School District Leader – a minimum of 33 sem. hrs. are required in Parts I and II total.)

Leadership Theory (3 additional sem. hrs.)

(select one course)

EDAD 513: Models of Leadership and Management

EDAD 550 Organization and Leadership of School Districts

EDAD 586 Issues in School District Leadership

Specialization in Leadership (6 additional sem. hrs.)

(required)

EDAD 542 The Negotiation Process

(Select one course)

EDAD 515 Conflict Resolution

EDAD 517 Leadership and School Climate

EDAD 5002 Constructivist Practices in Educational Leadership

EDAD 5004 Data-Driven Decision Making

**Gainful Employment Disclosure Information**

*Important information about the educational debt, earnings, and completion rates of students who attended this program.* [http://www.stlawu.edu/static/gedt/bldg\\_district\\_leader/gedt.html](http://www.stlawu.edu/static/gedt/bldg_district_leader/gedt.html)

**D. Certificate of Advanced Study (C.A.S.) in Educational Leadership  
(District Leader Option – 21 sem. hrs.)**

[Note: This program is open only to students who have completed a prior master's degree in educational leadership. In order to be recommended for the School District Leader certificate, candidates must complete a total of at least 60 semester hours of graduate study in education, and they must report a passing score to the University on the New York State Competency Examination for School District Leaders.]

Specialization in School District Leadership

(required)

EDAD 542 The Negotiation Process

(select one course)

EDAD 550 Organization &amp; Leadership of School Districts

EDAD 586 Issues in School District Leadership

(select at least five courses)

EDAD 504 Applications of Educational Technology

EDAD 515 Conflict Resolution

EDAD 517 Leadership and School Climate

EDAD 551 Relationships between Schools and Families

EDAD 565/566 Independent Study in Educational Leadership

EDAD 582 Current Research in Educational Leadership

EDAD 5002 Constructivist Practices in Educational Leadership

EDAD 5004 Data-Driven Decision Making

**Gainful Employment Disclosure Information**

*Important information about the educational debt, earnings, and completion rates of students who attended this program.* [http://www.stlawu.edu/static/gedt/district\\_leader/gedt.html](http://www.stlawu.edu/static/gedt/district_leader/gedt.html)

## Counseling and Human Development Program

### I. Commonalities in our programs:

Although there are differences in the coursework and program requirements, both counseling programs at St. Lawrence University foster a stimulating and supportive learning environment dedicated to the personal and professional development of the school or mental health counselor. Respect for the dignity, uniqueness and potential of the person are enduring values of the program. A commitment to the advancement of individuals, especially those who are less able, is a program premise that encourages the counselor to contribute to meaningful issues and endeavors.

Inquiry into provocative ideas and scholarship is a fundamental component of the program. Contemporary theories and practices are examined, and a broad range of counseling orientations are incorporated into the scope of the curriculum. Human development, in all of its richness and complexity across the life span, is studied, and applications are focused upon improving the lives of individuals. Understanding persons from a multicultural perspective is emphasized in order to provide equitable service in a pluralistic society.

The counseling and development curriculum is grounded in current theory and empirical research. National and state guidelines for program accreditation and student certification are considered in formulating course content and experiential programming. Examples of this content include the counseling process, group counseling, human growth and development, evaluation and appraisal, consultation, research and professional orientation.

Program graduates are prepared to accept the challenge of addressing established and emerging needs of clients in schools, colleges and universities, agencies, clinics and related counseling locations. Societal expectations for the counselors are increasingly complex and demanding, requiring understanding and proficiency in providing counseling services. A practitioner-oriented emphasis enables counseling students to understand the expectations and functions of the counseling profession. Affiliations with counselors in the field are indispensable to the maintenance of practical and pragmatic focus to the program.

Field-site placements are required for program participants, and linking the classroom experience to the contemporary practice of the counselor is a continuous effort. Competencies are developed that facilitate program graduates to assume productive and purposeful counselor roles. Continuing education is essential to enable a practitioner to maintain and expand skills, as in many ways, the process of becoming a counselor is a lifetime pursuit. Advanced course work and certifications are available for the practicing counselor.

The process of learning in the program is based on the principles of participation, communication, and cooperation. Counseling students are actively involved in advancing purposeful and scholarly conditions for inquiry. Relevant and current issues are constantly examined within a sequential and integrated curriculum. As counselor self-understanding contributes to effective counseling, students will examine their values, goals and needs through various experiences. Thus, the programs are designed to facilitate each student's personal growth through the process of gaining the skills and orientation of a professional counselor. Graduates choosing to continue their education have been accepted and completed doctoral studies at numerous universities and institutes in counseling and development and counseling psychology.

To apply or request further information regarding this program, con-

to apply or request further information regarding this program, contact Erin Basford at 315-229-5061.

### II. Placement for School Counseling Students

School counseling students take coursework leading to the New York State certification as a school counselor. These individuals are employed in public and private P-12 school settings as school counselors.

### III. Placement for Mental Health Counseling Students

Graduates from the mental health program are employed in social services, community mental health and corrections positions.

### IV. Candidate Entrance Requirements

1. Complete and submit the education department's standard application form.
2. Submit official transcripts of all undergraduate and graduate work.
3. Arrange to have three letters of recommendation sent to the program coordinator. These letters are to be written by individuals who have first-hand knowledge of the candidate's professional and/or academic potential.
4. Complete the Personal Statement for Admission. Responding to the questions clarifies the orientation of the program and the candidate's assumptions and values.
5. Participate in an interview with members of the Counseling Admissions Committee after submitting application materials. Candidates will be advised as to the time and date of this meeting.
6. GRE results are optional for the Counseling and Human Development Programs. For students whose first language is not English, results of the Test of English as a Foreign Language (TOEFL) may be required.

### V. Degree Options in Counseling and Human Development

Students may pursue either a 36-semester-hour M. Ed. in School Counseling or a 60-semester-hour M. S. in Mental Health Counseling. All work for either degree must be completed within a six-year period. Students completing the M. Ed. in School Counseling may apply for the 12- semester-hour C.A.S. in School Counseling.

#### A. M. Ed. in School Counseling (provisional certification) – 48 sem. hrs.

Individuals completing the M. Ed. in School Counseling are eligible to be recommended for provisional certification as a school counselor in New York State and all reciprocating jurisdictions.

