

Graduate Catalog

2021-2022



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GRADUATE CATALOG

Visitors are cordially welcome at Canisius College. The administrative offices are open Monday through Friday, 8:30 a.m. until 5:00 p.m. during the academic year (except on legal or college-wide holidays). During the summer our administrative offices are open 8:30 a.m. until 4:30 p.m. Monday through Thursday and 8:30 a.m. until 1:00 p.m. on Fridays. Members of the college staff are available for interviews at other times by appointments arranged in advance. The main switchboard number of the college is 716-888-2200.

Copy for this catalog was prepared as of August 1, 2021. Information, particularly timing of course offerings, is subject to change at the discretion of the college. Please consult the course-listings schedule published by the Student Records and Financial Services Center for a complete and up-to-date list of our course offerings for each semester and/or session. The college retains the right to correct errors within the copy of this catalog.

Students must complete the curriculum described in the catalog from the academic year that they matriculate at Canisius. If the curriculum changes, please consult with the department chair or program director to determine if students may choose to follow the newer curriculum. Catalogs from previous years are available on the catalog page of the Canisius website (<https://www.canisius.edu/academics/office-academic-affairs/academic-calendar-and-catalogs/>).

Additional information about the college and our programs and opportunities are available on the Canisius website (<https://www.canisius.edu/>).

Publication of The Office of Academic Affairs

Jeffrey R. Lindauer, PhD, Assistant Vice President for Academic Affairs
Amy K. Beiter, Curriculum and Student Support Project Associate

Academic Calendar

Academic Year 2021-2022

Summer 2021

May 2021

17	Monday	Physician Assistant Studies Summer Classes Begin
		100% Withdrawal Refund during Drop/Add - Physician Assistant Studies
24	Monday	Begin 90% withdrawal refund for Physician Assistant Studies
31	Monday	Begin 50% withdrawal refund for Physician Assistant Studies

June 2021

1	Tuesday	Summer Classes Begin (First 5-week Session, First 6-week Session, 10 & 12-week Sessions)
		Begin Drop/Add for First 5-week Session, First 6-week Session, 10 & 12-week Sessions and Full-Term
		100% Withdrawal Refund during Drop/Add

2	Wednesday	Last day to Drop/Add for first 5-week session
3	Thursday	Begin 90% withdrawal refund for first 5-week session
4	Friday	Last day to Drop/Add for first 6-week session
7	Monday	Begin 80% withdrawal refund for first 6-week session
		Begin 25% withdrawal refund for Physician Assistant Studies
		Last day to Drop/Add for 10 & 12-week and Full-term Sessions
8	Tuesday	Begin 90% withdrawal refund for 10 & 12-week and Full-term sessions
9	Wednesday	First Student Health Warnings for Summer Session one for students not in compliance
10	Thursday	Begin 50% withdrawal refund for first 5-week session
14	Monday	Begin 60% withdrawal refund for first 6-week session
		Begin 50% withdrawal refund for 10 & 12-week and Full-term sessions
		Begin no withdrawal refund for Physician Assistant Studies
15	Tuesday	Begin 25% withdrawal refund for First 5-week session
16	Wednesday	Second Student Health warnings for Summer Session one students not in compliance
19	Saturday	Begin no withdrawal refund for First 5-week session
21	Monday	Begin 25% withdrawal refund for 10 & 12-week and Full-term Summer Sessions
		Begin 40% withdrawal refund for First 6-week session
23	Wednesday	Third Student Health Warnings for Summer Session One students not in compliance
26	Saturday	Begin 20% Withdrawal Refund for First 6-week session
28	Monday	Begin no withdrawal refund for 10 & 12-week and Full-term Summer Sessions
30	Wednesday	Student Health Registration Withdrawal for Summer Session One students not in compliance

July 2021

1	Thursday	Last day to withdrawal from First 5-week classes
2	Friday	First 5-week Session Classes End Online Grading Available in MyCanisius Begin 0% Withdrawal Refund for First 6-week Session
4	Sunday	Independence Day
5	Monday	Independence Day Holiday Extension-No Classes (Administrative Offices Closed)
7	Wednesday	First 5-week classes grades due
8	Thursday	Last day to withdrawal from First 6-week classes
9	Friday	First 6-week Session Classes End
12	Monday	Classes Begin (Second 5-week Session, Second 6-week Session) Begin Drop/add for second 5-week Session and second 6-week session 100% withdrawal refund during Drop/Add
13	Tuesday	Last day to Drop/Add classes for second 5-week session
14	Wednesday	First 6-week classes grades due Begin 90% withdrawal refund for second 5-week session
15	Thursday	Last day to Drop/Add for second 6-week session
16	Friday	Begin 80% withdrawal refund for second 6-week session
21	Wednesday	First Student Health warnings for summer session two for students not in compliance Begin 50% withdrawal refund for second 5-week session.
23	Friday	Begin 60% withdrawal refund for second 6-week session
27	Tuesday	Begin 25% withdrawal refund for second 5-week session
28	Wednesday	Second Student Health Warnings for summer session two students not in compliance Begin No Withdrawal Refund for 10 & 12-Week and Full-Term Sessions
29	Thursday	Begin 40% withdrawal refund for second 6-week session
31	Saturday	Begin no withdrawal refund for second 5-week session

August 2021

4	Wednesday	Begin 20% withdrawal refund for second 6-week session Third Student Health Warnings for summer session two for students not in compliance
10	Tuesday	Begin no withdrawal refund for second 6-week session
11	Wednesday	Student Health registrations Withdrawal for summer session two for students not in compliance
12	Thursday	Last Day to withdrawal from second 5-week classes
13	Friday	Second 5-week and 10-week Session Classes End Online Grading Available in MyCanisius
18	Wednesday	Second 5-week classes grades due
19	Thursday	Last day to withdrawal from second 6-week and 10 & 12-week classes
20	Friday	Second 6-week and 12-week Session Classes End Online Grading Available in MyCanisius
25	Wednesday	Second 6-week and 12-week classes grades due Online grading turned off

Fall 2021**August 2021**

23	Monday	New Faculty Orientation
25	Wednesday	Adjunct Faculty Orientation (tentative date)
30	Monday	Fall Classes Begin Degree Conferral for Summer Completers Counselor Education Session One Begins First Day to Apply for a course through Pass/Fail Program Drop/Add begins 100% Refund for Withdrawal from Courses

September 2021

3	Friday	Last day to Drop/Add a Course (freshmen only)
4	Saturday	Last day to Drop/Add a Course (upperclassmen)

6	Monday	Labor Day - No Classes (Administrative Offices Closed) For Anthrozoology Graduate students only: Drop/add ends at midnight	6	Wednesday	Grades Due for Counselor Education Session One Student Progress Report Submission by Faculty Ends
7	Tuesday	Withdrawal from courses begins (all divisions) Begin 90% withdrawal refund (full-term classes) Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one Deadline for submitting Spring 2022 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses	7	Thursday	Email to Designated Students Regarding Student Progress Reports Student Progress Report Meetings With Advisors Begin
8	Wednesday	First Student Health Warnings for students not in compliance Begin 30% withdrawal refund for Counselor Education session one	11	Monday	Fall Holiday - No Classes (Administrative Offices Closed)
10	Friday	Spring 2022 Scheduling begins in CourseLeaf/CLSS	12	Tuesday	Fall Holiday - No Classes (Administrative Offices Open) 25% withdrawal refund (full-term classes)
14	Tuesday	Begin 50% withdrawal refund (full-term classes) Begin 20% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one	13	Wednesday	Begin 30% withdrawal refund for Counselor Education session two
15	Wednesday	Mass of the Holy Spirit (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.) (TENTATIVE DATE)	15	Friday	Spring 2022 Schedule and Advisement Guide Online
21	Tuesday	50% withdrawal refund (full-term classes) Begin no withdrawal refund for Educational Technologies, Graduate and Professional Studies session one	20	Wednesday	Begin no withdrawal refund for Counselor Education Session two
22	Wednesday	Third Student Health warnings for students not in compliance	22	Friday	Student Progress Report Meetings with Advisors Ends
24	Friday	Last day to apply for a course through Pass/Fail Program	23	Saturday	Educational Technologies, Graduate and Professional Studies session one ends
27	Monday	All spring 2022 schedules are due in CourseLeaf/CLSS	25	Monday	Educational Technologies, Graduate and Professional Studies session two begins Graduate Registration for Spring 2022 begins at 8:30am Anthrozoology Graduate Registration for Students with 18.0 or more earned credits
28	Tuesday	Begin 25% withdrawal refund (full-term classes)	26	Tuesday	Begin no withdrawal refund (full-term classes) Undergraduate registration begins for students with 84.0 or more earned credit hours at 7:30am
29	Wednesday	Student Progress Report Submission By Faculty Begins Student Health Registration Withdrawal for Students not in Compliance	27	Wednesday	Grades due for Educational Technologies, Graduate and Professional Studies session one
October 2021			30	Saturday	Drop/Add ends for Educational Technologies, Graduate and Professional Studies session two
1	Friday	Counselor Education Session One Ends	November 2021		
4	Monday	Counselor Education Session Two Begins Spring 2022 advisement guide due	1	Monday	Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session two Anthrozoology graduate registration for students with less than 18.0 earned credits Faculty Deficiency Reporting Submissions Begins
			2	Tuesday	Undergraduate Registration begins for students with 54.0-83.0 earned credit hours at 7:30am

3	Wednesday	First Student Health warnings for students not in compliance in Educational Technologies, Graduate and Professional Studies session two
5	Friday	Counselor Education Session Two Ends
8	Monday	Begin 20% Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two Counselor Education Session Three Begins
9	Tuesday	Undergraduate Registration for students with 24.0-53.9 Earned Credits at 7:30am
10	Wednesday	Grades Due for Counselor Education Session Two Second Student Health Warning for Students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two Faculty Deficiency Reporting Submissions Ends
11	Thursday	Veteran's Day (Classes in Session) Deficiency Email Sent to Designated Students
15	Monday	Begin No Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two
16	Tuesday	Undergraduate Registration for students with 0-23.9 earned credits at 7:30am
17	Wednesday	Begin 30% withdrawal refund for Counselor Education session three Third Student Health Warning for students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two
24	Wednesday	Thanksgiving Holiday - No Classes (Administrative Offices Open) Begin No Withdrawal refund for Counselor Education session three Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate and Professional Studies session two
25	Thursday	Thanksgiving Holiday- No Classes (Administrative Offices Closed)
26	Friday	Thanksgiving Holiday- No Classes (Administrative Offices Closed)
27	Saturday	Thanksgiving Holiday - No Classes (Administrative Offices Closed)
29	Monday	Classes Resume First Day to Withdraw from a course through Pass/Fail Program

December 2021

1	Wednesday	Substantive program changes due to CIM Programs
3	Friday	Deadline for submitting Summer/Fall 2022 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
9	Thursday	Undergraduate Classes End Last Day to Withdraw from Classes
10	Friday	Undergraduate Reading Day (No Classes) Last Day to withdraw from a course through Pass/Fail Program
11	Saturday	Graduate Classes End Final Grade Entry Available in MyCanisius
13	Monday	Final Exams Begin Last Day to withdraw from classes (Physician Assistant Studies)
15	Wednesday	Summer/Fall 2022 Scheduling begins in CourseLeaf/CLSS
17	Friday	Undergraduate Final Exams End Counselor Education Session Three Ends
18	Saturday	Graduate Exams End Educational Technologies, Graduate and Professional Studies Session Two Ends
22	Wednesday	Grades Due (For all Divisions) by 9 am
23	Thursday	Grades available in the Student Profile.
24	Friday	Holiday Shutdown Begins (All Administrative Offices Closed until January 4)
27	Monday	Interession Term Classes Begin - Online Only Begin Drop/Add for Interession Term 100% Withdrawal Refund during Drop/Add
28	Tuesday	Last day to Drop/Add for Interession Term
29	Wednesday	Begin 90% withdrawal refund for Interession Term

Spring 2022

January 2022

4	Tuesday	Administrative Offices Reopen Begin 50% withdrawal refund for Interession Term
7	Friday	Begin 25% withdrawal refund for Interession Term
10-14	Monday - Friday	Faculty Development Week (tentative)
12	Wednesday	Begin 0% withdrawal refund for Interession Term
14	Friday	Last day to withdrawal from Interession classes

17	Monday	Martin Luther King Jr. Day - Intersession Classes in session (Administrative Offices Closed) Intersession Term Classes End Online grading available in MyCanisius
18	Tuesday	Spring Classes Begin (All Divisions) Counselor Education Session One Begins First Day To Apply For a Course Through Pass/Fail Program Drop/Add Begins 100% Refund for Withdrawal from Courses

19	Wednesday	Intersession Grades Due
22	Saturday	Last Day To Drop/Add a Course (All Divisions)
24	Monday	For Anthrozoology Graduate Students Only: Drop/Add Ends At Midnight
25	Tuesday	Withdrawal from courses begins (all divisions) Begin 90% withdrawal refund (full-term classes) Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One

26	Wednesday	First Student Health Warning For Students Not In Compliance Begin 30% withdrawal refund for Counselor Education Session One
28	Friday	All Summer & Fall 2022 schedules are due in CourseLeaf/CLSS

February 2022

1	Tuesday	Degree Conferral For Fall Completers Begin 50% withdrawal refund (full-term classes) Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
2	Wednesday	Second Student Health Warning For Students Not In Compliance Begin No withdrawal Refund for Counselor Education Session One Fall 2022 Undergraduate Advisement Guide Due
8	Tuesday	50% withdrawal refund (full-term classes) Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
9	Wednesday	Third Student Health Warning For Students Not In Compliance

11	Friday	Last Day To Apply For a Course Through Pass/Fail Program Summer & Fall 2022 Schedule and Advisement Guide Online
14	Monday	Summer Registration Begins (All Students)
15	Tuesday	Non-substantive program changes due to CIM Programs
16	Wednesday	Student Health Registration Withdrawal For Students Not In Compliance
18	Friday	Counselor Education Session One Ends
21	Monday	Presidents' Day Holiday - No Classes (Administrative Offices Closed)
22	Tuesday	Presidents' Day Holiday - No Classes (Administrative Offices Open) Begin 25% withdrawal refund (full-term classes) Graduate Registration for Fall 2022 begins at 8:30am
23	Wednesday	Grades Due for Counselor Education Session One Student Progress Report Submission By Faculty Begins Counselor Education Session Two Begins

March 2022

1	Tuesday	25% withdrawal refund (full-term classes) Undergraduate registration begins for students with 72.0 or more earned credit hours at 7:30am Textbook adoption deadline for summer courses
2	Wednesday	Begin 30% withdrawal refund for Counselor Education session Two Student Progress Report Submission By Faculty Ends
3	Thursday	Email to Designated Students Regarding Student Progress Reports Student Progress Report Meetings with Advisors Begins
8	Tuesday	Undergraduate Registration begins for students with 42.0-71.9 earned credit hours at 7:30am
9	Wednesday	Begin No withdrawal refund for Counselor Education Session Two
12	Saturday	Educational Technologies & Professional Studies Session One Ends

14 Monday Anthrozoology Graduate Registration For Students With more than 18.0 Earned Credit Hours
Educational Technologies, Graduate and Professional Studies Session Two Begins

15 Tuesday Begin No Withdrawal Refund (full-term classes)
Undergraduate Registration for students with 0-41.9 Earned Credits at 7:30am

16 Wednesday Grades Due For Educational Technologies, Graduate and Professional Studies Session One

18 Friday Student Progress Report Meetings With Advisors Ends

19 Saturday Drop/Add Ends for Educational Technologies, Graduate and Professional Studies Session Two

21 Monday Spring Recess Begins - No Classes Except Educational Technologies (Administrative Offices Open)
Anthrozoology Graduate Registration For Students With 1.0-18.0 Earned Credit Hours
Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two

23 Wednesday First Student Health Warning for Students not in Compliance in Educational Technologies, Graduate and Professional Studies Session Two

28 Monday Classes Resume
Anthrozoology Graduate Registration For New Students (0 Credits)
Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two
Faculty Deficiency Reporting Submission Begins

30 Wednesday Second Student Health Warning For Students Not In Compliance in Educational Technologies, Graduate and Professional Studies Session Two

April 2022

1 Friday Counselor Education Session Two Ends

4 Monday Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two
Begin 30% withdrawal refund for Counselor Education Session Three
Counselor Education Session Three Begins

6 Wednesday Third Student Health Warning For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two
Grades Due for Counselor Education Session Two

Faculty Deficiency Reporting Submission Ends

7 Thursday Deficiency Email Sent To Designated Students

13 Wednesday Easter Holiday - No Classes (Administrative Offices Open)

Begin No Withdrawal Refund for Counselor Education Session Three

Student Health Registration Withdrawal For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two

14 Thursday Easter Holiday - No Classes (Administrative Offices Open)

15 Friday Easter Holiday - No Classes (Administrative Offices Closed)

20 Wednesday Textbook adoption deadline for fall courses
Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day) TENTATIVE DATE.

