

2020-2021 St. Lawrence University Graduate Catalog

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 program in general education studies in 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 master's degree so that they will receive the full benefit of a planned program with an assigned advisor. An application for admission must be submitted prior to the completion of 12 semester hours of graduate study.

Graduate Degree Offered

In accordance with mandates of the New York State Board of Regents, St. Lawrence University is applying for re-registration of its graduate program, M.Ed. in General Education Studies in Leadership, to be re-categorized as a Master of Arts degree in Leadership. The program description published herein has been reviewed by the New York State Education Department (NYSED), pending approval by the St. Lawrence University Faculty, with anticipated approval by 2020. Students accepted to the original Master of Education in General Education Studies in Leadership in 2020 are assured reciprocity and course requirement compatibility with the new program plan.

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

Master of Arts in Leadership – Information will be forthcoming upon program approval.

Master of Education in General Education Studies in Leadership - 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 General Education Studies in Leadership. These students must complete 33 semester hours of coursework from the list of program requirements below. Students enrolled in the program are not required to do a six-semester-hour culminating leadership/internship experience in public schools since these students will not qualify for certification as school building leader or school district leader.

To apply, or request further information regarding all options of this graduate program, contact Dr. LeAnn Holland, Program Coordinator, 315-229-5864.

Master's Degree Requirements

Admission.

Enrollment in graduate courses does not imply acceptance as a candidate for the master's degree. All candidates for the degree must follow the admission procedures outlined in "Procedure for Admission to Graduate Study" on page 4.

Correction of Deficiencies.

In some cases, additional work for undergraduate or graduate credit, depending upon the 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 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 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 matriculation 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.)

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.A. degree and a minimum of 18 hours of work must be completed at St. Lawrence for a second master's degree. 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:

1. 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 summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).
2. Handing in or presenting false reports on any experiment.
3. Handing in or presenting a book report on a book one has not read.
4. Falsification of records.
5. Supplying information to another student knowing that such information will be used in a dishonest way.
6. 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.
7. 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 should read carefully the directions, "Procedure for Admission to Graduate Study" below.
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. The completed online Graduate Program Application.
2. \$50 application fee. (*Fee is waived for employees of the University.*)
3. A cover letter introducing your interests and fit for the program (*optional*).
4. A three-part Statement of Purpose, four pages maximum, answering the following questions:
 - a. Why do you wish to study leadership at a liberal arts university?
 - b. What preliminary Master's thesis or project do you have in mind? Or, considering the program requirements and course offerings, what are you most passionate about studying at St. Lawrence?
 - c. Describe the most transformative leadership experience you have had in your life. How did it change you and your motivations for continuing with leadership graduate study or a related career in leadership?
5. An up-to-date resume or C.V.
6. An official transcript (verifying the minimum of a bachelor's degree) from an accredited institution. An undergraduate 3.0 GPA is required for full admittance; however, provisional admittance may be considered for applicants that demonstrate academic promise.
7. Two current letters of recommendation attesting to your aptitude for graduate study.
8. A sample of research or academic writing (*optional*).
9. GRE exam results (*optional*)
10. Results of the TOEFL test may be required for students whose first language is not English.
11. You will be required to provide proof of MMR immunizations. Meningococcal meningitis waiver must be completed if you have not received the MMV vaccination. Forms are available in the Office of Graduate Programs, Atwood Hall, Room 35.

Note: ITEM 1 must be submitted before other information.

The completed application will be considered by the Graduate Program Coordinator 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.

Application Deadlines

Applications for admission must be submitted by the date indicated:

June 1 – Priority Application Deadline and Early Decision for Fall semester

August 1 – Final Application Deadline for Matriculation, Fall semester

1st Day of Classes – Final Application Deadline for Non-Matriculation for that semester (note that at this late date, registration for some classes may be full)

January 1 – Final Application Deadline for Matriculation, Spring semester (only for previously non-matriculated students, no brand-new applicants are accepted mid-year, in keeping with our graduate cohort model)

All required application materials must be received by midnight on the deadline date. Any late applicants still wishing to take courses for the upcoming semester but having missed the official deadline for that semester, must complete the *Procedures for Enrolling as a Non-Matriculated Student* instead. Partial or incomplete applications will *not* be submitted to the Graduate Admissions Committee for review.