(Required courses)

EDPS 581 Professional School Counseling  
 EDPS 582 Techniques of Counseling  
 EDPS 510 Theories of Counseling  
 EDUC 550 Human Development & Lifespan Counseling  
 EDPS 549 Evaluation and Appraisal Techniques  
 EDPS 584 Group Procedures in Counseling  
 EDPS 547 Counseling Children and Adolescents  
 EDPS 524 Multicultural Education & Counseling  
 EDPS 535 Mental Health in the Schools  
 EDUC 519 Educational Research & Statistics  
 EDPS 516 Issues & Ethics in Human Service Professions  
 EDUC 551 Partnerships Between Schools & Families Counseling  
 EDPS 589 Counseling Practicum (*see pre-requisites on page 21*)  
 Elective in EDPS/EDAD/EDUC  
 Elective in EDPS/EDAD/EDUC

## B. C.A.S. in School Counseling (permanent certification) – 12 sem. hrs., total

Students seeking permanent certification in school counseling must complete this post-master's program focusing on advanced skill development in school counseling. The certificate requires 12 approved graduate hours beyond the 48 semester hour M. Ed. degree in school counseling. Successful completion of this post-master's program qualifies the student for recommendation for New York State Permanent Certification as a School Counselor. Upon completion of 60 semester hours toward permanent certification in School Counseling, students will be awarded the C.A.S. in Counseling from St. Lawrence University.

### Required Courses

EDPS 593 Internship in School Counseling (*See pre-requisites on page 21*) plus 2 electives by advisement  
 Elective in EDPS/EDAD/EDUC  
 Elective in EDPS/EDAD/EDUC

### Entrance Procedures

1. The individual must hold a New York State provisional certificate in school counseling.
2. Graduates of the counseling and development program at St. Lawrence University with a New York State provisional certificate in school counseling must complete an application form for the C.A.S. program in counseling and meet with the coordinator to determine appropriate courses and experiences.
3. Applicants who hold a New York State provisional certificate in school counseling earned at an institution other than St. Lawrence University must complete an application form and meet with the coordinator to determine appropriate courses, experiences and any additional documentation that may be required.

### Internship Procedures

The purpose of the internship is to provide counselors with an opportunity to develop advanced knowledge and skills in field-based settings. Each internship is designed on an individual basis as part of a full-time learning experience. As an advanced component of the permanent certification program, the practicing counselor works directly with the coordinator of the program to develop, implement and evaluate the process. Goals and objectives of the internship are cooperatively determined by the counselor and the coordinator. The counselor submits written plans and provides product documentation to the coordinator for evaluation purposes. This may include a log of counseling activities and materials pertinent to the intern's professional development.

The internship is planned for a period of two semesters in an elementary or secondary public school. During the internship, the student is expected to attend scheduled meetings with the coordinator, supervisor and other interns. In addition, special meetings may be called by the intern, a supervisor or the coordinator whenever such a meeting is desired. Internship arrangements are made by the coordinator, the chief school administrator, the designated counselor under whose immediate supervision the intern will work, and the intern. Details relative to workload, working conditions, professional contracts and financial arrangements are considered.

### Recommendation for Permanent Certification

The candidate will be recommended for a New York State permanent certificate in school counseling when all of the following requirements have been met:

1. Completion of a minimum of 12 semester hours of course work beyond the requirements for provisional certification. This coursework will include the internship and specific courses agreed upon by the student and the coordinator.
2. Completion of a master's degree in counseling and development or a related field.
3. Completion of two years of employment as a school counselor prior to, during, or after meeting the other two requirements.

### Awarding of the Certificate of Advanced Study (C.A.S.) in School Counseling

Candidates recommended for the C.A.S. in Counseling must meet the following requirements:

1. Completion of a 48 semester-hour master's degree in counseling within six years at St. Lawrence. Courses beyond the 48 hours and within the six years that are not counted toward the master's degree can be credited toward the 12 hours needed for the C.A.S.
2. The master's degree in counseling may be from an accredited institution other than St. Lawrence. In this case, the student must complete a combined total of 60 credit hours.
3. The student may receive the C.A.S. in School Counseling using any combination of courses acceptable to the New York State Education Department for permanent certification in school counseling.

To apply or request further information regarding this program, contact Dr. Susan Dodd, Coordinator, School Counseling Programs.

### Gainful Employment Disclosure Information

*Important information about the educational debt, earnings, and completion rates of students who attended this program.*

<https://www.stlawu.edu/static/gedt/counseling/gedt.html>

## C. M. S. in Mental Health Counseling

### (New York State Licensure-eligible)– 60 sem. hrs.

The M. S. in Mental Health Counseling provides all academic coursework required for eventual licensure as a mental health counselor in New York State. Full licensure is granted after the candidate successfully completes 3,000 hours (post-Master's) of supervised experience and passes the licensure examination.

The program educates students to provide therapeutic interventions in a range of clinical settings. The program is designed to prepare graduates to assess, diagnose and treat clients with mental disorders as well as those with problems in living. The emphasis is on developing skills in counseling individuals, families and groups by using the best theoretical and research-based practices. Graduates of the program will have a solid foundation in understanding developmental issues and practices in mental health counseling. The program's curriculum and field placements provide the requisite skills for graduates to work effectively with individuals from diverse backgrounds. Mental health counseling students are trained in human growth and development; social and cultural foundations of counseling; counseling theory and practice; psychopathology; group dynamics; lifestyle and career development; assessment and appraisal of individuals, couples, families, and groups; research and program evaluation; professional orientation and ethics; foundations of mental health counseling and consultation; and clinical instruction. Program participants also complete practicum and internship placements in mental health settings.

The program is designed to be in compliance with training guidelines from the National Board for Certified Counselors, the American Mental Health Counselors Association, the American Counseling Association, and the guidelines for licensure as a mental health counselor in New York State. The program educates students to provide therapeutic mental health services in a variety of clinical settings, including community mental health centers; psychiatric hospitals; university counseling centers; substance abuse treatment centers; residential treatment and rehabilitation settings; employee assistance programs; career counseling centers; and private practice. Counseling students are also trained to work cooperatively with other mental health specialists such as psychiatrists, psychologists, clinical social workers and psychiatric nurses. Graduates of the St. Lawrence University program meet advanced coursework requirements for eligibility to become a National Certified Counselor (NCC) and a Certified Clinical Mental Health Counselor (CCMHC). Both certifications are issued by the National Board for Certified Counselors (NBCC).