May 2022

2 Monday First Day to Withdraw From a Course Through Pass/Fail Program

5 Thursday Undergraduate Classes End
Last Day to Withdraw from Classes

6 Friday Undergraduate Reading Day (No Classes)
Last Day to Withdraw From a Course Through Pass/Fail Program

Counselor Education Session Three Ends

7 Saturday Graduate Classes End

9 Monday Final Exams Begin

Final Grade Entry Available in MyCanvas

13 Friday Undergraduate Final Exams End

14 Saturday Graduate Final Exams End
Educational Technologies, Graduate and Professional Studies Session Two Ends

18 Wednesday Grades Due (All Divisions) by 9:00am
Graduate Commencement Exercises

19	Thursday	Grades available in the Student Profile.
20	Friday	Spring Honors Convocation Baccalaureate Mass
21	Saturday	Undergraduate Commencement Exercises

Academic Year 2022-2023

Summer 2022

May 2022

16	Monday	Physician Assistant Studies Summer Classes Begin
23	Monday	Summer Classes Begin (First 5-week Session, First 6-week Session, 10 and 12-week Session) Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term 100% Withdrawal Refund during Drop/Add Begin 90% withdrawal refund for Physician Assistant Studies only
24	Tuesday	Last day to Drop/Add for first 5-week session
25	Wednesday	Begin 90% withdrawal refund for first 5-week session
26	Thursday	Last day to Drop/Add for first 6-week session
27	Friday	Begin 80% withdrawal refund for first 6-week session Last day to Drop/Add for 10 and 12-week and Full-term Session
28	Saturday	Begin 90% withdrawal refund for 12-week and Full-term session
30	Monday	Memorial Day - No Classes (Administrative Offices Closed) Begin 50% withdrawal refund for Physician Assistant Studies

June 2022

1	Wednesday	First Student Health Warnings for Summer Session one for students not in compliance Begin 50% withdrawal refund for first 5-week session
3	Friday	Graduate Business Make-up Session for Memorial Day (this includes undergraduate business classes in the 6-week session) Begin 60% withdrawal refund for first 6-week session
6	Monday	Begin 25% withdrawal refund for Physician Assistant Studies
7	Tuesday	Begin 50% withdrawal refund for 12-week and Full-term session
8	Wednesday	Second Student Health warnings for Summer Session one students not in compliance Begin 25% withdrawal refund for First 5-week session

9	Thursday	Begin 40% withdrawal refund for First 6-week session
13	Monday	Begin no withdrawal refund for Physician Assistant Studies
14	Tuesday	Begin 0% withdrawal refund for First 5-week session Begin 25% withdrawal refund for 12-week and Full-term Summer Session
15	Wednesday	Third Student Health Warnings for Summer Session One students not in compliance Begin 20% Withdrawal Refund for First 6-week session
19	Sunday	Juneteenth Day
20	Monday	Juneteenth Day Holiday Extension- No Classes(Administrative Offices Closed)
21	Tuesday	Begin 0% Withdrawal Refund for First 6-week Session, 10 and 12-Week Session and Full-Term Session
22	Wednesday	Student Health Registration Withdrawal for Summer Session One students not in compliance
24	Friday	Last day to withdrawal from First 5-week classes
25	Saturday	First 5-week Session Classes End Online Grading Available in MyCanisius
29	Wednesday	First 5-week classes grades due

July 2022

1	Friday	Last day to withdrawal from First 6-week classes
2	Saturday	First 6-week Session Classes End
4	Monday	Independence Day - No Classes (Administrative Offices Closed)
5	Tuesday	Classes Begin (Second 5-week Session, Second 6-week Session) Begin Drop/add for second 5-week Session and second 6-week session 100% withdrawal refund during Drop/Add
6	Wednesday	First 6-week classes grades due
		Last day to Drop/Add classes for second 5-week session
8	Friday	Begin 90% withdrawal refund for second 5-week session Last day to Drop/Add for second 6-week session
12	Tuesday	Begin 80% withdrawal refund for second 6-week session
13	Wednesday	First Student Health warnings for summer session two for students not in compliance
14	Thursday	Begin 50% withdrawal refund for second 5-week session

18	Monday	Begin 60% withdrawal refund for second 6-week session
20	Wednesday	Second Student Health Warnings for summer session two students not in compliance Begin 25% withdrawal refund for second 5-week session
25	Monday	Begin 40% withdrawal refund for second 6-week session
26	Tuesday	Begin 0% withdrawal refund for second 5-week session
27	Wednesday	Third Student Health Warnings for summer session two for students not in compliance
29	Friday	Last day to withdrawal from 10-week classes

August 2022

1	Monday	Begin 20% withdrawal refund for second 6-week session
3	Wednesday	Student Health registrations Withdrawal for summer session two for students not in compliance
5	Friday	Begin 0% withdrawal refund for second 6-week session Last Day to withdrawal from second 5-week classes Online Grading Available in MyCanisius
6	Saturday	Second 5-week Session Classes End
10	Wednesday	Second 5-week classes grades due
11	Thursday	Last day to withdrawal from second 6-week, 12-week, and Physician Assistant Studies classes
12	Friday	Physician Assistant Studies Summer Classes End Second 6-week and 12-week Session Classes End Online Grading Available in MyCanisius
17	Wednesday	Second 6 and 10 and 12-week classes, and Physician Assistant Studies classes grades due Online grading turned off

Fall 2022

August 2022

15-19	Monday - Friday	Faculty Development Week (tentative)
22	Monday	New Faculty Orientation
24	Wednesday	Adjunct Faculty Orientation (tentative date)

29	Monday	Fall Classes Begin Counselor Education Session One Begins First Day to Apply for a course through Pass/Fail Program Drop/Add begins 100% Refund for Withdrawal from Courses
31	Wednesday	Degree Conferral for Summer Completers

September 2022

2	Friday	Last day to Drop/Add a Course (freshmen only)
3	Saturday	Last day to Drop/Add a Course (upperclassmen)
5	Monday	Labor Day - No Classes (Administrative Offices Closed) For Anthrozoology Graduate students only: Drop/add ends at midnight
6	Tuesday	Withdrawal from courses begins (all divisions) Begin 90% withdrawal refund (full-term classes) Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one Deadline for submitting Spring 2023 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
7	Wednesday	First Student Health Warnings for students not in compliance Begin 30% withdrawal refund for Counselor Education session one
9	Friday	Spring 2023 Scheduling begins in CourseLeaf/CLSS
13	Tuesday	Begin 50% withdrawal refund (full-term classes) Begin 20% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one
14	Wednesday	Mass of the Holy Spirit (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.) (TENTATIVE DATE)
20	Tuesday	50% withdrawal refund (full-term classes) Begin no withdrawal refund for Educational Technologies, Graduate and Professional Studies session one
21	Wednesday	Third Student Health warnings for students not in compliance

23	Friday	Last day to apply for a course through Pass/Fail Program
26	Monday	All spring 2023 schedules are due in CourseLeaf/CLSS
27	Tuesday	Begin 25% withdrawal refund (full-term classes)
28	Wednesday	Student Health Registration Withdrawal for Students not in Compliance
30	Friday	Counselor Education Session One Ends

October 2022

1	Saturday	Textbook adoption deadline for intercession courses
3	Monday	Counselor Education Session Two Begins Spring 2023 advisement guide due
5	Wednesday	Grades Due for Counselor Education Session One Student Progress Report Submission By Faculty Begins
10	Monday	Fall Holiday - No Classes (Administrative Offices Closed)
11	Tuesday	Fall Holiday - No Classes (Administrative Offices Open) 25% withdrawal refund (full-term classes)
12	Wednesday	Begin 30% withdrawal refund for Counselor Education session two Student Progress Report Submission by Faculty Ends
13	Thursday	Email to Designated Students Regarding Student Progress Reports Student Progress Report Meetings With Advisors Begin
14	Friday	Spring 2023 Schedule and Advisement Guide Online
15	Saturday	Textbook adoption deadline for spring courses
19	Wednesday	Begin no withdrawal refund for Counselor Education Session two
22	Saturday	Educational Technologies, Graduate and Professional Studies session one ends
24	Monday	Educational Technologies, Graduate and Professional Studies session two begins Graduate Registration for Spring 2023 begins at 8:30am Anthrozoology Graduate Registration for Students with 18.0 or more earned credits
25	Tuesday	Begin no withdrawal refund (full-term classes) Undergraduate registration for Spring 2023 begins for students with 84.0 or more earned credit hours at 7:30am

26	Wednesday	Grades due for Educational Technologies, Graduate and Professional Studies session one Student Progress Report Meetings with Advisors Ends
29	Saturday	Drop/Add ends for Educational Technologies, Graduate and Professional Studies session two
31	Monday	Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session two Anthrozoology graduate registration for students with less than 18.0 earned credits

November 2022

1	Tuesday	Undergraduate Registration for Spring 2023 begins for students with 54.0-83.0 earned credit hours at 7:30am
2	Wednesday	First Student Health warnings for students not in compliance in Educational Technologies, Graduate and Professional Studies session two
4	Friday	Counselor Education Session Two Ends
7	Monday	Begin 20% Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two Counselor Education Session Three Begins Faculty Deficiency Reporting Submissions Begins
8	Tuesday	Undergraduate Registration for Spring 2023 for students with 24.0-53.9 Earned Credits at 7:30am
9	Wednesday	Grades Due for Counselor Education Session Two Second Student Health Warning for Students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two
11	Friday	Veterans Day (classes in session)
14	Monday	Begin No Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two
15	Tuesday	Undergraduate Registration for Spring 2023 for students with 0-23.9 earned credits at 7:30am

16	Wednesday	Begin 30% withdrawal refund for Counselor Education session three Third Student Health Warning for students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two Faculty Deficiency Reporting Submissions Ends
17	Thursday	Deficiency Email Sent to Designated Students
23	Wednesday	Thanksgiving Holiday - No Classes (Administrative Offices Open) Begin No Withdrawal refund for Counselor Education session three Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate and Professional Studies session two
24	Thursday	Thanksgiving Holiday- No Classes (Administrative Offices Closed)
25	Friday	Thanksgiving Holiday- No Classes (Administrative Offices Closed)
26	Saturday	Thanksgiving Holiday - No Classes (Administrative Offices Closed)
28	Monday	Classes Resume First Day to Withdraw from a course through Pass/Fail Program

December 2022

1	Thursday	Substantive program changes due to CIM Programs
2	Friday	Deadline for submitting Summer/Fall 2023 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
8	Thursday	Undergraduate Classes End Last Day to Withdraw from Classes
9	Friday	Undergraduate Reading Day (No Classes) Last Day to withdraw from a course through Pass/Fail Program
10	Saturday	Graduate Classes End Final Grade Entry Available in MyCanisius
12	Monday	Final Exams Begin
14	Wednesday	Summer/Fall 2023 Scheduling begins in CourseLeaf/CLSS
16	Friday	Undergraduate Final Exams End Counselor Education Session Three Ends
17	Saturday	Graduate Exams End Educational Technologies, Graduate and Professional Studies Session Two Ends
21	Wednesday	Grades Due (For all Divisions) by 9 am

22	Thursday	Grades available in the Student Profile.
23	Friday	Holiday Shutdown Begins (All Administrative Offices Closed until January 2)
26	Monday	Interession Term Classes Begin - Online Only Begin Drop/Add for Interession Term 100% Withdrawal Refund during Drop/Add
27	Tuesday	Last day to Drop/Add for Interession Term
28	Wednesday	Begin 90% withdrawal refund for Interession Term

**Spring 2023
January 2023**

2	Monday	Administrative Offices Reopen Begin 50% withdrawal refund for Interession Term
5	Thursday	Begin 25% withdrawal refund for Interession Term
10	Tuesday	Last Day To Apply For a Course Through Pass/Fail Program Begin 0% withdrawal refund for Interession Term
13	Friday	Last day to withdrawal from Interession classes
16	Monday	Martin Luther King Jr. Day - Interession Classes in session (Administrative Offices Closed) Interession Term Classes End Online grading available in MyCanisius
17	Tuesday	Spring Classes Begin (All Divisions) Counselor Education Session One Begins First Day To Apply For a Course Through Pass/Fail Program Drop/Add Begins 100% Refund for Withdrawal from Courses
18	Wednesday	Interession Grades Due
21	Saturday	Last Day To Drop/Add a Course (All Divisions)
23	Monday	For Anthrozoology Graduate Students Only: Drop/Add Ends At Midnight
24	Tuesday	Withdrawal from courses begins (all divisions) Begin 90% withdrawal refund (full-term classes) Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One

25	Wednesday	First Student Health Warning For Students Not In Compliance Begin 30% withdrawal refund for Counselor Education Session One
27	Friday	All Summer & Fall 2023 schedules are due in CourseLeaf/CLSS
31	Tuesday	Begin 50% withdrawal refund (full-term classes) Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One