Please note that previous affiliation with St. Lawrence University or university employee status does not guarantee admission or matriculation into the graduate program. The admissions process is selective.

All application materials must be submitted online or to our Graduate Admissions Specialist and Administrative Associate Erin Basford. Questions on admissions may also be directed here:

Office of Graduate Admissions
Atwood Hall, Room 35
(315) 229-5061
education@stlawu.edu

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, 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. 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 program during the time limit of matriculation in the program.

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.

Financial Assistance

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 successfully completed St. Lawrence University's registered Teacher Education Certification Program. All applications for New York State certificates must be completed online through the New York State Education Department's TEACH system. 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 graduate coursework is done online through APR 2. For graduate courses in the summer, consult the Summerterm program

listing, available online. Graduate registration dates will be announced on the Registrar's Office website. Visit the APR 2 website for more information <https://www.stlawu.edu/apr2>.

Course Load and Credit Hour Limits

To be considered a full-time student during the fall or spring semester, a student must enroll in a minimum of 9 credit hours per semester. Students may not enroll in more than 15 credit hours per semester. To be considered a full-time student during a summer semester, a student must enroll in a minimum of 6 credit hours. Students may not enroll in more than 12 credit hours. Graduate Assistants in Athletics are allowed tuition reimbursement for up to 9 credit hours per semester during the Fall and Spring semesters.

Tuition and Fees

Tuition for 2020-2021 is \$1,214 per credit hour (\$3,624 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 <https://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 <https://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). Students are automatically enrolled in SHIP and must complete an online waiver form providing proof of their alternative coverage in order not to be billed the annual premium. The plan administrator for SHIP during the calendar year 2020-2021 will be United Healthcare (UHC) and the annual premium for all students will be \$1,868.

The SHIP plan for 2020-2021 will be fully compliant with the Affordable Care Act and provide coverage for the period 8/1/20 - 7/31/21

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. Each 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 as part of the graduate application process. The University is 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, with questions regarding immunizations.

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) |
| -- | Deferred grade for a continuing course lasting more than one semester. |

Incomplete Grade

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 removed 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.
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 readmission.

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 situation 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

General Education Studies in Leadership Program

Note: In accordance with mandates of the New York State Board of Regents, St. Lawrence University is applying for re-registration of its graduate program, M.Ed. in General Education Studies in Leadership, to be re-categorized as a Master of Arts degree in Leadership. The program description published here will be reviewed by the New York State Education Department (NYSED), pending approval by the St. Lawrence University Faculty, with anticipated approval by 2020. Students accepted to the original Master of Education in General Education Studies in Leadership in 2020 are assured reciprocity and course requirement compatibility with the new program plan.

Program Description

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.

To apply, or request further information regarding all options of this graduate program, contact Dr. LeAnn Holland, Program Coordinator, 315-229-5864.

Admission Requirements

1. Candidates must hold a baccalaureate from an accredited institution of higher learning.
2. Candidates must complete the department of education's standard application form.
3. Candidates must provide official transcripts of all undergraduate and graduate work.
4. Candidates must submit two letters of recommendation attesting to their academic competence.
5. Candidates must submit a three-part statement of purpose (four pages maximum) answering the required criteria as indicated

on the application.

Program Requirements

Letter designators next to course titles indicate to students that a course offering meets this requirement. This can be seen in the Course Catalog. Professors may apply to the Program Coordinator to meet the standards of a particular designation for their course. One course in each of the required areas is offered each fall and spring, with summer course titles and designators determined by student need.