**Full-time students in Mental Health Counseling – 2 years  
(Matriculated students may begin only in a Fall semester)**

**First Fall Semester – 15 sem. hrs.**

EDPS 510 Theories of Counseling  
EDPS 582 Techniques of Counseling  
EDPS 550 Human Development and Life Span Counseling  
EDPS 573 Introduction to Mental Health Counseling  
EDUC 519 Educational Statistics and Research

**First Spring Semester – 15 sem. hrs.**

EDPS 589 Counseling Practicum  
EDPS 584 Group Procedures for Counselors  
EDPS 549 Evaluation and Appraisal Techniques  
EDPS 512 Marriage and Family Counseling  
EDPS 523 Aging, Death, and Bereavement Counseling

**First Summer – 6 sem. hrs.**

EDPS 574 Psychopathology in Counseling  
EDPS 575 Clinical Interventions in Mental Health

**Second Fall Semester – 12 sem. hrs.**

EDPS 515 Conflict Resolution  
EDPS 594 Counseling Internship in Mental Health I  
EDPS 570 Addictions and Disorders in Counseling  
EDPS 516 Issues and Ethics in the Human Service Professions

**Second Spring Semester – 12 sem. hrs.**

EDPS 595 Counseling Internship in Mental Health II  
EDPS 524 Multicultural Education and Counseling  
EDPS 528 Psychopharmacology (course number will change)  
EDPS 5003 Crisis Counseling

Required Sequence of Courses for part-time students in Mental Health Counseling – 4 years

**First Fall Semester – 9 sem. hrs.**

EDPS 510 Theories of Counseling  
EDPS 515 Conflict Resolution  
EDPS 582 Techniques of Counseling

**First Spring Semester – 9 sem. hrs.**

EDPS 528 Psychopharmacology  
EDPS 584 Group Procedures for Counselors  
EDPS 549 Evaluation and Appraisal Techniques

**First Summer – 6 sem. hrs.**

EDPS 574 Psychopathology in Counseling  
EDPS 575 Clinical Interventions in Mental Health

**Second Fall Semester – 6 sem. hrs.**

EDUC 519 Educational Statistics & Research  
EDPS 573 Introduction to Mental Health Counseling

**Second Spring Semester – 6 sem. hrs.**

EDPS 589 Counseling Practicum  
EDPS 512 Marriage and Family Counseling

**Third Fall Semester – 6 sem. hrs.**

EDPS 550 Human Development and Lifespan Counseling  
EDPS 570 Addictions and Disorders in Counseling

**Third Spring Semester – 6 sem. hrs.**

EDPS 523 Aging, Death, and Bereavement Counseling  
EDPS 524 Multicultural Education and Counseling

**Fourth Fall Semester – 6 sem. hrs.**

EDPS 594 Counseling Internship I  
EDPS 516 Issues and Ethics in the Human Service Professions

**Fourth Spring Semester – 6 sem. hrs.**

EDPS 595 Counseling Internship II  
EDPS 5003 Crisis Counseling

To apply or request further information regarding this program, contact Dr. Peter Ladd, Coordinator, Mental Health Counseling Program.

## General Studies in Education Program

### I. Program Description

The graduate program in General Studies in Education is designed to provide the broadest possible service to residents of New York's North Country. Over the years, the program has been refined to keep in mind the needs of parents, social service professionals, community college teachers, governmental agency personnel and other community leaders, in addition to the public school professionals for whom the program was created at its inception many years ago. New courses in Conflict Resolution, Applications of Educational Technology, Issues and Ethics in the Human Service Professions, and Pedagogical Content Studies are examples of ways in which we continue to adapt this program to the prospective students' needs. This program offers excellent opportunities for people who occupy virtually any kind of leadership position, including the all-important one of leadership within one's own family unit.

To apply, or request further information, regarding all aspects of this graduate program, contact Dr. Esther Oey, General Studies in Education Program Coordinator, 315-229-5638.

### II. Teaching Certification in New York State and other Jurisdictions

The programs described below are registered and approved by the New York State Education Department. Two levels of teaching certification are currently available in New York: initial teaching certification (valid for up to five years of contracted public school teaching) and professional teaching certification (valid for life as long as requirements for continuing professional development are met

continually.) Different options in the program provide routes to these two levels of certification. The Professional Certification option is also approved for individuals who hold a New York State provisional teaching certificate and seek permanent teaching certification in the same certificate area.

The Initial/Professional Certification option typically provides sufficient academic preparation for initial certification other U.S. states. New York State no longer has reciprocity with other states. To be certified in other states, the individual must apply directly to the education agency in charge of teaching certification in that state. However, for academic preparation only, they do not include competency testing requirements or additional workshops, which each state determines separately.

The Initial/Professional Certification option also provides sufficient academic preparation for Certification with Conditions in Ontario. The individual must first complete all requirements (including testing) for certification in New York State. They may then apply to the Ontario College of Teachers and be advised to the balance of coursework, and/or student teaching hours needed for certification without conditions. Language proficiency, professional suitability and testing requirements for certification must also be met. Because certification standards in other U.S. states and Canadian provinces are changing, students should check with the University's program coordinator for details regarding specific certification requirements in these jurisdictions.

### III. Accreditation

St. Lawrence University's undergraduate teacher education program and the graduate-level General Studies Program in Education are nationally accredited by the Council for Accreditation of Education Preparation (CAEP) for the period of June 29, 2013, to June 29, 2020. This accreditation meets the standards set by the New York State Board of Regents.

### IV. Requirements for the M. Ed. in General Studies

– 36 sem. hrs.

#### A. Professional Certification Option

This program of study is valid for recommendation for the following New York State professional certificate areas: adolescence education; middle childhood education (specialist); or teacher of a special subject: visual arts. (Additional requirements for testing and/or mentored teaching experience must also be met for professional certification in New York State.) This program of study is also valid for recommendation for New York State permanent teaching certification in all certificate areas.

Area 1 Foundations of Education (6 sem. hrs.)  
EDUC 507 Philosophy of Education (required)

(select one course)

EDUC 515 Conflict Resolution OR  
EDUC 516 Issues and Ethics in the Helping Professions OR  
EDUC 524 Multicultural Counseling and Education

Area 2 Educational Research (9 sem. hrs.)  
EDUC 519 Educational Statistics and Research  
EDUC 548 Educational Tests, Measurement, and Evaluation

(select one course)

EDUC 500 Research Project in Education OR  
EDUC 600 Thesis (up to 6 sem. hours)

Area 3 Learning and Behavior (3 sem. hrs.)

(select one course)

EDPS 538 Learning Disabilities  
EDPS 541 Counseling Children and Adolescents  
EDPS 550 Human Development and Lifespan Counseling  
EDPS 551 Relationships between Schools and Families

Area 4 Curriculum and Instruction (6 sem. hrs.)