February 2023

1	Wednesday	Degree Conferral for Fall Completers Second Student Health Warning For Students Not In Compliance Begin No withdrawal Refund for Counselor Education Session One Fall 2023 Undergraduate Advisement Guide Due
7	Tuesday	50% withdrawal refund (full-term classes) Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
8	Wednesday	Third Student Health Warning For Students Not In Compliance
10	Friday	Summer & Fall 2023 Schedule and Advisement Guide Online
13	Monday	Summer Registration Begins (All Students)
15	Wednesday	Student Health Registration Withdrawal For Students Not In Compliance
15	Wednesday	Non-substantive program changes due to CIM Programs
17	Friday	Counselor Education Session One Ends
20	Monday	Presidents' Day Holiday - No Classes (Administrative Offices Closed)
21	Tuesday	Presidents' Day Holiday - No Classes (Administrative Offices Open) Begin 25% withdrawal refund (full-term classes) Graduate Registration for Fall 2023 begins at 8:30am
22	Wednesday	Grades Due for Counselor Education Session One Student Progress Report Submission By Faculty Begins Counselor Education Session Two Begins

28	Tuesday	25% withdrawal refund (full-term classes) Undergraduate registration for Fall 2023 begins for students with 72.0 or more earned credit hours at 7:30am
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March 2023

1	Wednesday	Begin 30% withdrawal refund for Counselor Education session Two Student Progress Report Submission By Faculty Ends Textbook adoption deadline for summer courses
2	Thursday	Email to Designated Students Regarding Student Progress Reports
3	Friday	Student Progress Report Meetings with Advisors Begins
7	Tuesday	Undergraduate Registration for Fall 2023 begins for students with 42.0-71.9 earned credit hours at 7:30am
8	Wednesday	Begin No withdrawal refund for Counselor Education Session Two
11	Saturday	Educational Technologies & Professional Studies Session One Ends
13	Monday	Anthrozoology Fall 2023 Graduate Registration For Students With more than 18.0 Earned Credit Hours Educational Technologies, Graduate and Professional Studies Session Two Begins
14	Tuesday	Begin No Withdrawal Refund (full-term classes) Undergraduate Registration for Fall 2023 for students with 0-41.9 Earned Credits at 7:30am
15	Wednesday	Grades Due For Educational Technologies, Graduate and Professional Studies Session One Student Progress Report Meetings With Advisors Ends Faculty Deficiency Reporting Submission Begins
18	Saturday	Drop/Add Ends for Educational Technologies, Graduate and Professional Studies Session Two
20	Monday	Anthrozoology Fall 2023 Graduate Registration For Students With 1.0-18.0 Earned Credit Hours Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two
22	Wednesday	First Student Health Warning for Students not in Compliance in Educational Technologies, Graduate and Professional Studies Session Two

27	Monday	Anthrozoology Fall 2023 Graduate Registration For New Students (0 Credits) Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two Faculty Deficiency Reporting Submission Begins
29	Wednesday	Second Student Health Warning For Students Not In Compliance in Educational Technologies, Graduate and Professional Studies Session Two
31	Friday	Counselor Education Session Two Ends

April 2023

3	Monday	Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two Begin 30% withdrawal refund for Counselor Education Session Three Counselor Education Session Three Begins
4	Tuesday	Faculty Deficiency Reporting Submissions Ends
5	Wednesday	Easter Holiday - No Classes (Administrative Offices Open) Third Student Health Warning For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two Grades Due for Counselor Education Session Two Deficiency Email Sent To Designated Students
6	Thursday	Easter Holiday - No Classes (Administrative Offices Open)
7	Friday	Easter Holiday - No Classes (Administrative Offices Closed)
10	Monday	Spring Recess Begins - No Classes Except Educational Technologies (Administrative Offices Open)
12	Wednesday	Begin No Withdrawal Refund for Counselor Education Session Three Student Health Registration Withdrawal For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two
15	Saturday	Textbook adoption deadline for fall courses
17	Monday	Classes Resume
19	Wednesday	Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day) TENTATIVE DATE.

May 2023

1	Monday	First Day to Withdraw From a Course Through Pass/Fail Program
4	Thursday	Undergraduate Classes End Last Day to Withdraw from Classes
5	Friday	Undergraduate Reading Day (No Classes) Counselor Education Session Three Ends Last Day to Withdraw From a Course Through Pass/Fail Program
6	Saturday	Graduate Classes End
8	Monday	Final Exams Begin Final Grade Entry Available in MyCanisius
12	Friday	Undergraduate Final Exams End
13	Saturday	Graduate Final Exams End Educational Technologies, Graduate and Professional Studies Session Two Ends
17	Wednesday	Grades Due (All Divisions) by 9:00am Graduate Commencement Exercises
18	Thursday	Grades available in the Student Profile.
19	Friday	Spring Honors Convocation Baccalaureate Mass
20	Saturday	Undergraduate Commencement Exercises

Academic Year 2023-2024

Summer 2023

May 2023

15	Monday	Physician Assistant Studies Summer Classes Begin
22	Monday	Summer Classes Begin (First 5-week Session, First 6-week Session, 10 & 12-week Sessions, and full term) Begin Drop/Add for First 5-week Session, First 6-week Session, 10 & 12-week Sessions and Full-Term 100% Withdrawal Refund during Drop/Add Begin 90% withdrawal refund for Physician Assistant Studies only
23	Tuesday	Last day to Drop/Add for first 5-week session
24	Wednesday	Begin 90% withdrawal refund for first 5-week session
25	Thursday	Last day to Drop/Add for first 6-week session
26	Friday	Begin 80% withdrawal refund for first 6-week session Last day to Drop/Add for 10 & 12-week and Full-term Session
27	Saturday	Begin 90% withdrawal refund for 10 and 12-week and Full-term session

29	Monday	Memorial Day - No Classes (Administrative Offices Closed) Begin 50% withdrawal refund for Physician Assistant Studies
31	Wednesday	First Student Health Warnings for Summer Session one for students not in compliance Begin 50% withdrawal refund for first 5-week session

June 2023

2	Friday	Graduate Business Make-up Session for Memorial Day (this includes undergraduate business classes in the 6-week session) Begin 60% withdrawal refund for first 6-week session
5	Monday	Begin 25% withdrawal refund for Physician Assistant Studies
6	Tuesday	Begin 50% withdrawal refund for 10 and 12-week and Full-term session
7	Wednesday	Second Student Health warnings for Summer Session one students not in compliance Begin 25% withdrawal refund for First 5-week session
8	Thursday	Begin 40% withdrawal refund for First 6-week session
12	Monday	Begin no withdrawal refund for Physician Assistant Studies
13	Tuesday	Begin 0% withdrawal refund for First 5-week session Begin 25% withdrawal refund for 10 and 12-week and Full-term Summer Session
14	Wednesday	Third Student Health Warnings for Summer Session One students not in compliance Begin 20% Withdrawal Refund for First 6-week session
19	Monday	Juneteenth Day - No Classes (Administrative Offices Closed)
20	Tuesday	Begin 0% Withdrawal Refund for First 6-week Session, 10 and 12-Week Session and Full-Term Session
21	Wednesday	Student Health Registration Withdrawal for Summer Session One students not in compliance
23	Friday	Last day to withdrawal from First 5-week classes
24	Saturday	First 5-week Session Classes End Online Grading Available in MyCanisius
28	Wednesday	First 5-week classes grades due

30	Friday	Last day to withdrawal from First 6-week classes
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July 2023

1	Saturday	First 6-week Session Classes End
3	Monday	Classes Begin (Second 5-week Session, Second 6-week Session) Begin Drop/add for second 5-week Session and second 6-week session 100% withdrawal refund during Drop/Add
4	Tuesday	Independence Day - No Classes (Administrative Offices Closed)
5	Wednesday	First 6-week classes grades due Last day to Drop/Add classes for second 5-week session
7	Friday	Begin 90% withdrawal refund for second 5-week session Last day to Drop/Add for second 6-week session
11	Tuesday	Begin 80% withdrawal refund for second 6-week session
12	Wednesday	First Student Health warnings for summer session two for students not in compliance
13	Thursday	Begin 50% withdrawal refund for second 5-week session
17	Monday	Begin 60% withdrawal refund for second 6-week session
19	Wednesday	Second Student Health Warnings for summer session two students not in compliance Begin 25% withdrawal refund for second 5-week session
24	Monday	Begin 40% withdrawal refund for second 6-week session
25	Tuesday	Begin 0% withdrawal refund for second 5-week session
26	Wednesday	Third Student Health Warnings for summer session two for students not in compliance
31	Monday	Begin 20% withdrawal refund for second 6-week session

August 2023

2	Wednesday	Student Health registrations Withdrawal for summer session two for students not in compliance
4	Friday	Begin 0% withdrawal refund for second 6-week session Last Day to withdrawal from second 5-week classes Online Grading Available in MyCanisius
5	Saturday	Second 5-week Session Classes End
9	Wednesday	Second 5-week classes grades due

10	Thursday	Last day to withdrawal from second 6-week, 10 and 12-week, full term and Physician Assistant Studies classes
11	Friday	Second 6-week and 12-week, and Physician Assistant Studies Summer Classes End Online Grading available in MyCanisius
16	Wednesday	Second 6-week and 12-week, and Physician Assistant Studies Summer Classes Grades Due Online grading turned off

Fall 2023

August 2023

21	Monday	New Faculty Orientation
23	Wednesday	Adjunct Faculty Orientation (tentative date)
28	Monday	Fall Classes Begin Counselor Education Session One Begins First Day to Apply for a course through Pass/Fail Program Drop/Add begins 100% Refund for Withdrawal from Courses
31	Thursday	Degree Conferral for Summer Completers

September 2023

1	Friday	Last day to Drop/Add a Course (freshmen only)
2	Saturday	Last day to Drop/Add a Course (upperclassmen)
4	Monday	Labor Day - No Classes (Administrative Offices Closed) For Anthrozoology Graduate students only: Drop/add ends at midnight
5	Tuesday	Withdrawal from courses begins (all divisions) Begin 90% withdrawal refund (full-term classes) Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one Deadline for submitting Spring 2024 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
6	Wednesday	First Student Health Warnings for students not in compliance Begin 30% withdrawal refund for Counselor Education session one
8	Friday	Spring 2024 Scheduling begins in CourseLeaf/CLSS

12	Tuesday	Begin 50% withdrawal refund (full-term classes) Begin 20% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one
13	Wednesday	Mass of the Holy Spirit (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.) (TENTATIVE DATE)
19	Tuesday	50% withdrawal refund (full-term classes) Begin no withdrawal refund for Educational Technologies, Graduate and Professional Studies session one
20	Wednesday	Third Student Health warnings for students not in compliance
22	Friday	Last day to apply for a course through Pass/Fail Program
25	Monday	All spring 2024 schedules are due in CourseLeaf/CLSS
26	Tuesday	Begin 25% withdrawal refund (full-term classes)
27	Wednesday	Student Health Registration Withdrawal for Students not in Compliance
29	Friday	Counselor Education Session One Ends

October 2023

1	Sunday	Textbook adoption deadline for intercession courses
2	Monday	Counselor Education Session Two Begins Spring 2024 advisement guide due
4	Wednesday	Grades Due for Counselor Education Session One Student Progress Report Submission By Faculty Begins
9	Monday	Fall Holiday - No Classes (Administrative Offices Closed)
10	Tuesday	Fall Holiday - No Classes (Administrative Offices Open) 25% withdrawal refund (full-term classes)
11	Wednesday	Begin 30% withdrawal refund for Counselor Education session two Student Progress Report Submission by Faculty Ends
12	Thursday	Email to Designated Students Regarding Student Progress Reports
13	Friday	Spring 2024 Schedule and Advisement Guide Online Student Progress Report Meetings With Advisors Begin

15	Sunday	Textbook adoption deadline for spring courses
18	Wednesday	Begin no withdrawal refund for Counselor Education Session two
21	Saturday	Educational Technologies, Graduate and Professional Studies session one ends
23	Monday	Educational Technologies, Graduate and Professional Studies session two begins Graduate Registration for Spring 2024 begins at 8:30am Anthrozoology Graduate Registration for Students with 18.0 or more earned credits
24	Tuesday	Begin no withdrawal refund (full-term classes) Undergraduate registration for Spring 2024 begins for students with 84.0 or more earned credit hours at 7:30am
25	Wednesday	Grades due for Educational Technologies, Graduate and Professional Studies session one
27	Friday	Student Progress Report Meetings with Advisors Ends
28	Saturday	Drop/Add ends for Educational Technologies, Graduate and Professional Studies session two
30	Monday	Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session two Anthrozoology graduate registration for students with less than 18.0 earned credits
31	Tuesday	Undergraduate Registration for Spring 2024 begins for students with 54.0-83.0 earned credit hours at 7:30am

November 2023

(update dates)

1	Wednesday	First Student Health warnings for students not in compliance in Educational Technologies, Graduate and Professional Studies session two
3	Friday	Counselor Education Session Two Ends
6	Monday	Begin 20% Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two Counselor Education Session Three Begins Faculty Deficiency Reporting Submissions Begins
7	Tuesday	Undergraduate Registration for Spring 2024 for students with 24.0-53.9 Earned Credits at 7:30am

8	Wednesday	Grades Due for Counselor Education Session Two Second Student Health Warning for Students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two
10	Friday	Veterans Day (classes in session)
13	Monday	Begin No Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two
14	Tuesday	Undergraduate Registration for Spring 2024 for students with 0-23.9 earned credits at 7:30am
15	Wednesday	Begin 30% withdrawal refund for Counselor Education session three Third Student Health Warning for students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two Faculty Deficiency Reporting Submissions Ends
22	Wednesday	Thanksgiving Holiday - No Classes (Administrative Offices Open) Begin No Withdrawal refund for Counselor Education session three Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate and Professional Studies session two
23	Thursday	Thanksgiving Holiday- No Classes (Administrative Offices Closed)
24	Friday	Thanksgiving Holiday- No Classes (Administrative Offices Closed)
25	Saturday	Thanksgiving Holiday - No Classes (Administrative Offices Closed)
27	Monday	Classes Resume First Day to Withdraw from a course through Pass/Fail Program
16	Thursday	Deficiency Email Sent to Designated Students

December 2023

1	Friday	Deadline for submitting Summer/Fall 2024 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
1	Friday	Substantive program changes due to CIM Programs
7	Thursday	Undergraduate Classes End Last Day to Withdraw from Classes
8	Friday	Undergraduate Reading Day (No Classes) Last Day to withdraw from a course through Pass/Fail Program