One (1) essential project course, either: Great Books Course (GB) -OR- Capstone Writing Project Course (CS)

Two (2) courses minimum in Historical Foundations & Theory (TH)

Two (2) courses minimum in Critical Analysis of Research (RS)

All other courses to meet 33 total credits may be electives (undesigned).

Graduate Course Descriptions

EDAD-5002 Construct Design Educ (0.83 Credits)

This summer session graduate-level course in education and educational leadership has been developed in conjunction with the Constructivist Design Conference held on July 14 -18, 2014. Students enrolled in the course will meet with the instructor during the conference to learn about the constructivist design process and to establish a plan for completing an individualized research project linked to their participation in the conference. Students are expected to complete the research project and report results during the Fall 2014 Semester. A plan for the study and research on the project will be developed through meetings held during the conference.

Requisites: None

EDAD-5003 Teacher Leadership (0.83 Credits)

No description available.

Requisites: None

EDAD-5004 Data Driven Decision Making (0.83 Credits)

No description available.

Requisites: None

EDAD-5005 Leadership in Athletics & P.E (0.83 Credits)

No description available.

Requisites: None

EDAD-5006 Curr Problem Educ: Mohawk Lang (0.83 Credits)

No description available.

Requisites: None

EDAD-5007 Neuroscience Effective Leader (0.83 Credits)

online course

Requisites: None

EDAD-5008 Discussion as Way of Leading (0.83 Credits)

No description available.

Requisites: None

EDAD-5009 Learning Through The Body (TH) (0.83 Credits)

When we silently read, meditate, or "think," we often imagine learning as purely intellectual. However, learning cannot happen just in the mind, divorced from bodily processes. Consider, for example, modern neuroscience research that proves that learning involves brain synapses. Or remember your first experience getting burned by a flame, and how it taught you that fire can hurt. The body is necessarily a vehicle of learning, but it is more than just a mechanical station? This course explores ancient and modern conceptualizations of the role of the human body in learning. In particular, we study how terms such as physical exertion, phenomenology, embodiment, experiential learning, corporeality, carnal hermeneutics, indigenous ways of knowing, and nonlinguistic representation impact how we might better understand and reconceive notions of the body's role in higher education.

Requisites: None

EDAD-5010 Great Books in Leadership (GB) (0.83 Credits)

FALL 2020: ONLINE COURSE. FALL 2020 TOPIC: TRENDS OVER TIME. The Great Books in Leadership course is an intensive graduate-level reading workshop designed to consider current topics by reading in depth a small selection of canonical texts. Together in class we will discuss three leadership styles that held popularity during particular periods in time, comparing and contrasting how historical events have an effect on leadership trends: Machiavellian Leadership (reading *The Prince*), Charismatic Leadership (reading Weber), and Servant Leadership (reading Greenleaf and Gandhi's *Story of My Experiments with Truth*). This meets an essential core requirement (GB).

Requisites: None

EDAD-5011 Sports & Legal Concepts (EL) (0.83 Credits)

Sports and Legal Concepts That Impact Coaching (EL) This course will focus on legal principles which can affect coaching athletic teams. In order to protect players from injury and their institutions from legal exposure, coaches must be aware of the inherent risks in their profession. From practice to competition, risk is an issue coaches must manage on a daily basis. It is essential, therefore, that coaches understand the legal concept of negligence, which includes duty, breach of duty, causation and harm, and the concepts of agency and transfer of liability. Students will identify the risks in their sports and assess their facilities in order to create a safe environment for their players and themselves. Additionally, students will be introduced to laws that impact sports, such as Title IX of the United State Code.

Requisites: None

EDAD-5012 Leadership & Mental Health (0.83 Credits)

Leadership and Mental Health (EL) Whether one is supervising employees, coaching athletes, teaching students, or simply being a good co-worker, it is helpful to have an understanding of mental health. Mental disorders, violence prevention, anxiety, depression, trauma, addiction, and forms of abuse will be some of the topics covered. The course will be based on both theory and practice when it comes to leadership and mental health. It will be an overview of what to expect when acting in a position of leadership or authority and when faced with ethically managing or responding to mental health issues.