EDUC 595 Internship/Mentorship Program (6 sem. hours) OR  
(select two courses)

EDUC 504 Applications of Educational Technology  
EDUC 530 Constructive Practices in Education  
EDUC 540 Language Acquisition and Literacy Development across the Curriculum  
EDUC 599 Curriculum Development

Area 5 Pedagogical Content and Subject Matter Studies (12 sem. hrs.)  
(select four courses)

EDUC 566 SpTp: Pedagogical Content in the Certificate Area  
[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." New courses in Pedagogical Content Studies are offered every year. They are transcribed under the education departmental title (e.g., EDUC 566, SpTp: Constructivist Approaches to Teaching Geometry).]

OR

DEPT 566, SpTp: Subject Matter Studies

[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 student must have permission of the instructor, who will provide a separate syllabus (or addendum) with appropriate graduate-level expectations, assignments, and grading criteria. The courses are transcribed under the departmental title (e.g., ENGL 566, SpTp: Shakespeare's Tragedies).]

#### B. Combined Initial/Professional Certificate Option

The 27-semester-hour Post-Baccalaureate Teacher Certification Program listed below is valid for recommendation for the New York State initial teaching certificate in adolescence education in 7-12 academic subjects and/or K-12 Art. It can be taken as a stand-alone program, leading to recommendation for initial teaching certification in adolescence education in New York State. The Post-Baccalaureate Teacher Certification Program can also be combined with the remainder of the required coursework for this option of the M. Ed. in General Studies in Education, leading to recommendation for the New York State **professional** teaching certificate in the same certificate area. Together, these two programs require 40 semester hours of graduate study. (Additional requirements for testing and mentored teaching experience must also be met for initial and/or professional teaching certification in New York State.) For recommendation for certification-with conditions in Ontario, the entire M. Ed. program is required.

##### Specific Entrance Requirements for the Option:

1. Bachelor's degree from accredited institution of higher education, verified by official transcripts.
2. Undergraduate content coursework equivalent to St. Lawrence University's registered program in the certificate(s) sought. This includes coursework in the liberal arts, one semester of college-level foreign language, and an academic major or concentration of coursework in the subject matter of the certificate. Certification in 7-12 social studies requires a major or concentration (at least 30 semester hours) in anthropology, economics, global studies, government, history or sociology, with a minimum of 21 semester hours in U.S. and world history and geography. (Deficiencies in the content core must be made up by approved coursework at SLU)

or other accredited institutions of higher education, either on the undergraduate or graduate level. Check with the program coordinator for approval before undertaking any coursework to make up deficiencies.)

3. Undergraduate cumulative GPA of 2.50 or higher, or demonstrated promise for success in teaching.
4. Graduate Application form.
5. Application essay (writing sample).
6. Three (3) recent recommendations for prospects in teaching in the certificate area and for graduate study, to be sent directly to the program coordinator.

GRE results are required for graduate programs leading to initial or professional certification. For students whose first language is not English, results of the Test of English as a Foreign Language (TOEFL) may be required.

### **Part 1. Post-Baccalaureate Teacher Certification Program**

Stand-alone program leading to Initial Certification in Adolescence Education in 7-12 English, Foreign Language, Mathematics, Biology, Chemistry, Earth Science, Physics and Social Studies; or in Special Subjects: K-12 Art -- 27 semester hours required for initial certification.

#### **Prerequisites for the Professional Semester (15 sem. hrs.)**

EDUC 507 Philosophy of Education  
EDPS 538 Learning Disabilities  
EDUC 540 Literacy and Language Development across the Curriculum  
EDPS 550 Human Development and Lifespan Counseling  
EDUC 573 Teaching and Learning in Public Schools

(**Note:** St. Lawrence University alumni who completed EDUC 203, 301, 450 and 455 prior to Fall 2016 or EDUC 250, 350, and 450 as undergraduates must substitute approved electives for EDUC 540 and EDUC 573)

#### **Professional Semester (13 sem. hrs., total)**

EDUC 585 Seminar: Dynamics of School Teaching  
EDUC 586 Supervised Student Teaching (not applicable to M. Ed.)  
EDUC 588 Individual Differences in Inclusive Classrooms  
EDUC 589 Classroom Management and Organization (1 sem. hr.; not applicable to M. Ed.)

and one of the following:

EDUC 590 Methods, Materials, and Literacy in Art  
EDUC 591 " " in English  
EDUC 592 " " in Foreign Language  
EDUC 593 " " in Mathematics  
EDUC 594 " " in Science  
EDUC 596 " " in Social Studies

### **Part 2. Additional Requirements for M. Ed. in General Studies** (leading to Professional Teaching Certification – 40 sem. hrs. required)

Required Courses in Education (6 sem. hrs.)  
EDUC 519 Educational Statistics and Research  
EDUC 548 Educational Tests, Measurements, and Evaluation

Pedagogical Content and Subject Matter Studies (6 sem. hrs.)  
(select two courses)

EDUC 504 Applications of Educational Technology  
EDUC 530 Constructivist Practices for Learner Centered Classrooms  
EDPS 551 Relationships between Schools and Families  
EDUC 566 SpTp: Pedagogical Content Studies  
DEPT 566 SpTp: Subject Matter Studies (in academic departments) OR  
EDUC 595 Internship in Teaching (up to 6 sem. hrs.)  
EDUC 599 Curriculum Development OR

Other electives in EDUC, EDPS, or EDAD as approved by advisor

### **C. Non-Certification Option**

This program of study is open to all students interested in advancing their knowledge in the field of education at any level. It does not qualify for recommendation for any teaching certificate in New York State.

Area 1 Foundations of Education (6 sem. hrs.)  
EDUC 507 Philosophy of Education (required)

(select one course)

EDUC 515 Conflict Resolution  
EDUC 516 Issues and Ethics in the Human Service Professions  
EDUC 524 Multicultural Counseling and Education

Area 2 Educational Research (6 sem. hrs.)  
EDUC 519 Educational Statistics and Research  
EDUC 500 Research Project in Education OR  
EDUC 600 Thesis (up to 6 sem. hrs.)

Area 3 Learning and Behavior (6 sem. hrs.)  
EDPS 538 Learning Disabilities  
EDPS 541 Counseling Children and Adolescents  
EDPS 550 Human Development and Lifespan Counseling  
EDPS 551 Relationships between Schools and Families  
EDUC 581 Principles and Practices of Guidance

Area 4 Curriculum and Instruction (9 sem. hrs.)  
EDUC 504 Applications of Educational Technology  
EDUC 530 Constructivist Practices in Education  
EDUC 540 Literacy and Language Development across the Curriculum

EDUC 548 Educational Tests, Measurement, and Evaluation  
EDUC 573 Teaching and Learning in Public Schools  
EDUC 599 Curriculum Development OR  
Other approved electives in the Curriculum and instruction area

Area 5 Electives (9 sem. hrs.)