9	Saturday	Graduate Classes End Final Grade Entry Available in MyCanisius
11	Monday	Final Exams Begin
13	Wednesday	Summer/Fall 2024 Scheduling begins in CourseLeaf/CLSS
15	Friday	Undergraduate Final Exams End Counselor Education Session Three Ends
16	Saturday	Graduate Exams End Educational Technologies, Graduate and Professional Studies Session Two Ends
20	Wednesday	Grades Due (For all Divisions) by 9 am
21	Thursday	Grades available in the Student Profile.
22	Friday	Holiday Shutdown Begins (All Administrative Offices Closed until January 2)
26	Tuesday	Interession Term Classes Begin - online only Begin Drop/Add for Interession Term 100% Withdrawal Refund during Drop/Add
27	Wednesday	Last day to Drop/Add for Interession Term
28	Thursday	Begin 90% withdrawal refund for Interession Term

Spring 2024 January 2024

1	Monday	Administrative Offices Reopen Begin 50% withdrawal refund for Interession Term
4	Thursday	Begin 25% withdrawal refund for Interession Term
9	Tuesday	Begin 0% withdrawal refund for Interession Term
12	Friday	Last day to withdrawal from Interession Term
15	Monday	Martin Luther King Jr. Day - No Classes except Interession (Administrative Offices Closed) Interession Term classes end Online grading available in MyCanisius
16	Tuesday	Spring Classes Begin (All Divisions) Counselor Education Session One Begins First Day To Apply For a Course Through Pass/Fail Program Drop/Add Begins 100% Refund for Withdrawal from Courses
17	Wednesday	Interession Grades Due
20	Saturday	Last Day To Drop/Add a Course (All Divisions)
22	Monday	For Anthrozoology Graduate Students Only: Drop/Add Ends At Midnight

23	Tuesday	Withdrawal from courses begins (all divisions) Begin 90% withdrawal refund (full-term classes) Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
24	Wednesday	First Student Health Warning For Students Not In Compliance Begin 30% withdrawal refund for Counselor Education Session One
26	Friday	All Summer & Fall 2024 schedules are due in CourseLeaf/CLSS Fall 2024 Undergraduate Advisement Guide Due
30	Tuesday	Begin 50% withdrawal refund (full-term classes) Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
31	Wednesday	Second Student Health Warning For Students Not In Compliance Begin No withdrawal Refund for Counselor Education Session One

February 2024

1	Thursday	Degree Conferral for Fall Completers
6	Tuesday	50% withdrawal refund (full-term classes) Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
7	Wednesday	Third Student Health Warning For Students Not In Compliance
9	Friday	Last Day To Apply For a Course Through Pass/Fail Program Summer & Fall 2024 Schedule and Advisement Guide Online
12	Monday	Summer Registration Begins (All Students)
14	Wednesday	Student Health Registration Withdrawal For Students Not In Compliance
15	Thursday	Non-substantive program changes due to CIM Programs
16	Friday	Counselor Education Session One Ends
19	Monday	Presidents' Day Holiday - No Classes (Administrative Offices Closed)

20	Tuesday	Presidents' Day Holiday - No Classes (Administrative Offices Open) Begin 25% withdrawal refund (full-term classes) Graduate Registration for Fall 2024 begins at 8:30am
21	Wednesday	Grades Due for Counselor Education Session One Student Progress Report Submission By Faculty Begins Counselor Education Session Two Begins
27	Tuesday	25% withdrawal refund (full-term classes) Undergraduate registration for Fall 2024 begins for students with 72.0 or more earned credit hours at 7:30am
28	Wednesday	Begin 30% withdrawal refund for Counselor Education session Two Student Progress Report Submission By Faculty Ends
29	Thursday	Email to Designated Students Regarding Student Progress Reports

March 2024

1	Friday	Student Progress Report Meetings with Advisors Begins Textbook adoption deadline for summer courses
5	Tuesday	Undergraduate Registration for Fall 2024 begins for students with 42.0-71.9 earned credit hours at 7:30am
6	Wednesday	Begin No withdrawal refund for Counselor Education Session Two
8	Friday	Student Progress Report Meetings With Advisors Ends
9	Saturday	Educational Technologies & Professional Studies Session One Ends
11	Monday	Anthrozoology Fall 2024 Graduate Registration For Students With more than 18.0 Earned Credit Hours Educational Technologies, Graduate and Professional Studies Session Two Begins
12	Tuesday	Begin No Withdrawal Refund (full-term classes) Undergraduate Registration for Fall 2024 for students with 0-41.9 Earned Credits at 7:30am
13	Wednesday	Grades Due For Educational Technologies, Graduate and Professional Studies Session One Faculty Deficiency Reporting Submission Begins

16	Saturday	Drop/Add Ends for Educational Technologies, Graduate and Professional Studies Session Two
18	Monday	Anthrozoology Fall 2024 Graduate Registration For Students With 1.0-18.0 Earned Credit Hours Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two Faculty Deficiency Reporting Submission Begins
20	Wednesday	First Student Health Warning for Students not in Compliance in Educational Technologies, Graduate and Professional Studies Session Two
22	Friday	Counselor Education Session Two Ends
25	Monday	Anthrozoology Fall 2024 Graduate Registration For New Students (0 Credits) Counselor Education Session Three Begins Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two
27	Wednesday	Grades Due for Counselor Education Session Two Easter Holiday - No Classes (Administrative Offices Open) Second Student Health Warning For Students Not In Compliance in Educational Technologies, Graduate and Professional Studies Session Two Faculty Deficiency Reporting Submissions Ends
28	Thursday	Easter Holiday - No Classes (Administrative Offices Open) Deficiency Email Sent To Designated Students
29	Friday	Easter Holiday - No Classes (Administrative Offices Closed)

April 2024

1	Monday	Spring Recess Begins - No Classes Except Educational Technologies (Administrative Offices Open) Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two
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3	Wednesday	Third Student Health Warning For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two Begin 30% withdrawal refund for Counselor Education Session Three
8	Monday	Classes Resume
10	Wednesday	Student Health Registration Withdrawal For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two Begin No Withdrawal Refund for Counselor Education Session Three
15	Monday	Textbook adoption deadline for fall courses
17	Wednesday	Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day) TENTATIVE DATE.
29	Monday	First Day to Withdraw From a Course Through Pass/Fail Program

May 2024

2	Thursday	Undergraduate Classes End Last Day to Withdraw from Classes
3	Friday	Undergraduate Reading Day (No Classes) Counselor Education Session Three Ends Last Day to Withdraw From a Course Through Pass/Fail Program
4	Saturday	Graduate Classes End
6	Monday	Final Exams Begin Final Grade Entry Available in MyCanisius
10	Friday	Undergraduate Final Exams End
11	Saturday	Graduate Final Exams End Educational Technologies, Graduate and Professional Studies Session Two Ends
15	Wednesday	Grades Due (All Divisions) by 9:00am Graduate Commencement Exercises
16	Thursday	Grades available in the Student Profile.
17	Friday	Spring Honors Convocation Baccalaureate Mass
18	Saturday	Undergraduate Commencement Exercises

About Canisius

About Canisius

Consistently ranked among the top regional institutions in the Northeast, Canisius is the premier private university in Western New York and one of 27 Jesuit, Catholic universities in the nation. Founded in 1870 by German

Jesuits, Canisius is named for St. Peter Canisius, a renowned Dutch educator and one of the original members of the Society of Jesus.

A masters-level, comprehensive university, Canisius promotes the Jesuit principles of academic excellence, service and leadership through a broad range of learning experiences and a distinct core curriculum that is grounded in the liberal arts.

Buffalo has been home to Canisius for more than 150 years. Located in the Hamlin Park district, a historic and conveniently-located residential neighborhood in north-central Buffalo, the college campus spans 72 acres and is comprised of 15 academic and administrative buildings, three athletic complexes and five residence halls.

Over the last 25 years, nearly \$185 million has been invested to create several signature state-of-the-art living and learning environments - including the newly renovated Science Hall (<https://www.canisius.edu/about/campus/signature-facilities/>), the Montante Cultural Center (<https://www.canisius.edu/about/campus/signature-facilities/>), Nelson D. Civello '67 Family Financial Markets Lab (<https://www.canisius.edu/about/campus/signature-facilities/>), the Institute for Autism Research (<https://www.canisius.edu/academics/our-schools/school-education-human-services/institute-autism-research/>), the ESPN3 Studio (<https://www.canisius.edu/about/campus/signature-facilities/>), Esports lab (<https://twitter.com/griffsesports/>), Physician Assistant (PA) Program lab (<https://www.canisius.edu/academics/programs/physician-assistant/physician-assistant-studies-simulation-lab-experience/>), Penfold-Gareis Fitness Center (<https://www.canisius.edu/about/news-and-events/news/canisius-college-unveils-new-fitness-center-students/>), HARBORCENTER (<https://www.canisius.edu/about/campus/signature-facilities/>) and Dugan Hall (<https://www.canisius.edu/student-experience/student-life-and-housing/student-housing/upperclassmen-housing/dugan-hall/>), our newest residence hall.

Our Mission

Canisius College, a Catholic and Jesuit university, offers outstanding undergraduate, graduate and professional programs distinguished by transformative learning experiences that engage students in the classroom and beyond. We foster in our students a commitment to excellence, service and leadership in a global society.

At the Core of Our Mission

Catholic & Jesuit

Canisius is an open, welcoming university where our Catholic, Jesuit mission and identity are vitally present and operative. It is rooted in the Catholic intellectual tradition's unity of knowledge and the dialogue of faith and reason. Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person, social justice, and interreligious dialogue. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Transformative Learning & Student Engagement

Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform mind and spirit. Our undergraduate core curriculum enriches students' academic pursuits and delivers a strong foundation in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

Service & Leadership

Benefiting from academically-rich, values-based experiences in their interactions with faculty, staff, and community members, students develop their abilities to lead and inspire others. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities in ways that animate our Jesuit values to serve others and benefit our world.

Our Values

Canisius College is committed to the following values that emerge from our Catholic, Jesuit mission to guide all of our decisions and actions:

- *Cura personalis*, care and respect for the whole person, and a holistic approach to education
- A dedication to the pursuit of *magis*, excellence, service, and innovation
- Principled leadership and personal accountability
- An individual and institutional responsibility to work for social justice and transform suffering and injustice in the world
- A deep respect for the natural world, and a commitment to its responsible stewardship.

Our Vision

Canisius will be the leading educational choice for those who seek innovative learning opportunities rooted in our Jesuit mission and values.

Canisius seeks to:

- Be a vibrant and progressive university committed above all else to academic excellence and the authentic search for truth.
- Embrace its Catholic, Jesuit identity as its defining characteristic and be committed to enhancing and enriching that identity.
- Recruit faculty with outstanding credentials and foster academic excellence through extraordinary teaching and scholarship.
- Embrace its urban roots in Buffalo, New York and become more engaged with the world around it by addressing issues and challenges in the neighborhood, city, region, nation, and world.
- Engage alumni and friends and draw them into a deeper lifelong relationship with the university.
- Be committed to quality and continuous improvement in everything that we do.

Academic Programs

Canisius has been preparing students for meaningful careers and lives for more than 150 years. We do it through exceptional teaching, extraordinary opportunities for hands-on learning, and through a supportive community that is invested in students and their goals. Canisius is highly accredited and recognized for excellence in teaching, curriculum and outcomes in each of its three schools: College of Arts & Sciences (<https://www.canisius.edu/academics/our-schools/college-arts-sciences/>), School of Education & Human Services (<https://www.canisius.edu/academics/our-schools/school-education-human-services/>) and the Richard J. Wehle School of Business (<https://www.canisius.edu/academics/our-schools/richard-j-wehle-school-business/>).

Canisius offers students undergraduate curricula leading to the degrees of Bachelor of Arts (BA), Bachelor of Science (BS) and Associate of Arts (AA) in more than 100 majors (<http://catalog.canisius.edu/undergraduate/majors/>), minors (<http://catalog.canisius.edu/undergraduate/minors/>), and special programs (<http://catalog.canisius.edu/undergraduate/special->

<http://catalog.canisius.edu/graduate/programs/>), to create a path that is uniquely suited to their interests and career goals. Graduate students can select from 35 outstanding master's and certificate programs (<http://catalog.canisius.edu/graduate/programs/>), including an array of degrees offered fully online. (<https://www.canisius.edu/online/courses-programs/>)

Faculty

Regardless of the program of study, students will find experienced faculty who are committed to providing a challenging yet supportive environment to help them reach their goals. The college seeks faculty members known to be creative and energetic teachers who also seek to engage their students in their research and scholarship. With modest class size the norm (the student-faculty ratio is 11:1), interaction between students and faculty makes for an easy and natural learning and working environment, in which professors take a personal interest in their students. Moreover, 98 percent of faculty at Canisius hold a PhD or other terminal degree.

Accreditation

Canisius College is accredited by numerous national organizations. These accreditations serve as testament to the excellent quality of a Canisius education.

Canisius is an accredited member of the Middle States Commission on Higher Education.¹ The college's Middle States accreditation was reaffirmed in 2015.

All of the college's programs are registered by the Regents of the University of the State of New York through the State Education Department.²

The Richard J. Wehle School of Business is the largest private institution in Western New York accredited by the Association to Advance Collegiate Schools of Business (AACSB International).³ The college has held this distinction of excellence since 1977. AACSB is earned by the best business schools in the world, and only five percent of business schools worldwide meet the rigorous standards of AACSB International Accreditation.

The chemistry major is accredited by the American Chemical Society.⁴

Full accreditation of all educator preparation programs in the School of Education and Human Services was obtained through the Council for the Accreditation of Educator Preparation (CAEP) in 2017.⁵ Canisius is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP).⁶ Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Canisius College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

The Graduate Programs in Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs.⁷

The ARC-PA has granted Accreditation-Provisional status to the Canisius College Physician Assistant Studies Program sponsored by Canisius College.⁸ Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation

history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-canisius-college/>.

- ¹ Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. Telephone: 267-284-5000.
- ² University of the State of New York, State Education Department, Board of Regents, Room 110EB, Albany, NY 12234. Telephone: 518-474-5889.
- ³ Association to Advance Collegiate Schools of Business-International, 777 South Harbour Island Blvd, Suite 750, Tampa, FL 33602-5730. Telephone: 813-769-6500.
- ⁴ American Chemical Society, 1155 Sixteenth St, NW, Washington, DC 20036. Telephone: 800-227-5558 (US only) 202-872-4600.
- ⁵ Council for the Accreditation of Educator Preparation, 1140 19th St NW, Suite 400 Washington, DC 20036. Telephone: 202-223-0077
- ⁶ Association for Advancing Quality in Educator Preparation (AAQEP), P.O. Box 7511, Fairfax Station, VA 22039-9998. Telephone: 202-802-1725.
- ⁷ Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria VA 22314. Telephone: 703-535-5990.
- ⁸ Accreditation Review Commission on Education for the Physician Assistant, Inc. 12000 Findley Road, Suite 275, Johns Creek, GA 30097. Telephone: 770-476-1224.

Graduate Programs

Advancing your education is one of the surest ways to put your career on the fast track. Canisius College graduate programs earn the highest accreditations, offer expert faculty and an extensive network of successful alumni who can help open doors in Western New York and beyond.