Requisites: None

EDAD-5013 Educ Policy Discourse & Analy (0.83 Credits)

In this course, students will examine the discursive relationships between educational institutions (schools, colleges, etc.) and external actors, especially governments but also educational associations and mass media. Through various readings over the course of the semester, students will be introduced to both structural and post structural concepts of discourse as well as several critical approaches to conducting discourse analysis designed specifically for educational policy research. The course will focus heavily on relationships of power in various educational settings, which can lead to subjugated knowledges, productions of truth, forms of inclusion/exclusion, and the objectification and subjugation of students. Students in the course will work together to identify particular educational policies for critical analysis. Students will also learn how they can to incorporate educational policy and discourse analysis into other areas of academic research. (This course is an approved substitute for EDUC 519, meets an Area A requirement.)

Requisites: None

EDAD-5014 Morals & Ethics- People In Power TH (0.83 Credits)

Although they sound much the same, "morals" and "ethics" are two distinct features of conscientious leadership. While both relate to decisions of good or bad, right or wrong, morals historically denote what is "virtuous" to do, while ethics refer to the degree of "excellence" by which the action is carried out. This graduate-level course explores seminal theories of morals, ethics, and their relationship to power and authority over others. We investigate common pathologies of power and the rationale behind our own leadership actions, whether embedded in cultural biases, religious codes, marketization, feminism, resistance, or paternalism. It should be noted that this is not a course on professional or practicing ethics but rather a foundational study of the theories that underlie human positions of power, authority, and leadership. Graduate students are expected to use the course texts and discussions to draw their own connections to the various leadership roles that they or others inhabit. This course satisfies one Theory or Area B requirement.

Requisites: None

EDAD-5015 Leadership Capstone (*CS) (0.83 Credits)

In this graduate-level workshop course, students will choose, design, implement, and present various independent research projects relating to their graduate leadership experiences. Meetings each week will involve student brainstorming and discussing project challenges with peers as well as significant in-class working research and writing hours. This capstone course is recommended for students graduating in the spring, as the research products are intended to be examples of cumulative learning. This course satisfies the Capstone or Area A requirement.

Requisites: None

EDAD-5016 Multicultural Leadership (EL) (0.83 Credits)

A multicultural leader demonstrates excellence in skills including listening, patience, generosity, and helpfulness while remaining aware of cultural differences. A multicultural leader will show respect as well as make accommodations to individuals of different cultures and contribute comfortably with other professionals in the fields of education, business, sports and politics. Multicultural concerns cover a broad range of topics and identities including race, religion, ethnicity, culture, sexual orientation, and/or disability. This course also explores what effectiveness is needed in the areas of critical thinking, empowerment, negotiations, emotional climate and ingredients for success.

Requisites: None

EDAD-5017 Leading Lrner: Des Curr (EL) (0.83 Credits)

What is curriculum? What is its role in learning and how can it be designed to optimize effective and engaging learning, outside as well as inside traditional classroom spaces? What makes a curriculum better or less successful in supporting learners in workshops, trainings, outdoor experiences and other non-traditional settings? Can curricula ever be neutral? How do we design for social justice? In this course, we investigate these questions by examining curricula in your content or topic area and learn a process for designing effective and engaging curricula that you use to create your own units, modules, workshops, trainings or other non-traditional teaching experiences for future use.

Requisites: None

EDAD-5018 Athletic Administration (0.83 Credits)

Graduate students will examine some of the core tenets of administering collegiate athletic departments. The course will take an in-depth look at administrative leadership theories and practice as it pertains to organizational development, personnel, diversity and inclusion, public relations, alumni relations and development, facility management, operation and design, as well as legal and ethical issues. Students will analyze budget techniques and strategies for financial planning and decision-making in athletic programs. This course provides students with a working knowledge of the NCAA and offers valuable insights into NCAA structure, legislation, and governance.