Under approval of the advisor, these electives can be appropriate courses in EDUC, EDPS, EDAD or DEPT. They can also be approved graduate courses transferred from other accredited institutions.

### **V. The Professional Semester (student teaching)**

The five courses of the Professional Semester comprise a full load and require full-time commitment and work for the 15-week semester. All students intending to enroll in the Professional Semester must apply for it separately (in addition to applying for the graduate program). Applications to the Professional Semester must be approved by the University's Academic Advising Committee. Students seeking certification in English, mathematics, the sciences and/or social studies must enroll for a fall semester; applications are due by the previous February 15. Students seeking certification in foreign language or art must enroll in a spring semester; applications are due by the previous September 15. All student teaching placements are in or near St. Lawrence County; they are arranged by the Program Coordinator and the school principals only.

The Academic Advising Committee will review applications for the Professional Semester on the basis of the following criteria:

1. Satisfactory academic standing at the University, verified by transcript attached to the application.
2. Satisfactory social standing at the University, verified by communication from the dean of student life and co-curricular education.
3. Competence in the liberal arts, verified by coursework on transcript(s) aligned with the New York State requirements for initial teaching certification.



4. Subject matter competence in the area of the teaching certificate, verified by coursework on transcript(s) aligned with New York State requirements for initial teaching certification, a minimum 2.8 GPA in the subject matter competence area (typically the undergraduate major), and/or a passing score on the appropriate Content Specialty Test (CST) of the New York State Teacher Certification Examinations.
5. Satisfactory completion of pre-requisite courses in education at the 3.0 level or higher.
6. Recommendation by the education department graduate faculty in pre-requisite courses.
7. A portfolio evidencing successful completion of field experience requirements in the pre-requisite courses.

## Graduate Course Descriptions Courses in Education

(The following courses have a prefix "EDUC")

### 500. Research Project in Education 1-3 sem. hrs.

**504. Applications of 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.

**507. 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.

**515. 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 or riots).

**516. Issues and Ethics in the Human Service Professions 3 sem. hrs.**  
This course provides an opportunity to examine personal belief systems regarding contemporary professional, ethical and legal concerns. Topics include rights and responsibilities of clients, counselors, teachers and related school personnel. Values, cultural diversification, confidentiality and issues related to individual, family and group are explored. Self-evaluation appraisals are used to clarify individual values and roles.

**519. Educational Statistics and 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 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, (3) apply research and evaluation.

**524. Multi-Cultural Education and 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 are multi-cultural and cross-cultural counseling; social and cultural foundations in education; and social and cultural issues in the work of counselor and teachers.

### 525. Alternative Education: Models for School Restructuring 3 sem. hrs.

This course is designed to help participants develop an awareness of alternative approaches to the traditional school structure, with the purpose of developing models for the implementation of the New York State Regents' New Compact for Learning. In addition to developing a working definition of "restructuring," a variety of models will be examined. These models include, but are not limited to, the Quality School, the Coalition of Essential Schools and the German School model of family grouping. Participants will be facilitated in a discussion of theories and principles through reading and presentations by local practitioners.

**530. Constructivist Practices in Education 3 sem. hrs.**  
How does a teacher or administrator implement constructivist strategies for today's learner-centered classroom? This course examines classroom strategies based on the learning theory of constructivism in which students are believed to learn by constructing new understandings of relationships and phenomena (Brooks & Brooks, 1993) in the world around them. Students will evaluate the impact of constructivist strategies on student learning and achievement; experience learner-centered strategies; and apply them in their own teaching situations. Among the strategies explored in this class are eliciting students' prior knowledge, use of hands-on activities, working in cooperative and collaborative groups, inquiry-based questions, self and peer assessment, reflective practices and authentic performance-based assessment activities.

### 540. Language Acquisition and Literacy Development across the Curriculum 3 sem. hrs.

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.

### 548. Educational Tests, Measurements, and Evaluation 3 sem. hrs.

The course assists students in the analysis of the theories, techniques and philosophical positions of testing. It considers 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.

**551. Relationships between Schools and Families 3 sem. hrs.** This course will explore family, school, and community relationships. It is designed for counselors, teachers, and administrators. The course will cover research that addresses different factors influencing family involvement and teaching practices that encourage parent involvement. Students will be exposed to examining partnerships from a systemic framework and to communicating with diverse types of families. The text will outline six different types of involvement for creating partnerships between schools and families, as well as ways to involve the community. 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.

**565/566. Independent Study 3 sem. hrs.**

**566, SpTp: Pedagogical Content Studies in the Certificate Area 3 sem. hrs.**

New sections of this special topics course are planned and offered every year. Each course is designed by content and pedagogy experts to focus on content to be taught in the secondary curriculum in public schools, and aligned with the New York State Learning Standards. Course development occurs in coordination with regional schools to provide opportunity for initially certified teachers to meet professional certification requirements and/or accomplish their professional development plans. Details regarding the studies can be obtained from the department of education.

**DEPT 566, SpTp: Subject Matter Studies 3 sem. hrs.**

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 student must have permission of the instructor, who will provide a separate syllabus (or addendum) with appropriate graduate-level expectations, assignments, and grading criteria. The courses will be transcribed under the departmental title (e.g., English 566, SpTp: Shakespeare's Tragedies). Graduate students must consult the undergraduate schedule of courses to determine appropriate courses; students must receive permission from the instructor as well as approval by the graduate advisor prior to registration for the course.

**573. Teaching and Learning in the Public Schools 3 sem. hrs.**

This course prepares students for teaching in secondary schools. The purposes, problems, issues, strategies, and materials in teaching at the middle and high school levels will be examined critically through classroom discussions, individual and group work, a field experience and class projects. This course is as much about the methods as it is about their underlying pedagogies and their overarching, though often unexamined, principles. A 30-hour field experience in the public schools is required, with the objective of encouraging reflection and building connections between theory and practice. Entry in the professional semester at St. Lawrence University is contingent upon successful completion of this course at the 3.0 level or higher.

**581. Principles and Practices of Guidance 3 sem. hrs.**

This course 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. Students will increase intentional awareness of how to join and enhance clients' developmental needs and design counseling programs and interventions that are developmentally, cognitive and culturally appropriate.

**585. Seminar: The Dynamics of School Teaching 3 sem. hrs.**

Student teaching seminar prepares student teachers to enter schools prior to full-time student teaching, addresses issues or concerns that arise throughout the professional semester and assists student teachers in understanding their own socialization in the teaching profession. Special workshops 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. Open only to graduate students approved for the professional semester. Prerequisites: EDUC 507, EDUC 540, EDUC 573, EDPS 536, and EDPS 550 (or equivalents). Enrollment is by permission only.