Graduate students can select from 35 outstanding master's and certificate programs (https://www.canisius.edu/academics/programs/?degree_type=28), including an array of degrees offered fully online (<https://www.canisius.edu/online/courses-programs/>).

Online Programs

The same admissions standards apply for online students as for all others; admissions requirements are listed along with the description of each graduate program. Students in the online programs (<https://www.canisius.edu/online/courses-programs/>) are held to the same academic and administrative policies as the on-campus students. These include withdrawal from courses/college, refund policy, academic misconduct, and grade grievance. All administrative and financial transactions with the college can be completed online.

The Griff Center for Student Success

The Griff Center for Student Success (<https://www.canisius.edu/student-experience/student-support-services/griff-center/>) provides comprehensive programs, services, and resources to support student academic and career success and a transformative learning experience grounded in our Catholic, Jesuit mission. The Griff Center is a hub for academic advisement, career advisement (<https://www.canisius.edu/student-experience/student-support-services/griff-center/career-services/>), accessibility support (<https://www.canisius.edu/student-experience/student-support-services/griff-center/student-accessibility-services/>), and has staff ready to assist students to become successful lifelong learners.

Office of Mission & Ministry

The Office of Mission & Ministry provides leadership and day-to-day management for the college's mission as a Catholic, Jesuit institution by overseeing the development of mission-related programs, spiritual development and faith formation programs, and the college's outreach activities. The Office of Mission & Ministry coordinates activities and initiatives among the college's Campus Ministry and Mission & Identity offices and the New Buffalo Institute (<https://www.canisius.edu/about-canisius/mission-vision-strategic-plan/new-buffalo-institute/>).

Campus Ministry

The Office of Campus Ministry (<https://www.canisius.edu/faith-and-service/campus-ministry/>) is responsible for the spiritual life on campus and espouses the Jesuit principles of human excellence, care for the whole person and social justice. And while Canisius is a school steeped in Catholic, Jesuit tradition, we welcome, respect and encourage interreligious dialogue from people of all faith traditions.

Through the Campus Ministry Office, students explore the depths of the human perspective through the lens of Ignatian and Catholic spirituality, as well as other religious denominations. This is accomplished through retreats (<https://www.canisius.edu/faith-and-service/campus-ministry/retreats/>), service immersion trips (<https://www.canisius.edu/faith-and-service/campus-ministry/service-immersion-experiences/>) and community service (<https://www.canisius.edu/faith-and-service/campus-ministry/local-community-service/>).

The Andrew L. Bouwhuis (ALB) Library

The quality of any educational institution is determined largely by the proficiency of its faculty and the excellence of the information resources available to support the curriculum.

Canisius students have at their disposal an excellent library collection to support student research. The library also subscribes to thousands of full text electronic journals, and hundreds of article databases and print journals.

Electronic resources can be accessed from computer labs and residence halls on campus and remotely from any connected device. A substantial complement of equipment, including computers, printers, cameras (digital still or video), projectors, headphones (with or without microphones); e-book readers and SmartBoards are also available to students.

The library is outfitted with a variety of study and workspaces; a Curriculum Materials Center for K-12 teacher training; group workrooms; audio-visual areas to practice presentations; and a Tim Hortons coffee shop.

The Rev. J. Clayton Murray, S.J. Archives & Special Collections, located in the library, houses information related to the history of Canisius College. It also holds unique materials with strengths in civil rights and social justice, Catholicism, philosophy, local history, and rare books dating to the 15th century. Visitors and researchers are welcome.

Computer Facilities

Wireless networking is available across campus and there are several Internet Plazas where students can check their electronic mail, access the web or utilize the extensive online research databases provided by the Andrew L. Bouwhuis Library. Additionally, residence halls are wired for satellite TV and Internet access.

Instructional computing facilities include over 300 personal computers, as well as scanners and printers. Computers in student labs are equipped with

word processing, spreadsheet, database, presentation, web development, and statistical analysis software.

Canisius College supports an extensive website and portal (myCanisius) that includes web-based electronic mail, course materials, course discussion boards and course registration. The myCanisius portal can be reached from the Canisius web site (<http://www.canisius.edu>).

Most instructors post course materials in our learning management system, Desire2Learn (D2L), which is accessed through myCanisius.

The ITS Help Desk is available for walk-up assistance in the Library, by phone at 716-888-8340, or by email (helpdesk@canisius.edu).

Koessler Athletic Center

The focal point of all campus sports activity is the Koessler Athletic Center (<https://www.canisius.edu/about/campus/signature-facilities/>). Better known as "the KAC," the center houses the Physical Education and Athletic departments, and is the site of intercollegiate, intramural, recreation and local high school sporting events.

The KAC is comprised of a multi-purpose gymnasium, swimming pool, training room, rehabilitation room, a weight room, several classrooms and offices for the departments of Athletics and Kinesiology. It is also home to the Canisius College Sports Hall of Fame.

Adjacent to the KAC is the Patrick Lee Student Athletic Center, which is available to all Canisius students for recreational and intramural activities.

The facility has two full basketball courts, three volleyball courts and an indoor batting cage.

Directly adjacent to the KAC is the Demske Sports Complex, a multi-use, all-purpose, all-weather artificial A Turf field that is home to the Golden Griffin soccer, lacrosse, baseball and softball teams.

Non-Discrimination

CANISIUS COLLEGE NOTICE OF NONDISCRIMINATION POLICY

Canisius College does not discriminate on the basis of age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, military status, genetic information, predisposition or carrier status, gender identity or expression (including transgender status), familial status, domestic victim status, pregnancy (including childbirth and related medical conditions), citizen status, disability, or any other status protected by state or federal law in administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Canisius admits students of any age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, military status, genetic information, predisposition or carrier status, gender identity or expression (including transgender status), familial status, domestic victim status, pregnancy (including childbirth and related medical conditions), citizen status, disability, or any other status protected by state or federal law to all rights, privileges, programs, and activities generally accorded or made available to students at the College.

It is also the policy of Canisius College to provide working and learning environments that are free from harassment based on any such status.

It also continues to be the policy of Canisius College to provide disabled persons with reasonable accommodations in employment, admissions and access to its programs and facilities in accordance with applicable laws.

Admission and Matriculation

Admission

Men and women of ability and achievement are welcome in the Graduate Division of Canisius College. Their acceptability as students is determined by the individual departments on the basis of aptitude, achievement and character.

Admission Procedures

Applicants for admission to the Graduate Division may be accepted as matriculants in a particular department, or as non-matriculants (not available in Anthrozoology). In either instance, the same admission standards will apply. Prospective students for admission to graduate study in any department must possess a baccalaureate degree and must present evidence of their qualifications to participate successfully in a graduate-level academic endeavor. Each applicant is required to submit the following to the office of the appropriate program director:

1. Application for admission with any appropriate admissions fee.
2. Official transcript(s) from all previous undergraduate studies.
3. No student will be permitted to register for class prior to formal acceptance into the graduate division.
4. Additional admissions requirements may be found in the description of each graduate program.
5. Students whose general qualifications warrant their admission to the graduate division, but for whom some supplementary study is prescribed, may not be admitted to candidacy for a degree until all deficiencies have been removed.

Entrance Examinations

A preliminary examination to determine the candidate's background may be required in any field or department. The candidate will be given adequate notice by the program director in the event of such an examination. GRE, GMAT, MAT, SAT or ACT requirements, where applicable, are described in the individual program sections of the catalog.

International Students

International candidates for graduate admission should submit a completed application and certified transcripts from all secondary schools or colleges attended. Transcripts not in English should be accompanied by a certified English translation. International students whose native language is not English, and/or students whose primary language of instruction is not English, are required to submit a Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) score. All documents should be submitted with the application for graduate studies.

In order to attend Canisius College, Canadian and other international students must receive a Certificate of Visa Eligibility (Form 1-20). This form is issued by Canisius College after the student has submitted proof of his or her ability to meet all educational and living expenses for the entire period of study. The student must provide this proof by filling out the Canisius College International Student Certification of Finances form, which includes a budget worksheet to help the student determine the total educational expenses. This form must have enough funds listed (in U.S. dollars) and verified to cover the full amount of the student's educational and living

expenses. This form must be submitted with the Application for Graduate Studies.

Applicants with Criminal Backgrounds

Canisius College is committed to ensuring that students have the ability to benefit from the education received at the College. Certain affiliates associated with the college require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the clinical site, and as a result, the student may not have sufficient clinical experience to successfully complete the program. Additionally, licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Matriculation

Matriculated Students

Most students enter the graduate division as matriculants, i.e., as students who are enrolled in a specific program leading to a master's degree or advanced certificate. Each student is responsible for the completion of the requirements and course prerequisites in force in the student's program of study at the time of matriculation.

A student who interrupts matriculation for two or more semesters must apply for readmission and is bound by the requirements in force at the time of readmission. Please contact the graduate program director for information about the readmission process.

Students are expected to maintain a continuous program of academic work until all course requirements, including research for the thesis, are completed. If a thesis is required, the student must register each fall and spring semester, after the completion of course requirements, for the appropriate research course until the degree is awarded.

Non-Matriculated Students

In graduate programs, persons who possess a baccalaureate degree and are otherwise eligible but who wish to pursue graduate study without intention of taking a higher degree may register as non-matriculated students. Should such a student later decide to work towards a degree, the student must apply for admission to the program and complete all admission requirements. The appropriate program director will determine what credits already completed will be accepted toward the master's degree. Enrollment of non-matriculated students is reviewed on a case-by-case basis.

Auditors (Non-Credit Students)

Students wishing to pursue certain courses of study may register for such courses as auditors (non-credit students). It is the understanding of the college that such auditors, though encouraged to participate in class discussion and reading assignments, are exempt from examination and will not at any time claim credit for such attendance. In the Wehle School of Business, only individuals with a graduate degree in business may audit courses. Auditing is not available in the Anthrozoology program.

Tuition, Fees, and Aid

- Tuition & Fees (p. 24)
- Student Financial Aid (p. 27)

The Student Records and Financial Services Center handles student financial transactions between students and the college including tuition collection and payment plans, meal plan arrangements, parking permits, and the

disbursement of work study paychecks. The center is located on the first floor of Bagen Hall. The center can also be reached by mail, phone, or email (studentservices@canisius.edu).

Mailing address:
Student Records & Financial Services Center
Canisius College
2001 Main Steet
Buffalo, NY 14208

Phone number:
(716) 888-2600
(800) 238-8160

Tuition & Fees

General Regulations

Note: The information in this section is valid only for the academic year May 2021 through May 2022. For the most up-to-date numbers please visit the Canisius tuition and aid webpage (<https://www.canisius.edu/tuition-aid/>).

All tuition charges, student fees, and room and board charges are assessed and collected by the Student Records and Financial Services Center, with the exception of the deposit fee for new students that is collected by the Office of Admissions. The Trustees of the college, when necessary, may amend the tuition charges, fees and room and board charges. ***Tuition and fee rates at Canisius are the same for online and on-campus courses. Courses taught online offer the same excellent instructors, education, and support services as courses taught on-campus.***

Tuition Deposits

All candidates admitted to a graduate program must make a \$100.00 deposit before registration information and materials are forwarded to them.

This deposit will be applied to the tuition bill of the student's first semester. The entire deposit is forfeited if the student fails to enter a graduate program within one year of admission.

Room Deposits

A \$200 deposit is required of first time students occupying a room in one of the residence halls. The room deposit is non-refundable and is applied as a payment toward the spring semester student bill.

Payment of Tuition, Fees, and Room & Board

Tuition, fees, room and board are due on the date printed on the bill.

Students must either:

- Pay the bill in full less NYS awards.
- Be enrolled in a payment plan.

Failure to do this by the close of business on the due date printed on the bill will result in a \$100 Late Fee assessed monthly (max. \$300). The Student Records and Financial Services Center is responsible for the assessment and collection of tuition and fees payable to Canisius College. All prior financial obligations to the College must be paid in full before registration will be permitted for any new semester. If payment or other arrangements are not

made, the Student Records and Financial Services Center has the option of canceling the student's registration.

Canisius College accepts for payment cash, check (US funds only), money orders, wire transfers, and checks over the telephone. Tuition payments can be made online with your checking or savings account. It is the college policy to write the student's ID number on the face of the check or money order to ensure accurate posting. By submitting a check, please be aware that you are authorizing Canisius College to use information on your check to make a one-time electronic debit from your account at the financial institution indicated on your check. This electronic debit will be for the amount on the check. Funds may be withdrawn from your account as soon as the same day your payment is received and you will not receive your check back from your financial institution. Contact the Student Records and Financial Services Center if you have any questions about electronic check collection or options available if you do not want your payments collected electronically.

Checks for tuition payments should be mailed to:
Canisius College
Student Records and Financial Services Center
2001 Main Street
Buffalo, NY 14208

Make your check payable to Canisius College. Your student ID number must be clearly written on the check so that your tuition account is properly credited. All payments are credited on the day received.

Students personally guarantee and are responsible for all obligations to the college for tuition, fees and other charges. Students under the age of majority, under 18 in New York State, have by assumption received the personal guarantee of their parent(s) or guardian unless the student, the parent(s), or guardian notifies the college in writing of their invalidation of the personal and parental assumption of guarantee of all tuition, fees and other charges.

Any student who has an outstanding balance due the college is officially given notice that the college will not allow any course registration or the release of official transcript and academic records until all balances are paid in full. These students will also be subject to additional collection costs, attorneys' fees, late fees, fines or interest charges on the unpaid balance. Failure to receive a bill in the mail is not sufficient grounds to appeal college policy. It is the responsibility of the student to check their account balance online and remit timely payment.

Students participating in a tuition remission, exchange, or consortium program are responsible for fees, and room and board if applicable. Please contact the Student Records and Financial Services Center with any questions..

Withdrawal, Cancellation, and Refund

Unofficial withdrawal does not cancel an account. No withdrawal credit will be given to any student who does not fill out the proper withdrawal forms provided by the appropriate academic dean. No withdrawals will be accepted or withdrawal credit given over the telephone. Tuition adjustments will be processed based on completed and approved paperwork, and the refund chart below. Withdrawal credit or refunds of tuition will be given to those students whose bills are paid.

No refund of tuition may be demanded as a matter of right when a student leaves the college without completing the semester in which enrolled. For a student to obtain a refund, the withdrawal must be authorized by the

appropriate dean by the filing of the official form. If this is done, a refund of tuition only will be processed according to the appropriate schedule:

1. If the course is a 3.0 credit hour class, the refund schedule is as follows:

First week of classes (Drop and Add Week)	100%
Second week of classes	90%
Third and fourth week of classes	50%
Fifth week through eighth week of classes	25%
After eighth week of classes	None

2. If the course is a 1.5 credit hour MBA class that meets 7-8 times including the final exam, the refund schedule is as follows:

After first class	100%
After second class	50%
After third class	20%
After fourth class	None

3. If the course is a 1.0 credit hour, 5 week class, the refund schedule is as follows:

First week of classes (Drop and Add Week)	100%
Second week of classes	30%
After second week	None

4. Fees are not refundable.

Refunds of tuition will be calculated from the date on which the appropriate academic dean approves the refund. Full tuition and fees will be refunded in the event of cancellation of a student's enrollment because of an error on the part of the college. Any individual remaining enrolled may terminate the room and board agreement only under special circumstances approved by the Office of Residence Life. Upon any approved termination of the room and board agreement, the same refund schedule above for a 3.0 credit hour course will apply.