Requisites: None

EDAD-5019 Gender & Sport (RS) (0.83 Credits)

This graduate class will dissect and examine traditional gender roles within sports. How do our attitudes about male and female athletes reflect societal culture? Are men, women, boys, and girls trained differently within athletics? Would your coaching style vary depending on the gender with which you are working? Are the different genders taught to look at competition, performance, and achievements in different ways? We will also look at the history of sex roles and gender within American sports. While Title IX afforded more female athletes the opportunity to participate in athletics, did it inadvertently impact female coaches? What is the history of women and sports? We will discuss the media and its role in gender, winning and losing. Lastly, we will examine modern issues in sports and gender, such as transgender student athletes in high school and in NCAA athletics. We will explore these issues through readings, class discussion, oral presentations, research, current news, and films. There will also be an opportunity to research a gender issue in sport that interests the student. This course satisfies one Research or Area A2 requirement. Not a substitute for Research Methods course (EDAD 519 equivalent).

Requisites: None

EDAD-5020 Issues Higher Educ: TBD (RS) (0.83 Credits)

No description available.

Requisites: None

EDAD-5021 Psys of Social Perception (TH) (0.83 Credits)

ONLINE COURSE. This graduate course will investigate the psychological mechanisms involved in self-perception and our perception of others. To do this, we will consider contemporary social psychological research on social cognition, interpersonal and intergroup perceptions, and group dynamics, with a particular emphasis on biases and prejudice. While this course is heavily focused on theory, we will ground our theoretical approach in existing research and current events related to social policy and activism. Finally, we will apply this research and policy to discussing empirically-based strategies for reducing prejudice, discrimination, and intergroup violence. This course meets the requirement in Theory (TH).

Requisites: None

EDAD-5022 TH:Writing for Professionals (0.83 Credits)

ONLINE COURSE. The ability to communicate important information to general audiences in clear, lively prose is perhaps more important now than it has ever been. People have less time for and interest in breaking down complicated disciplinary (scientific, sociological, psychological) material, the stakes are getting higher, and psychological studies reveal that readers have a shorter attention span, as well. What role can reading traditional texts play in conveying rigorously-researched information? We will begin by analyzing how contemporary audiences consume reading material with a focus on how digital platforms alter the reading experience. We will then analyze several recent works of narrative nonfiction and literary journalism with an eye toward what may or may not make these works successful, including Jonathan Safran-Foer's *We Are the Weather: Saving the World Begins with Breakfast* and Alex Hutchinson's *Endure: Mind, Body, and the Curiously Elastic Limits of Human Endurance*. To help us understand the moves these writers are making in their works, and how these moves are adaptable to any writer's interests, we'll not only reverse-engineer their narrative structures but examine short theoretical texts on the role of narrative within nonfiction. The course will culminate in a piece of researched, hybrid nonfiction based on each student's interest.

Requisites: None

EDAD-5023 Intro to Instructional Design (0.83 Credits)

ONLINE COURSE. Instructional design is the process of systematically designing, developing, and delivering instructional experiences and products. This process is often used in the development of online courses, employee training programs, instructional manuals, video tutorials, and more. The primary goal of this course is to introduce students to models and stages involved with instructional design. This course will largely be project-based with students identifying an instructional need and then working through each phase of the model in order to develop an instructional product.

Requisites: None

EDAD-5024 Student-Athlete Wellness & Deve (0.83 Credits)

ONLINE COURSE. This course is designed to provide the opportunity to explore, discuss and gain an understanding of the issues and current trends pertaining to student athlete wellness and development in the ever-evolving nature of intercollegiate athletics. Through class readings, discussions, written assignments, presentations, and individualized projects, students will examine current research, student development theories, best practices, as well as the complexities, and critical framework for thinking about student-athlete development. The content of the course is intended to increase awareness of the challenges confronting intercollegiate athletic leaders in supporting the student-athlete experience. Specific focus is given to topics such as equity, diversity, inclusion, identity, gender, legal issues, mental and physical well-being and how each relates to promoting a holistic environment for a positive student- athlete experience.