**586. Supervised Student Teaching 3 sem. hrs.**

Students in the professional semester enroll in Education 585, 586, 588, 589 and a methods course in the content area (e.g. EDUC 590, 591, 592, 593, 594 or 596) for a full semester of student teaching in the public schools. General supervision is provided by University supervisors in concert with cooperating teachers in the classroom setting. Education 585, 588, 589 and the methods course 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. Open only to graduate students approved for the professional semester. Prerequisites: EDUC 507, EDUC 540, EDUC 573, EDPS 536, and EDPS 550 (or equivalents). Enrollment is by permission only.

**588. 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, EDUC 573 and EDPS 550 (or equivalents). Enrollment by permission only.

**589. Classroom Organization and Management 1 sem. hr.**

This course is designed to assist student teachers in the Professional Semester develop successful approaches to classroom management for diverse learners. Students investigate 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 apply theories learned in the course in actual classroom situations. The NYSED mandated two-hour workshop on Prevention of School Violence is incorporated into the syllabus for this course. Prerequisites: EDUC 507, EDUC 540, EDUC 573, EDPS 530 and EDPS 550 (or equivalents). Enrollment by permission only.

**590, 591, 592, 593, 594, 596. Methods, Materials and Literacy in the Content Area 3 sem. hrs.**

As part of the Professional Semester, separate courses are offered in art (590), English (591), foreign languages (592), mathematics (593), sciences (594) and the social studies (596). Each course 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 and EDPS 550 (or equivalents). Enrollment by permission only.

**595. Teacher Internship/Mentorship Program 3-6 sem. hrs.**

Provisionally and initially certified new 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. Guidelines for the program may be obtained in the department of education.

**599. Curriculum Development** 3 sem. hrs.  
This is an applied, project-oriented course focusing on school curriculum development from an instructional and/or administrative perspective. Issues such as needs analysis, financing, staffing, scheduling, evaluation, and advanced curriculum development for specific subject areas completed using current curricular reforms (UbD, Universal Design, etc.) may be explored. The format consists of classroom-based activities, independent project development and evaluation, and project presentations. Emphasis is generally K-12.

**600. Thesis** 3-6 sem. hrs.

### Courses in Educational Leadership

(The following courses have a prefix "EDAD.")

**504. Applications of Educational Technology** 3 sem. hrs.  
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.

**511. School Organization and Management** 3 sem. hrs.  
This course is a study of administrative theory and practice designed to prepare prospective principals for leadership in public schools. Attention is given to administrative and leadership concepts and theories, decision-making, trends in school organization, curriculum patterns and practices, staffing, supervision and community relations. All of the Essential Characteristics and Content Requirements are introduced to students and discussed within the context of this course.

**513. Models of Leadership and Management** 3 sem. hrs.  
This seminar is designed to increase the student's understanding of modern leadership and managerial behavior through analysis of the knowledge, research and theory of the behavioral sciences related to leadership and organizations. Students will analyze leadership styles, management models, organizational climate, and problem solving strategies. All of the Essential Characteristics and the Content Requirements are introduced to students and discussed within the context of this course.

**515. 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) interpersonal (within oneself), (2) one-to-one (as in marriage), (3) small-group (as in negotiations) and (4) large group (as in national conflicts, revolutions, riots, etc.).

**516. Issues and Ethics in Human Service Professions** 3 sem. hrs.  
This course is designed to provide students an opportunity to examine personal belief systems regarding contemporary professional, ethical and legal concerns. Topics include rights and responsibilities of clients, counselors, teachers and related school personnel. Values, cultural diversification, confidentiality and issues related to individual, family and group are explored. Self-evaluation appraisals are used to clarify individual values and roles.

**517. Leadership and 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 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.

**523. Public School Finance** 3 sem. hrs.  
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.

**525. Alternative Models for School Restructuring** 3 sem. hrs.  
This course is designed to help participants develop an awareness of alternative approaches to the traditional school structure with the purpose of developing models for the implementation of the New York State standards and assessment initiatives. The work of Glasser, Covey, Gardner, Senge, Sarason, Sizer and others will be explored. Students discuss theories and principles extracted from various readings and presentations by local practitioners.

**528. Leadership for Special Education** 3 sem. hrs.  
This course is designed to familiarize the practitioner with special education laws and regulations and their implications for school building and district leaders. Federal and state laws and regulations 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 provide the opportunity to apply knowledge and develop insights.

**532. 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 the public schools. Supervision for the improvement of student achievement will be explored.

**537. School Law** 3 sem. hrs.  
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.

**539. Planning and Sustaining Educational Change** 3 sem. hrs.  
The course deals with myths and realities of leadership, better communication for improving staff effectiveness and staff leadership, decision-making in the social-political climate of the school, managing student behavior, personal goal development and career decision-making, all in relation to planning and sustaining educational change. Permission of the instructor is required.

**542. The Negotiation Process** 3 sem. hrs.  
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.

**543. Leadership of School/Business Partnerships I 3 sem. hrs.**  
The focus of this course is to engage students in an ongoing school-business partnership in order to develop specific leadership competencies. Students serve as partnership liaisons and work directly with local corporations to negotiate a project plan in engineering, human services, marketing, economics, health services and/or information systems to be implemented in a Tech-Prep course of study in a local high school. Students develop leadership and teaching skills to supervise, guide, evaluate and interact with corporate partners and high school students within the partnership. EDAD 544 (below) must also be taken in order to receive credit for this course.

**544. Leadership of School/Business Partnerships II 3 sem. hrs.**  
This course is a continuation of EDAD 543, Leadership of School-Business Partnerships I. The focus of this course is to engage students in an ongoing school-business partnership program as a means to enhance specific leadership competencies. In this second semester, students focus on facilitating the research and development on solutions to an assigned corporate case study. They conduct weekly meetings for the case study group of four or five high school students, employing leadership and teaching skills to supervise, guide, evaluate and interact with the high school students as they work to complete the project within the specified timeframe. Pre-requisite: EDAD 543.

**550. Organization and Leadership of School Districts 3 sem. hrs.**  
A study of the governance of modern school districts from the perspective of federal, state, regional and local levels. Emphasis is on the daily operation of an educational organization in a dynamic society and profession.

**551. Relationships between Schools and Families 3 sem. hrs.**  
This course will explore family, school, and community relationships. It is designed for counselors, teachers, and administrators. The course will cover research that addresses different factors influencing family involvement and teaching practices that encourage parent involvement. Students will be exposed to examining partnerships from a systemic framework and to communicating with diverse types of families. The text will outline six different types of involvement for creating partnerships between schools and families, as well as ways to involve the community. 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.