- * The refund schedules shown are applicable only to the fall and spring semester of an academic year. For refunds during the summer session, consult the Student Records & Financial Services Center.

Outstanding Financial Obligations

Any outstanding financial obligation which a student owes to the college can prevent the student from registering for courses or making schedule adjustments, and requesting academic transcripts.

The following types of outstanding financial obligations can cause a financial hold to be placed on a student's record:

1. Any outstanding tuition, default on payment plans, late charges, write-offs or Perkins loans;
2. Library – any late fines or replacement fees for books not returned;
3. Residence Life residence hall damage fees;
4. Koessler Athletic Center fees for lost or damaged equipment.

In order to clear a financial hold, a student must pay the obligation due at the appropriate office or make suitable payment arrangements with that office. A student must clear ALL financial holds in order to register for classes, make schedule changes, receive or send transcripts or view their transcripts online.

Governmental Programs

Students who attend Canisius College under the provision of Public Laws 16, 346, 550, or 894 and those under the sponsorship and benefits of other

government agencies are subject to regulations governing certified papers from the Department of Veterans Affairs or other appropriate government agencies. They must present these papers to the Student Records and Financial Services Center.

Deferred Tuition Payments

Students desiring a tuition deferment or monthly installments in paying their tuition may enter into a Semester Payment Plan with the college. If a student wishes to utilize the Semester Payment Plan, he/she must enroll in the plan by the due date on the bill. All Semester Payment Plans are subject to an administration fee and a penalty fee if the balance is not paid in full by the payment plan's final due date. Once enrolled in a Semester Payment Plan, the administration fee will be added to the tuition bill and the remaining balance is due in accordance with the terms of the agreed upon plan.

Full-Time Students

A full-time graduate student is one who carries at least 9 semester credit hours.

Part-Time Students

A part-time graduate student is one who carries less than 9 semester credit hours.

Tuition for Graduate Division - SUMMER, Fall and Spring Semesters

Effective May 2021 through May 2022. Tuition is per credit hour unless otherwise indicated

College of Arts and Sciences

Anthrozoology	\$840 per credit hour
Cyber Security	\$860 per credit hour
Data Analytics	\$860 per credit hour

School of Education and Human Services

Higher Education and Student Affairs Administration	\$995 per credit hour (Fall 2021 matriculated students)
	\$995 per credit hour (Fall 2020 matriculated students)
Office of Professional Studies Programs	\$630 per credit hour
All Other Programs	\$840 per credit hour

Wehle School of Business

All Programs	\$860 per credit hour
Physician Assistant Studies	\$875 per credit hour

Audit ¹

Graduate student in a graduate course	\$430 per credit hour
Graduate student in an undergraduate course	\$430 per credit hour
Alumnus/alumna in an undergraduate course	\$60.00 per course

¹ On a space-available basis.

Student Fees

Semester Fees

College Fee (including library, facilities use, and ID card)

Full-time students	\$140.00 per semester
Part-time students	\$15.00 per credit hour

Technology Fee

Full-time students	\$90.00 per semester
Part-time students	\$10.00 per credit hour

Wellness Fee (not charged the summer semester or on-line programs)

Full-time students	\$145.00 per semester
Part-time students	\$65.00 flat rate

Graduate International Student Orientation Fee

Physician Assistant Program Fee (Only for Physician Assistant Students)	\$240/semester
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Occasional Fees and Charges

Application Fee	\$40
Late Payment Fee	\$100.00 monthly (\$300.00 maximum)
ID Card Late Fee or Replacement	\$20.00
Returned Check Charges	\$25.00
Parking Permit Fee	\$50.00-\$130.00 per year
Transcript of Records	N/C to current students
Thesis Binding Fee	varies

Meal Plan Options ¹

Board Rates	Per Semester	Per Year
Griffin A: 17 meals/week, \$175 Griff Bucks, \$25 Griff Choice	\$2,938.00	\$5,876.00
Griffin B: 225 meal blocks, \$275 Griff Bucks, \$25 Griff Choice	\$2,938.00	\$5,876.00
Griffin C: 200 meal blocks, \$375 Griff Bucks, \$25 Griff Choice	\$2,938.00	\$5,876.00
Ultimate Block: 175 meal blocks, \$350 Griff Bucks, \$25 Griff Choice	\$2,744.00	\$5,488.00
Supreme Block: 105 meal blocks, \$450 Griff Bucks, \$25 Griff Choice	\$2,315.00	\$4,630.00
Mega Block: 75 meal blocks, \$550 Griff Bucks, \$25 Griff Choice	\$2,060.00	\$4,120.00
Super Griff Bucks: 4 meal blocks, \$650 Griff Bucks & \$25 Griff Choice	\$675.00	\$1,350.00
Griff Bucks only (minimum deposit) (increase in \$25 increments)	\$25.00	

Griff Choice (minimum deposit) \$5.00

¹ A detailed description of each plan may be obtained from the Student Records & Financial Services Center. Freshmen residents must be on Griffin A, B, or C. Sophomores in Bosch, Frisch or Dugan must be on at least the Mega Block Plan. Juniors and seniors in Bosch, Frisch or Dugan must be on at least the Super Griff Buck Plan. Resident students not in Bosch, Frisch or Dugan, and commuter students, may choose any meal plan option. If a meal plan is purchased in the fall semester, it will automatically be re-billed in the spring semester, unless changed during the first week of the spring semester.

Housing Rates

Room Rates	Per Semester	Per Year
Bosch/Frisch – Double	\$3,059.00	\$6,118.00
Bosch/Frisch-Single	\$3,059.00	\$6,118.00
Bosch/Frisch –4 person Suite	\$3,543.00	\$7,086.00
Delavan Townhouses 2 & 3 person	\$4,400.00	\$8,800.00
Delavan Townhouses 4 & 5 person	\$3,891.00	\$7,782.00
Dugan Hall 2 Person Suite	\$4,105.00	\$8,210.00
Dugan Hall – 4 Person Suite	\$3,734.00	\$7,468.00
Village Townhouses 4 & 5 person	\$3,929.00	\$7,858.00
Village Townhouses 2 & 3 person	\$4,487.00	\$8,974.00

Student Financial Aid

The cost of financing a college education is an important consideration for students. The staff of the Student Records & Financial Services Center is available to help students plan for the financing of a Canisius education. Students seeking federal financial assistance must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA may be obtained on-line (<https://www.studentaid.gov>).

General eligibility requirements:

To be considered for student financial aid, a student must meet the following requirements:

1. Study at least half-time at an educational institution approved by the federal government. It may be located in New York, in another state, or in a foreign country;
2. Be a U.S. citizen or permanent resident alien;
3. Be a resident of New York State for 12 months (for New York State financial aid programs);
4. Be in good academic standing and making satisfactory academic progress;
5. Have no outstanding debt from a previous student loan default and must not owe a refund on any federal grant at any institution;
6. Demonstrate compliance with applicable Selective Service laws;
7. Demonstrate financial need or meet individual program or scholarship requirements;
8. Have never received a drug conviction or have satisfied federal requirements to reinstate eligibility after a drug conviction.

Education Loans

- A loan is money the student borrows. It must be paid back.
- A loan is a serious obligation.
- Students should borrow only what they need. Education loans are for tuition and fees, room and board, books, transportation and personal expenses.
- An education loan cannot exceed the student's total educational costs minus other student financial aid and, if required, a student contribution. Education loans have lower interest rates than most other types of loans.
- Federal Direct Student Loans
Graduate students are eligible to apply for a Federal Unsubsidized Direct Loan of up to \$20,500 per year. Interest accrues on the Unsubsidized loan while students are in school. The aggregate loan maximum for graduate students is \$138,500. (This maximum includes Stafford and Direct loans borrowed for undergraduate study.)

How to Get a Loan

Two factors must be considered to determine Federal Unsubsidized Direct Student Loan eligibility: educational costs and other financial aid the student will receive. Therefore, all students must submit a Free Application for Federal Student Aid before a Student Financial Aid Specialist can process a Federal Direct Loan. The school must report these figures to the federal government and certify the student's enrollment status. Borrowers are required to complete an electronic Master Promissory Note (e-MPN). Information about the e-MPN and instructions for submission can be found here online (<http://www.studentloans.gov>).

Paying Back a Loan

The student is responsible for the following:

- Repayment of the amount borrowed,
- Interest on the amount borrowed,
- Fees paid at the time he or she receives the loan check.

When a student gets a loan, the terms of repayment are explained. The student must be sure to understand all repayment terms before signing the loan's promissory note. If the student fails to meet these terms, he or she is in default and the entire balance of the loan becomes due.

Costs

The interest rate for all 2021-22 graduate Federal Unsubsidized Direct Student Loans will be the current fixed rate which is 5.28%. Students who borrow through the unsubsidized Federal Direct Student Loan will accrue interest while in school. An origination fee of 1.057 % of the amount borrowed will be deducted from the loan at disbursement.

Federal Direct Graduate PLUS Loans

Graduate students may borrow from the Federal Direct Graduate PLUS Loan Program. Students may borrow up to the cost of attendance minus any financial aid received. A credit check is required. Interested students may apply online at www.studentloans.gov (<https://www.studentloans.gov>)

Costs

The current fixed interest rate for PLUS Loans for 2021-22 is 6.28%. Interest begins at the time of disbursement. An origination fee of 4.228% of the amount borrowed will be deducted from the loan at the time of disbursement.

Repayment

Repayment of the Direct Graduate PLUS loan begins 60 days from full disbursement. Students may request a deferment of principal and make interest-only payments while enrolled.

Financing Options

The following options are available to assist students in financing a Canisius education:

Griffin Payment Plans

This plan allows students to budget tuition payments over a full academic year. An annual fee of \$100 (\$50 per semester) is charged. Further information is available at the Student Records & Financial Services Center .

Other Information

Over-Awards

Each year a number of financial-aid recipients are “over-awarded.” As a result, refunds are withheld, and, in some cases, students are billed for funds already disbursed. This problem arises because of the length of time needed to match funds from various institutional sources and/or outside agencies against the individual student’s record.

To avoid this problem, students are urged to notify the Student Records & Financial Services Center promptly when they receive additional funds from any source not listed in their award letters or when a student changes his or her enrollment status.

Financial Aid Check List

To be evaluated for possible financial aid, the student must submit the following forms each academic year:

- Free Application for Federal Student Aid (FAFSA) is available on-line at [www. \(http://www.studentaid.gov\)studentaid.gov](http://www.studentaid.gov).
- If requested, Federal Income Tax transcripts for the appropriate calendar year and/or other requested verification of income, including child support. These should be returned to the Canisius College Student Records & Financial Services Center.

Students must re-apply for financial assistance each year. The academic year begins with the summer session and continues with the fall and spring semesters. If you attend in the fall and spring and then wish to attend Canisius College again the following summer session, you will need to complete a new FAFSA because the summer session begins a new academic year.

Satisfactory Academic Standing

To receive student financial aid, a student must remain “in Good Academic Standing.” This means that the student must:

1. make satisfactory academic progress toward the completion of program requirements and
2. pursue the program of study in which the student is enrolled.

The two elements of program pursuit and satisfactory academic progress must be met for each term of study in which an award is received.

Satisfactory Progress

A student must acquire a minimum number of credits at each semester interval and a minimum cumulative Q.P.A.

Students must meet the following satisfactory progress standards:

Graduate Students

Before being certified for aid for this semester;	1st	2nd	3rd	4th	5th
A student must have accrued at least this many graded credits;	0	6	12	21	30
With at least this Cumulative Quality Point Average: ¹	0	2.25	2.50	2.75	2.90

¹ Based on the 4.0 grading system.

Program Pursuit

A student must receive a passing or failing grade in a certain percentage of the full-time course load. The percentage increases from a 50 percent of the minimum full-time load in each semester of study in the first year for which an award is made, to 75 percent of the minimum full-time load in each semester of study in the second year for which an award is made, to 100 percent of the minimum full-time load in each semester of study in the third and each succeeding year for which an award is made. Grades of W (indicating a student’s withdrawal from a course) do not satisfy program pursuit requirements. Full-time students must meet the following requirements for program pursuit:

Graduate

Before being certified for aid for this semester;	1st	2nd	3rd	4th	5th
Minimum credit hours a student must have completed in the previous semester to meet Program Pursuit requirement.	0	6	6	9	9

Academic Progress Resolution/ Waivers

Each student's academic progress will be evaluated every semester. Students will be required to meet the academic standards as outlined in the college catalog.

However, Canisius College will allow all students with a one-time warning following their first adverse determination of satisfactory academic progress. During this warning period, the students will still be considered to be maintaining satisfactory academic progress and are eligible for their federal Title IV funds. "The fact that a student was placed on academic warning must be made a part of his/her record." (Source: Official federal regulations) A one time warning period is defined as one academic semester.

Students not meeting satisfactory academic progress or program pursuit requirements will be placed in financial aid warning status for the ensuing semester of the student's enrollment.

Students are allowed to retain their federal financial aid during the warning semester.

Federal financial aid suspension will occur following the semester of warning is the student fails to meet the required academic standards. Reinstatement of federal aid will occur when the minimum standards have again been earned. Students may use summer classes (at their own expense) to increase their cumulative GPA and/or their total credits earned sufficiently to reinstate their eligibility for financial aid. However, courses taken in the summer will not resolve a student's unsatisfactory pursuit. Only courses taken at Canisius College will affect a student's GPA.

Federal financial aid programs affected by this warning semester policy at Canisius College include the following student aid programs:

- Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant;
- Federal Work Study;
- Federal Direct Student Loans (subsidized and unsubsidized);
- Federal PLUS for Graduate or Professional Students (Federal PLUS)

If a student fails to maintain program pursuit, fails to make satisfactory progress or fails to meet both of these elements of good standing, the college may grant a waiver which would allow the student to receive financial aid for the next semester. A maximum of one waiver at the undergraduate level and one at the graduate level may be awarded to the student. The waiver is not automatic since it is intended to accommodate only extraordinary cases.

A waiver may be granted if situations beyond a student's control prevent the student from maintaining satisfactory academic progress or program pursuit. These situations must be documented. The waiver will be granted only when there is a reasonable expectation that the student will be able to meet the successive steps for financial aid eligibility as specified in the tables above. Reasons for which waivers may be granted include:

1. Personal medical problems;
2. Family medical problems;
3. Severe personal problems; and
4. Other circumstances beyond the control of the student.