Requisites: None

EDAD-5025 Mindful Leadership: Building Trust (0.83 Credits)

ONLINE COURSE. Mindful Leadership: Building Trust and Developing Courage in the Classroom While many educational leadership courses focus on the pragmatic aspects of administration, we will focus on becoming an effective leader through identity awareness and character development, with a particular focus on honesty and moral courage. Using various leadership philosophies--including those of social researcher Brene Brown and educational activist Parker Palmer--we will follow the trajectory of the causal relationship between building personal integrity and courage as teachers/ leaders and developing those qualities in students. Our tools

for engagement will include humble inquiry, reading reflections, online peer conversations, and a final paper that will illustrate each student's ability to practically apply their learning and development in everyday situations.

Requisites: None

EDAD-5026 Rhetoric & Embodiment of Di (0.83 Credits)

ONLINE COURSE. Rhetoric and Embodiment of Diversity in Educational Institutions. "What are we doing when we use the language of diversity?" This question drives Sara Ahmed's work examining the role that diversity plays in educational institutions and will provide the foundational focus for this course. In this course, we will take up diversity as a keyword and ask questions about what it means to embody diversity within educational institutions, both as an educator/leader and as a student/participant/learner. We will examine how diversity rhetoric plays out within institutional spaces, as well as the material impact these practices can have on those who embody diverse identities and experiences. Students will be asked to reflect on how their own identities and embodiment have impacted their experiences in educational institutions, as well as how we as educators and leaders participate with discourses and embodiments of diversity. We will discuss how can we take steps to demystify norms and examine how leadership and pedagogy can act as tools to re-imagine current institutional practices and spark social transformation. This course will utilize theoretical approaches such as feminist, queer, anti-racist, (dis)ability theories and studies to guide our approach to diversity and educational institutions.

Requisites: None

EDAD-5027 RS: Educational Ethnography (0.83 Credits)

ONLINE COURSE. Educational Ethnography Erickson (1984), stated that "ethnography, because of its holism and because of its cross-cultural perspective, provides an inquiry process by which we can ask open-ended questions that will result in new insights about schooling in American society" (p. 65). In this course, students will learn how ethnography fits into the broader context of qualitative research. Students will read examples of ethnographic research in the context of education. Students will learn how to conduct an ethnographic research study, including what types of research questions ethnography can help answer, how to collect data using different ethnographic methods, how to analyze ethnographic data, and how to write up results from ethnographic research. This course is definitely appropriate for students planning on conducting research (both ethnographic and qualitative, more broadly) in the future; however, it is also appropriate for anybody hoping to better understand people and society. Many of the skills associated with ethnographic research are also helpful outside of academia, as thinking ethnographically can make you more observant, perceptive, curious, and a better listener. These skills are especially useful in the field of leadership!

Requisites: None

EDAD-504 Applications Educ Technology (0.83 Credits)

SUMMER TERM 2019: ONLINE BEGINNING MAY 29TH AND ENDING JUN 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.

Requisites: None

EDAD-507 Philosophy of Education (0.83 Credits)

No description available.

Requisites: None

EDAD-511 School Organization & Mgmt (0.83 Credits)

No description available.

Requisites: None

EDAD-513 Models Leadership & Mgmt (0.83 Credits)

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.

Requisites: None

Graduate Faculty

Full-time Faculty in Education

Holland, LeAnn, Ph.D., M.Phil, M.A., B.A., Assistant Professor; Coordinator, Leadership Program

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

Ladd, Peter, Ph.D., M. A., B. A., Associate Professor

Sierk, Jessica, Ph.D., M.A., B.A., Assistant Professor

Part-time Faculty in Education

Oey, Esther, Ph.D., B.A., Visiting Assistant Professor; Coordinator, Teacher Education Program

Full-time Faculty and Staff Teaching Courses in Education

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

Grembowicz, Fran

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 & Graduate Admissions Specialist