**553. Educational Leadership 3 sem. hrs.**  
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.

**554. Building-Level Leadership 3 sem. hrs.**  
The purposes of this course are to assist participants in the development of a knowledge base and understanding of the major aspects of school leadership at the building level and to provide participants with selected opportunities to apply this knowledge and understanding.

**EDAD 559 Leadership in Athletics and Physical Education.**

**560. Current Problems in Educational Leadership 3 sem. hrs.**  
A seminar dealing with educational problems, issues and concerns. Students will be expected to investigate, research and discuss select-

ed educational issues. The course format includes lectures, analysis of case studies and group discussions coupled with independent study. A project developed in the area of student interest is required.

**565,566. Independent Study in Educational Leadership 3 sem. hrs.**  
Research projects in the area of school leadership designed to expand the knowledge base of the student in his or her acquisition of the Essential Characteristics of Effective Leadership and the Content Requirements.

**EDAD/EDPS 577. Leadership and School Violence: 3 sem. hrs.**  
This course is designed to strengthen leadership awareness and response to violence in our schools and universities. The course will explore contemporary topics leading to the development of a "leadership/ violence prevention plan." Activities will cover contemporary school violence themes from a leadership perspective. Topics such as; harassment, school shootings, violence legislation, bullying, institutional safety, policies for controlling violence, suicide prevention, and others will be covered in the course. These topics will be addressed from a critical thinking perspective where debates, opinion papers, panel based discussions and research based prevention plans lead to critically formulating policies for school based reform.

**579. Seminar in Curriculum, Instruction and Supervision 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.

**582. Current Research in Educational Leadership 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 is 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.

**586. Issues in School District Leadership 3 sem. hrs.**  
Participants explore practical approaches to issues such as school budget, curriculum/program initiatives, school board relations, contract leadership, shared decision-making, long-range planning, physical plan maintenance, policy development, public relations and others.

**591. Educational Leadership Internship/Culminating Experience 3 sem. hrs.**  
Supervised experience in various areas of school leadership for a select number of advanced matriculated graduate students in the leadership program. Prerequisites are satisfactory completion of 18 hours or required course work and related 60 hours of supervised field work.

**599. Curriculum Development 3 sem. hrs.**  
An applied project-oriented course focusing on school curriculum development from a leadership perspective. Issues such as needs analysis, financing, staffing, scheduling and evaluation are explored. The format consists of a week of classroom-based activities, a week devoted to independent project development and a week devoted primarily to project presentations.

## Courses in Counseling and Human Development

(The following courses have a prefix "EDPS")

### 504. Applications of 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.

### 509. Seminar in Human Sexuality for Counselors 3 sem. hrs.

A survey of the physiology and psychology of human sexual response. The varieties of sexual behaviors and values will be explored along with particular problems of sexual functioning which are often brought to counselors. Adequate opportunity will be provided for students to examine myths about sex and to explore their own values with regard to masculine and feminine roles in contemporary society and various forms of sexual behavior.

### 510. Theories of Counseling 3 sem. hrs.

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.

### 512. Marriage and 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.

### 513. Phenomenological Theories for the Helping Professions

3 sem. hrs.

A course which covers the works of the major writers in phenomenology and how their methods and techniques are used in helping professions. The writings of Husserl, Merleau-Ponty, Spiegelberg, Buber, Schultz, William James, Heidegger, Sartre and others are available for study and discussion.

### 516. Issues and Ethics in the Human Service Professions

3 sem. hrs.

Issues and Ethics in the Human Service Professions is designed to provide students an opportunity to examine their personal belief systems regarding contemporary professional, ethical, and legal concerns. Topics include rights and responsibilities of clients, counselors, teachers and related school personnel. Values, cultural diversification, confidentiality, and issues related to individual, family and group will be explored. Self-evaluation appraisals are used to clarify individual values and roles.

### 518. Guidance in the Elementary Schools 3 sem. hrs.

This course is designed to help counselors, teachers and administrators develop practical approaches for elementary school guidance. Topics include child development, individual and group counseling, new student screening and the committee on the handicapped. Special emphasis is placed on design and implementation of classroom guidance activities.

### 523. Aging, Death and Bereavement Counseling 3 sem. hrs.

A phenomenological exploration of the themes dealing with aging and dying and how these themes are handled by persons in the helping professions. The two major foci are: 1) how a helper deals with his or her own aging and dying; and 2) how the helper deals with the aging and dying process of others. Prerequisites: EDPS 510, 582 and permission of the coordinator of the CD program.

### 524. Multi-Cultural Education and 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.

### 525. Integrating Seminar for Counselors 3 sem. hrs.

A seminar for a small number of students for the purpose of studying in-depth topics and problems in the field of counseling. The specific topics may be determined in advance by the instructor or by groups in planning sessions. Prerequisites: EDPS 582 and permission of the coordinator of the CD program.

### 528. Psychopharmacology 3 sem. hrs.

This course provides an overview of neurological reactions to psycho-pharmacological medications, their basic classification, indications, and side-effects will be provided. It is the objective of this course to prepare Mental Health Counseling students with basic knowledge in psychopharmacology when interacting with psychiatrists, and other mental health professionals.

### 532. Rehabilitation Counseling 3 sem. hrs.

This course approaches the dynamics of rehabilitation counseling. This includes the rehabilitation practices for alcohol, drugs, learning disabilities and other relevant themes. The course is a phenomenological exploration of these themes and how they are handled by persons in the helping professions. Prerequisites: EDPS 510, 582 and permission of the coordinator of the CD program.

### 536. Individual Differences in Children 3 sem. hrs.

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

### 538. Learning Disabilities 3 sem. hrs.

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.

### 549. Evaluation and 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.

### EDPS 541. Counseling Children and Adolescents 3 sem. hrs.

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

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.

**550. Human Development and Life Span Counseling** 3 sem. hrs.

Developmental 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.

**551. Relationships between Schools and Families** 3 sem. hrs.  
This course will explore family, school, and community relationships. It is designed for counselors, teachers, and administrators. The course will cover research that addresses different factors influencing family involvement and teaching practices that encourage parent involvement. Students will be exposed to examining partnerships from a systemic framework and to communicating with diverse types of families. The text will outline six different types of involvement for creating partnerships between schools and families, as well as ways to involve the community. 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.

**554. Principles of Behavior Change (for teachers and counselors)** 3 sem. hrs.

This course focuses on the application of behavior modification procedures for improving students' school adjustment, ranging from academic tasks to social relations. We will examine procedures for carrying out behavioral assessments and using this information to develop practical and effective school interventions. Methods of behavior modification will be illustrated, with difficulties such as behavior disorders, learning disabilities and developmental delays.