Any student wishing to request a waiver must submit to the associate dean of his/her division a written statement detailing the reasons why special

consideration should be given. (A statement simply requesting a waiver is insufficient.)

The written statement should be sent no later than ten calendar days after the notice of loss of financial aid eligibility. Documentation supporting the stated reasons for special consideration must be provided and should be included with the written statement or should be forthcoming from appropriate third parties or agencies. The student is responsible for requesting that all documentation be sent or brought to the associate dean. Documentation should indicate that the student's problems have been directly responsible for his/her inability to meet the satisfactory progress and/or program pursuit requirements.

The appropriate associate dean will review the student's written statement and supporting documentation. If additional information is needed, the associate dean may require an appointment with the student. A student will be informed of the associate dean's decision within seven calendar days of receipt of the student's written request. The associate dean will confer with any student being granted a waiver to ensure that the student is fully aware of his/her situation and that the student concurs with the granting of the waiver. The associate dean's decision on the waiver is final.

Return of Title IV Funds

It is the policy of Canisius College to return federal funds which have been dispersed to an undergraduate student who has withdrawn or stopped attending the College to the Federal Title IV programs in compliance with the regulations of the Department of Education.

In order to be eligible for and retain federal financial aid (Title IV) funds, students must maintain enrollment in classes for the entire semester. Failure to do so results in a recalculation of aid funds and may result in a return of unearned Title IV funds.

If a student leaves the College prior to completing a semester, the Student Records and Financial Services Center may recalculate eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Courses whose length is less than a full semester (module), will also be subject to a Title IV review if a student withdraws before the end of the course.

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or semester. (Any break of five days or more is not counted as part of the days in the semester.) This percentage is also the percentage of earned aid. Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or semester.

If a student earned less aid than was disbursed, the College will return a portion of the funds and the student will be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a debit to the College.

If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. The College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. Permission is

required to use the post-withdrawal grant disbursement for all other College charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination.

The College will return the Title IV funds within 45 days of the date it determines the student withdrew. Title IV funds will be returned to the Department of Education in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Graduate PLUS Loan
4. Other Title IV Assistance
5. Other state
6. Private and Institutional Aid
7. Student

Academics

- Academic Degrees (p. 30)
- Academic Policies (p. 31)
- International Partnerships and Study Abroad (p. 37)
- Partnership Programs (p. 38)
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Academic Degrees

The Canisius College Graduate Division offers curricula leading to the degrees of Master of Science (MS), Master of Science in Education (MS in Ed), Master of Business Administration (MBA), Master of Business Administration in Professional Accounting (MBAPA.) and Master of Business Administration in Accounting (MBAA). Each program is listed with the official approved title and HEGIS¹ number by which it is registered with the New York State Education Department. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student-aid awards. The programs are as follows:

College of Arts and Sciences

Master of Science Degrees

Anthrozoology	0499.00
Data Analytics	0703.00
Cybersecurity	0799.00

Advanced Certificate Programs

Integrated Marketing Communication	0699.00
Data Analytics	0703.00

School of Education and Human Services

Master of Science Degrees

Applied Nutrition	1306.00
Clinical Mental Health Counseling	2104.10
Community and School Health	1299.00
Educational Leadership and Supervision	0827.00
Health and Human Performance	1299.30
Higher Education and Student Affairs Administration	0826.00

Instructional Technologies and Curriculum Design	0899.00
Physical Education and Athletics	1508.00
Respiratory Care	1299.00
School Counseling	0826.01
Sport Administration	0599.00
Sport Product Development	0599.00
Teaching English to Speakers of Other Languages	1508.00
Teaching Students with Disabilities: Childhood	0808.00
Teaching Students with Disabilities: Adolescence	0808.00

Master of Science in Education Degrees

Adolescence Education	0803.00
Business and Marketing Education	0838.00
Differentiated Instruction	0811.00
Literacy Education: Birth-Grade 6	0830.00
Literacy Education: Grades 5-12	0830.00
Physical Education	0835.00
Special Education	0808.00
Special Education and Childhood Education	0802.00

Advanced Certificate Programs

Bilingual Education	0899.00
Clinical Mental Health Counseling	2104.00
Coaching	1299.30
Counselor Education (for Professional/Permanent Certification)	0826.01
Instructional Technologies and Curriculum Design	0899.00
Literacy Education - Birth-Grade 6	0830.00
School Building Leader	0828.00
School District Leader	0827.00
School District Business Leader	0827.00
Teaching English to Speakers of Other Languages (results in NYS certification)	1508.00
School Counseling	0826.01
Teaching English to Speakers of Other Languages (does not result in NYS certification)	1508.00

Richard J. Wehle School of Business

Master of Business Degrees

Master of Business Administration	0506.00
Master of Business Administration in Accounting ²	0502.00
Master of Business Administration in Professional Accounting	0502.00

Master of Science Degrees

Finance	0505.00
Business Analytics	0503.00

Advanced Certificate Programs

Business	0501.00
Business Analytics	0503.00
Finance	0504.00

Global Supply Chain Management	0509.00
Marketing	0509.00

The college reserves the right to modify its regulations at any time to conform with current university and graduate school practice.

The graduate division offers courses during the regular summer, fall and spring sessions.

Students must assume the responsibility of acquainting themselves with all requirements pertaining to their program of study and of adhering to them. This involves a careful reading of the Canisius College Catalog and of departmental and graduate division notices. When in doubt, they should avail themselves of the advice of their department chair or program director.

¹ Higher Education General Information Survey.

² The M.B.A.A. degree is awarded only to those students who complete the 150-hour program in accounting.

Academic Policies

Attendance

Students are expected to attend all regularly scheduled classes, labs and other course related activities. However, on some occasions students may need to be absent. Instructors are privileged to establish reasonable absence regulations which should be clearly stated at the first class meeting. The suggested norm is twice the number of classes per week. This means that a student would be permitted two absences in a class that meets once a week. When unavoidable absences occur, the student should explain the circumstances as soon as possible to the instructor who will judge the validity of the excuse.

The instructor is expected to determine when the number of absences has reached the level where any additional absences would prevent the student from attaining the objectives of the course. This judgment should be communicated to the student with the warning that any further absences will result in an automatic dismissal from the course and a grade of "F."

Examinations

In their syllabi, instructors specify examinations of a kind and number that are, in their judgment, appropriate to the needs of the students and to the objectives and conditions of the course. Final examinations are required in every course and are administered during final-examination week at times and places scheduled by the registrar.

Separation from the College

Each student's continued registration at the college, the awarding of academic credits and the granting of any certificate or degree are entirely subject to the disciplinary authority of the college. The college reserves the right, therefore, to enforce the regulations concerning satisfactory academic performance and, in consequence, to cancel a student's registration, to refuse academic credits or to deny a certificate or degree. Separation from the college may also be imposed as a penalty for any conduct which conflicts with the ideals of the college or damages its reputation and that of its students.

Grades

Grades inform students of the level of performance they have achieved in a course. Grades are means whereby students may come to know and appreciate their capacities and abilities. Instructors are responsible

for specifying the performances required in their courses; students are responsible for meeting the requirements specified.

Grades earned by students at Canisius College reflect:

1. The extent to which the requirements specified in the course syllabus have been met.
2. The degree to which the requirements completed exhibit mastery of the subject or skills which are the object of the course.
3. Other criteria specified by the instructor at the beginning of the course, criteria such as, but not limited to, attendance at lectures or other course functions, projects voluntarily undertaken in excess of specified requirements, correct use of oral or written English and contribution to discussion or other course activities.

Quality Points

The quality-point average indicates the student's general scholastic average and is a measure of the quality of his or her work, just as credit hours are the measure of its extent. Points are assigned as follows for each semester hour completed:

Grade	Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
F	0

A student's GPA is obtained by dividing the total number of quality points by the total number of credit hours carried. Other grades authorized by the deans include the following:

- W – Authorized withdrawal from a course.
The description of withdrawal procedures is in a preceding section of this chapter.
- I – Incomplete.

Final grades are available on the MyCanisius portal at the conclusion of each semester. If an official grade report is needed for any reason, contact the Student Records office to request a grade report.

Final course grades cannot in normal circumstances be altered after they have been recorded on the student academic record. Should an exceptional reason occur that would justify a late grade change, the faculty member can submit to the appropriate associate dean a request to change a student's recorded grade within the following time frame:

- The end of the spring semester following a course taken in the fall
- The end of the fall semester following a course taken in the summer
- The end of the fall semester following a course taken in the spring

Any request for a grade change after these deadlines must be submitted to the dean of the appropriate college with documentation as to why the grade should be changed.

Students who are dissatisfied with their grade in a course may repeat the course once (exceptions may be approved by the appropriate associate dean

in consultation with the program director). In such cases both grades will be entered in the student's record and will show on the student's transcript, but, for the purpose of computing grade point average, only the higher grade will be used for the GPA calculation.

Incomplete Grade

A student who, for serious and well defined reasons, has failed to fulfill all requirements of a course or has failed to take the final exam may petition the course instructor to request from the appropriate associate dean, a grade of "I", indicating "Incomplete Performance."

Only the appropriate associate dean or his or her designate may grant an incomplete grade request. It will not be granted to a student whose only reason is excessive absence during the semester or failure to complete the work of the course before the close of the semester without an exceptionally good reason. Examples of such good reasons might be prolonged illness or hospitalization during the semester, serious illness at the time of the final examination, or other unusual circumstances.

An incomplete grade, when granted, is merely temporary and will automatically be changed to an "F" grade if a final grade is not submitted by March 1 for the fall, August 1 for the spring and October 1 for the summer.

Probation and Academic Dismissal

The regulations regarding probation and academic dismissal vary from one program to another. Specific information may be obtained from the associate deans or program directors.

Academic Standing

Academic standing is determined by the cumulative grade point average from the beginning of the student's graduate program at Canisius.

The following terms are used to describe a student's academic standing:

1. Academic probation: When a student's grade point average falls beneath the level indicated below, he/she is placed on academic probation — a serious warning that the student's academic record at the college is unsatisfactory. It is generally not advisable for students on academic probation to take part in extracurricular activities. Varsity athletes, in addition, are governed by NCAA and regional conference regulations. Probation for two successive semesters will result in automatic academic dismissal from the college.
2. Academic dismissal: When a student does not meet the academic requirements of the program, the student will be dismissed from the college (removed from the program). Dismissed students may not enroll in any division of the college and must wait at least six months before applying for readmission. Readmission is not guaranteed.
3. Good academic standing: This is a term used to 1) indicate satisfactory progress toward a degree, and 2) determine a student's eligibility for financial aid. A student who is on academic probation is generally considered to be in good academic standing for financial aid, but is in danger of being dismissed from the program. Further details may be found in the section on Financial Aid.

The grade point average levels for academic probation and academic dismissal are school and/or program specific as described below.

College of Arts and Sciences

Unless described differently on the individual program catalog page, the following guidelines apply to all graduate programs in the College of Arts and Sciences.

To receive a graduate degree in the College of Arts and Sciences, students must maintain a 3.00 QPA.

Graduate students must be in good academic standing with a 3.00 cumulative average to be eligible to take a capstone course, thesis course, or final internship.

Good Academic Standing

Students must maintain a 3.00 grade point average (a B average) to remain in good academic standing. Students who do not meet this requirement are subject to the provisions below.

Academic Probation

A student is placed on academic probation if:

- After completion of nine hours of course work, the student's cumulative grade point average falls below a 2.70; or
- Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 3.00.

A student may not be placed on academic probation more than twice.

Academic Dismissal

A student may be dismissed from the program if:

- Any student receiving less than a C+ grade in two or more courses will be dismissed from the program; or
- After completion of six hours of course work subsequent to being placed on academic probation, the cumulative grade point average remains less than 3.00; or
- After completion of a second semester on academic probation, the student fails to meet the minimum QPA of 3.00. Two semesters of academic probation include both consecutive and non-consecutive semesters.

School of Education and Human Services

Unless described differently on the individual program catalog page, the following guidelines apply to all graduate programs in the School of Education and Human Services.

Receipt of a grade of "F" will result in a student being placed on academic probation. A second grade of "F" will automatically disqualify a candidate from the master's degree program. A candidate whose grade point average drops below a 3.00 will be placed on academic probation and will be dismissed from the master's degree program if their overall grade point average is below a 3.00 in two consecutive terms.

Wehle School of Business

MBA – Flexible MBA (full or part time)

Students must have a cumulative GPA of 2.8 to graduate.

A student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.00 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 2.80.

A student may be dismissed from the program if:

3. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
4. After completion of at least 18 hours of course work, the cumulative grade point average is less than 2.80. A student may be dismissed without having been placed on probation first.

One Year MBA

Students must have a cumulative GPA of 2.8 to graduate.

1. A student may be dismissed from the program if the student's QPA is 2.3 or lower, or if they fail or withdraw from a course upon completion of the first semester.
2. A student will be placed on academic probation if the student's QPA is greater than 2.3 but less than 2.80 upon completion of the first semester.
3. A student may be dismissed from the program if the student's QPA is less than 2.80, or they fail a course upon completion of the second semester.

Students dismissed from the One Year MBA Program can request to be evaluated for the Flexible MBA Program.

MBA in Professional Accounting

Students must have cumulative GPA of 3.0 to graduate.

A student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.0 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is below a 3.0 or lower

A student may be dismissed from the program if:

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 3.0. A student may be dismissed without having been placed on probation first.

MBA in Accounting

Students must have cumulative GPA of 3.0 to graduate

For the undergraduate portion of the MBAA 150 hour program, students should review the probationary and dismissal policies in the undergraduate catalog for BS/BA candidates.

For the graduation portion a student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.0 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is below a 3.0 or lower.

A student may be dismissed from the program if:

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 3.0. A student may be dismissed without having been placed on probation first.

Grade Review and Appeal Procedure Rationale

In order to foster an environment of intellectual and ethical development, the procedures below have been developed in accordance with Canisius College's mission and with the Jesuit principle of care for the whole person. Academic integrity is the foundation of intellectual growth. Students, faculty, and administration are expected to interact with honesty and respect for others and for the college when dealing with grade grievances.

Grounds for Grade Review

A student may initiate this process only if he or she believes the final grade has been assigned on an erroneous, or a capricious or arbitrary basis. Grounds include situations such as:

- **Computational error:** The student alleges that the faculty member made a mistake in the mathematical computation of the class grade. If a student believes that a mistake has been made in the computation of his or her grade, the student must first speak with the faculty member. If the faculty member agrees, the faculty member will submit a "Change of Grade" form. If the faculty member does not agree, the student may then follow the procedures and deadlines outlined below.
- **Arbitrariness or capriciousness:** The student alleges that the grade was based on something other than performance in a course (i.e. non-academic criteria); or the grade reflects standards different from those applied to other students in the course; or the grade departs from the standards of evaluation set forth in the syllabi or other written documents in a substantial, unreasonable, and unannounced way. In this case, the student must follow the procedures and deadlines outlined below.
- **Discrimination:** The student alleges that the grade reflects a violation of the College's non-discrimination policy as stated in the College catalogs and student handbooks. In this case, the student should follow the "grievance procedures" for bringing a claim of unlawful discrimination as outlined in the College catalogs and student handbooks.