**560. Cognitive Science and Learning Theory** 3 sem. hrs.  
An exploration of new research in cognitive science and learning theory, constructed to provide educators with insights into ways in which academic achievement in the public schools can be enhanced. The course combines theoretical readings and research with opportunities for application and project development in educational settings.

**565, 566. Independent Study in Counseling and 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 help the student accomplish the goals stated in the proposal. Prerequisite: permission of the coordinator of the CD program.

**570. Addictions and Disorders in Counseling** 3 sem. hrs.  
This course is designed to introduce the student to the broad field of addictions and the effects on individuals, families and society at large. The student will gain an understanding of the types of drug addictions and dependencies, including alcohol, non-illegal substances, and illegal substances and their connections to process-oriented addictions and emotional addictions. Dependency, tolerance, withdrawal, compulsive behavior, addictive thinking and denial will be examined. The pharmacology of psychoactive drugs will also be reviewed.

**573. Introduction to Mental Health Counseling** 3 sem. hrs.  
This course introduces students to the primary settings and counseling services found within the mental health field, with special emphasis put on the various models for consultation used with clients and organizations in a variety of settings. The course is designed to enhance student understanding of mental health counseling and to develop skills for working with schools, families, the workplace and communities.

**574. Psychopathology in Counseling** 3 sem. hrs.  
Human behavior is considered from a contemporary perspective for abnormal and maladaptive functioning. A range of mental and emotional disorders are systematically examined, and counseling implications are related to the topics discussed. Identification of disturbed behavior is emphasized and the efficacy of various treatment approaches is evaluated.

**575. Clinical Interventions in Mental Health** 3 sem. hrs.  
The design of the course focuses on the development of clinical skills of students in mental health counseling. Skill development includes theoretical conceptualizations, diagnosis, treatment planning, ethical considerations, and factors that enhance and impede the treatment process. Students will also clarify their theoretical orientation and implement techniques and interventions within the context of working with individuals from a variety of backgrounds. Other areas of emphasis include logistical concerns, consultation, referrals, and prevention programs and services.

**EDAD/EDPS 577. Leadership and School Violence:** 3 sem. hrs.

This course is designed to strengthen leadership awareness and response to violence in our schools and universities. The course will explore contemporary topics leading to the development of a "leadership/ violence prevention plan." Activities will cover contemporary school violence themes from a leadership perspective. Topics such as; harassment, school shootings, violence legislation, bullying, institutional safety, policies for controlling violence, suicide prevention, and others will be covered in the course. These topics will be addressed from a critical thinking perspective where debates, opinion papers, panel based discussions and research based prevention plans lead to critically formulating policies for school based reform.

**582. Techniques of 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.

**584. 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.

**586. Sex Counseling and Therapy** 3 sem. hrs.  
The course is designed for people who are, or are preparing to be, directly involved in counseling. It focuses on the special counseling skills and informational areas essential in helping counselees deal with sexual problems. Particular approaches to sex therapy are discussed, along with methods used in the treatment of sexual dysfunctions. There is extensive use of role-playing, group interaction and

research data. Enrollment is limited. Prerequisites: EDPS 509 or its equivalent; EDPS 510, 582; and permission of the coordinator of the CD program.

**587. Transpersonal Counseling** 3 sem. hrs.  
This process-oriented course surveys recent developments in transpersonal psychology as they relate to counseling. The emphasis is on holistic approaches to counseling that consider a variety of alternatives to self-understanding, behavioral change and working with conflicts in individuals or relationships. Participants read about current transpersonal theory and learn a variety of transpersonal counseling techniques experientially. The role of the counselor in facilitating personal growth and development is a central theme of the course.

**589. 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 and permission of the coordinator of the CD program.

**590. 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 audio tapes, video tapes 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 CD Program.

**591. Supervision of the Counseling Process** 3 sem. hrs.  
This is a course for advanced students in counseling who wish to develop skills in supervision of counselors. In addition to readings and discussions, each student will practice critiquing tape-recorded counseling sessions of other students. Each student will be expected to bring several tape recordings of counseling sessions to class for practice use. Prerequisite: Counseling practicum and permission of the coordinator of the CD program.

**593. Internship in School Counseling** 3-6 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.

**594. Mental Health Counseling Internship 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.

**595. Mental Health Counseling Internship 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.

### **5001. Counseling Children and Adolescents**

**EDPS 5003. Crisis Counseling**  
This course will cover contemporary concepts in crisis counseling and how to practice crisis counseling in the helping professions. The following are some of the topics to be covered: What is crisis counseling? reacting to crisis counseling, crisis intervention skills, grief and loss, suicide and homicide, intimate partner violence, sexual assault and sexual abuse, substance abuse and crisis, emergency preparedness and response.

## **Graduate Faculty**

### **Full-time Faculty in Education**

Blanchfield, Kyle, J. D., M.Ed., B.A., Interim Coordinator, Educational Leadership

Dodd, Susan, Ph. D., C. A. S., M. Ed., B. A., Visiting Assistant Professor; Coordinator, School Counseling Programs

Frank, Jeff, Ph.D., M.Phil., M.A., B.A., Assistant Professor

Jeon, Mi-Hee, Ed. D., M.S., B.S., NCC, LPC (IL), Visiting Assistant Professor

Ladd, Peter, Ph. D., M. A., B. A., Associate Professor; Coordinator, Mental Health Counseling

### **Part-time Faculty in Education**

Boyd, Edward, M. Ed., B. S., Visiting Instructor

Oey, Esther, Ph.D., B.A., Visiting Assistant Professor; Coordinator, Teacher Education and General Studies in Education

Williams, Sharon, Ph. D., M.Ed., B.A., Visiting Assistant Professor

### **Full-time Faculty and Staff Teaching Courses in Education**

Canfield, Jodi, M. Ed., B. S., Sports Studies and Exercise Science, and Education

Durocher, Robert, M. Ed., B. S., Sports Studies and Exercise Science and Education

### **Adjunct Assistant Professors of Education**

Blanchfield, Kyle, J. D., M. Ed., B. A., Educational Leadership

Smith, Jayme, Ph. D., M. S., B. A., Counseling and Human Development

### **Faculty Emeriti**

Clark, Arthur, Ed., D., M.Ed., B.A.

Fox, William M., Ph. D., M. Ed., B. S.

Hall, John, Ed. D., M. Ed., B. A.

Shuman, James, Ed., D., M.S., B.S.

### **Education Department Staff**

Basford, Erin, Administrative Associate