The burden of proving a claim of an incorrect or unfair grade rests completely with the student. A grade review/appeal case has to be based on specific graded items. The student must provide documentation (e.g., graded tests, assignments, etc.) as evidence to support their claim. Any grade review/appeal must be made by an individual student; a grade review/appeal cannot be brought jointly by multiple students.

The grade review/appeal policy cannot be used to review an instructor's professional judgment in teaching a class section, or in assessing the quality of a student's work.

The question of whether the grade should be reconsidered is addressed in two stages: a grade review and, if necessary, a grade appeal. The Assistant/Associate Vice President for Academic Affairs may serve as the academic resource officer, who can guide the student and/or the faculty member, by helping to explain the procedure and steps.

Grade Review

In a situation where a student believes his or her grade has been assigned on a capricious or arbitrary basis, the student must abide by the following procedure:

1. The student must contact the class instructor, via Canisius email, to request a grade review. The appropriate Department Chair must also be copied on this email. The student must provide the instructor with a formal written statement (250 to 1000 words), which explains the

grounds for a request for a grade review. In addition to the written statement, the student will supply any relevant documents to support the request. These documents could include copies of assignment instructions, tests, papers, rubrics, etc. This statement and any related documentation will be the official basis for **all** stages of the grade review process and the grade appeal process if the review advances to that level; the student may not add any additional material in later steps. The request must state the grounds upon which the review is sought, and must be sent no later than six (6) working days* from the start of the semester (regular academic session, fall or spring) immediately following that in which the grade was awarded.

- a. If the review results in a change of grade, a grade change is completed by the instructor.
 - b. If the student and the instructor cannot resolve the issue, the instructor writes an email to the student and the Department Chair, via Canisius email, articulating the reason for the final grade, as well as including the student's original request (and any related documentation) for the grade review. In some cases, a Program Director might be the more appropriate person to contact rather than a Chair.
 - c. If the instructor does not respond to the student's initial contact within six (6) working days, or six (6) working days from the start of the semester (whichever is later), the student may proceed to step 2.
2. If the student chooses to continue the grade review process, he or she must contact the Department Chair by Canisius email to request further review. This review must be based on the same statement and documentation provided to the instructor; no additional statement or documentation can be added at this time. The instructor must also be copied on the email to the Chair. *If the instructor is also the Chair, a student should contact the Assistant or an Associate Vice President for Academic Affairs. The Assistant or an Associate Vice President for Academic Affairs will assign a senior member of the Department to serve in the role of the Chair in this situation.* The student must send this request within six (6) working days of receiving the instructor's email or, if the instructor has failed to respond, within twelve (12) working days from the start of the semester. The role of the Chair is to facilitate a resolution between the student and instructor. The Chair will review the statement and documentation already supplied to the instructor. The instructor will supply, via Canisius email, a concise explanation of her/his denial of the request (250 to 1000 words), including appropriate documents supporting the instructor's decision. These documents could include copies of assignment instructions, tests, papers, rubrics, etc. If the review results in a change of grade, a grade change is completed by the instructor. It is recommended that the Chair finalize the grade review within six (6) working days of receiving the request of grade review, as outlined in this step. Most grade reviews will end here.

* A working day is defined as a day when regular classes (fall or spring semester) are in session at the college.

Grade Appeal

If the student does not accept the results of the grade review, he or she may initiate a formal grade appeal.

1. The student may appeal the decision to the appropriate Assistant/Associate Dean's office within six (6) working days after the grade review process by the Chair is complete. If the student chooses to continue the grade review process to level of a formal appeal, he or she must contact the Assistant/Associate Dean by Canisius email to request further review. This request for review must be based on the original

- statement and documentation first provided to the instructor in Step I.
1. The Chair and the instructor must also be copied on the email to the Assistant/Associate Dean. In turn, the Assistant/Associate Dean must collect the emails from the instructor and the Department Chair written during the grade review process (Steps I. 1. and I 2.) as well as any other information deemed relevant by the Chair, instructor, and/or Assistant/Associate Dean. At this stage, the Assistant/Associate Dean creates a file consisting of the student's emails with evidence, the Chair's email, the instructor's email and other relevant information. No information other than the Assistant/Associate Dean's decision letter can be added to the file after this point. In the event that the Assistant/Associate Dean needs to recuse himself/herself, the Dean of the appropriate school will fulfill the role. Should the Dean need to recuse himself/herself, then the Dean of one of the other schools will fulfill the role of the Assistant/Associate Dean, as outlined below.
 2. The Assistant/Associate Dean decides whether or not the grade should be reconsidered, writes a letter explaining his or her decision, and adds it to the file. It is recommended that the Assistant/Associate Dean finalize the grade appeal within six (6) working days of receiving the request of grade appeal, as outlined in Step II.1. The Assistant/Associate Dean's decision is final and binding. If the decision is not to reconsider the grade, the original grade will not be changed and the grade grievance process is complete. If the decision is to reconsider the grade, the procedure in #3 below is followed.
 3. If the Assistant/Associate Dean concludes that reconsideration of the grade is appropriate, the Assistant/Associate Dean, the instructor, and student will each select one tenured faculty member who has not been involved in the process described above. The panel is formed with members from the Department in question and must be formed within six (6) working days of the Assistant/Associate Dean's decision. If the Department does not have a sufficient number of members, the panel will be expanded to include tenured members of the Departments in the division (Humanities, Natural Science, Social Science, Business, or Education) of which the Department is a part.
 4. The panel will review the file assembled by the Assistant/Associate Dean in #1 above. Based on their review of the file, the panel will assign a grade for the course in question. That grade may be the same as that assigned by the instructor, or a higher or lower grade, according to the panel's judgment. The panel must reach a decision within sixteen (16) working days of its formation. The Assistant/Associate Dean, student, instructor and Department Chair will be informed of the panel's decision via Canisius email. This decision will include a brief explanation of the outcome. When applicable, the authorized grade change will be submitted by the Assistant/Associate Dean to the registrar. The decision of the panel is final and binding.

Code of Academic Integrity

• Mission and Pledge

The Canisius College community is dedicated to academic excellence and is, therefore, committed to establishing and maintaining an atmosphere of trust. All members of the community agree and pledge to exercise complete integrity in their academic work. Academic integrity is the foundation of true intellectual growth; it demonstrates respect for oneself and for others.

The students, faculty and administration of Canisius College understand their responsibility for maintaining academic integrity to be both individual and collective. Fulfilling this responsibility requires

us to uphold high standards in our own conduct and to exercise fairness towards each other. All instances of academic dishonesty are a breach of community standards. Students, administrators and staff, course instructors and their representatives are expected to report violations of the Code of Academic Integrity.

All members of the Canisius College community are committed to administering the Code of Academic Integrity in a manner consistent with our mission: to teach responsibility, to foster learning and to care for the intellectual and ethical development of the whole person.

Violations of the Code of Academic Integrity shall be dealt with in a manner which is just to all parties and contributes to the learning process. Sanctions shall be shaped by the belief that infractions are not simply occasions for punishment, but are opportunities for learning and for improving the ethical standards of the individual and the community.

All Canisius College students are automatically bound by the Code of Academic Integrity. As a reminder and reinforcement of the ideals this code embodies, course instructors are asked to place a pledge on scheduled tests and assignments, as well as in the course syllabus. Students, in turn, are asked to carefully consider and sign the pledge, which reads:

“As a member of the Canisius College Community I understand and will uphold the standards for academic behavior as stated in the Code of Academic Integrity.”

• Standards for Academic Behavior

A. Prescriptions

Academic integrity requires a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility.

1. Honesty

As an academic community of integrity, Canisius College requires intellectual and personal honesty in learning, teaching, research, and service. Honesty is the prerequisite for full realization of trust, fairness, respect, and responsibility. The policies of Canisius College discourage dishonesty in the forms of cheating, lying, fraud, theft, and other behaviors that jeopardize the rights and welfare of the college community and diminish the worth of its academic degrees. All members of the community subscribe to the principle of observing basic honesty in their work, words, ideas, and actions.

2. Trust

As an academic community of integrity, Canisius College seeks to foster a climate of mutual trust, encourage the free exchange of ideas, and enable all members of the community to reach their highest potential. Trust creates an environment in which collaboration is valued and information and ideas can be shared without fear of one's work being stolen. It also allows us to believe in the social value of our scholarship and the degrees that are achieved here.

3. Fairness

As an academic community of integrity, Canisius College seeks to set clear standards, practices and procedures, and expects fairness in the interactions of all members of the community.

4. Respect

As an academic community of integrity, Canisius College recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas. If they are to be rewarding, teaching and learning demand both active engagement and mutual respect among all members of the community. Respect is shown by attending class, being on time, paying attention, listening to other points of view, valuing the aspirations and goals of others and recognizing them as individuals, being prepared and contributing to discussions, meeting academic deadlines and performing to the best of one's ability.

5. Responsibility

As an academic community of integrity, Canisius College upholds personal accountability and depends upon action in the face of wrongdoing. Every member of the academic community is responsible for upholding the integrity of the scholarship and research carried out here. Such shared responsibility leads to personal investments in upholding our academic integrity standards. Being responsible means taking action against wrongdoing, discouraging and seeking to prevent misconduct by others. One primary responsibility is to discourage violations of the Code of Academic Integrity by others.

B. Proscriptions

All students of the college are expected to understand the meaning of the Code of Academic Integrity. Ignorance of the code is not a valid reason for committing an act of academic dishonesty. Students should realize that their actions may affect other students. In general, students may not obstruct or interfere with other students' academic work or otherwise undertake an activity with the purpose of creating or obtaining an unfair academic advantage over other students. Each of the following behaviors violates all of the principles of honesty, trust, fairness, respect, and responsibility explained above and is thus prohibited.

1. Plagiarism – what about copying from the Internet and citing someone else?

Plagiarism is using someone else's work without citing the source. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs ("You can't judge a book by its cover"), well-known quotations ("We shall overcome"), or common knowledge ("George Washington was the first president of the United States"). But you must indicate the source of any appropriated material that readers might otherwise mistake for your own (5th Edition, pp. 30, 33). Plagiarism may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, websites, speeches, or the writings of other students. Honesty requires that any work or materials taken from another source, for either written or oral use, must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, whether intentional or unintentional, violates standards of academic integrity. Examples of plagiarism include, but are not limited to:

- Direct quotation of any source material whether published or unpublished without giving proper credit through the use of quotation marks, footnotes and other

customary means of identifying sources. This includes complete sentences or paragraphs, or an entire piece of written work.

- Paraphrasing another person's ideas, opinions, or theories from books, articles, websites, etc., without identifying and crediting sources.
- Borrowing facts, statistics, graphs, diagrams, photographs, or other illustrative or visual materials that are not clearly common knowledge without identifying and crediting sources.
- Copying another student's essay test answers.
- Submitting papers written by another person or persons. This includes copying, or allowing another student to copy, a computer file that contains another student's assignment and submitting it, in part or in its entirety, as one's own.
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one's own individual work without course instructor approval.
- Buying or selling, or exchanging term papers, examinations, or other written assignments, or any part of them.
- Offering false, fabricated, or fictitious sources for papers, reports, or other assignments.

2. Cheating

Cheating includes, but is not limited to: using unauthorized notes, study aids, or information on an examination, test, etc.; altering a graded work after it has been returned, then submitting the work for regrading; or allowing another person to do one's work and submitting that work under one's own name. Cheating also includes the possession, without authorization, of copies of tests, answer sheets, or other materials, however obtained, that could interfere with fair, accurate testing, as well as retaining, possessing, using or circulating previously given examination materials without authorization.

3. Duplicate Submission of the Same Work

Submitting the same work for more than one course is a violation unless the professor(s) assigning the work gives consent in advance. This includes work first produced in connection with classes at either Canisius College or other institutions attended by the student.

4. Collusion

Collusion includes cooperation that results in the work or ideas of others being presented as one's own (e.g., rather than as a group effort). However, ordinary consultation of faculty, library staff, tutors or others is legitimate unless the instructor has imposed stricter limits for a particular assignment.

5. False Information and Lying

This includes consciously furnishing false information to other students, faculty members and their representatives, advisors, administrators or representatives of the college offices with the intent to mislead. Instances would include but are not limited to misrepresenting activity outside of the classroom (reports on field work, internships, etc.) or improperly seeking special consideration or privilege (e.g., for postponement of an examination or assignment deadline, etc.).

6. Falsifying Academic Documentation and Forgery

This includes any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, drop/add forms, withdrawal forms, and medical certification of absence) or to falsify other writing in academic matters (e.g., any documentation provided to instructors) concerning oneself or others.

7. Theft, Abuse, and Destruction of Academic Property

This comprises unauthorized removal, retention, mutilation, or destruction of common property of the college that deprives others of equal access to these materials. Such property includes but is not limited to library materials, laboratory materials, computers and computer software, etc. This includes also sequestering library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices from the library; and the removal or attempt to remove library materials from the library without authorization. The theft, mutilation, or destruction of another student's academic work, including books, notes, computer programs, papers, reports, laboratory experiments, etc. also falls under this type of violation.

8. Unauthorized Use of Information Technologies

In the context of the completion of a course and/or assignments (contained within a course), the unauthorized use of computers or the college's computer network (e.g., the unauthorized use of software, access codes, computing accounts, electronic mail, and files) or other electronic devices (calculators, smart phones, iPods/iPads, tablets etc.) is prohibited.

9. Aiding and Abetting Academic Dishonesty

This includes intentionally: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used to commit any of the proscribed acts noted above; or (b) providing false information in connection with any inquiry regarding academic integrity.

Procedures for Handling Academic Misconduct

A faculty member may charge a student in his or her course with academic misconduct. After the student has been informed of the charge and the evidence upon which it is based and has been given an opportunity to present a defense or explanation, the faculty member shall issue a finding and impose a penalty within the course.

The student may accept the penalty or choose to appeal. The student may appeal the finding or the penalty to the chair of the faculty member's department within ten calendar days of the finding. Each party will present his case to the chair, who will then render a decision.

The student and the faculty member may accept the decision of the chair or either of them may appeal the matter to the appropriate associate academic dean or his or her designate within ten calendar days. Each party will present his case to the associate dean or his or her designate, who shall then render a decision.

At either stage of appeal, the chair, the associate dean or his or her designate may dismiss the charge, affirm the charge and penalty, or affirm the charge but change the penalty.

At any time after a student has been charged with academic misconduct, but before the associate dean or his or her designate has rendered a final decision, the student may request a college ombudsman to facilitate an informal resolution to the problem. The resolution may include a penalty. After a student has been charged with academic misconduct, he or she may request the assistance of another member of the college community in presenting an explanation or defense to the faculty member, chair, associate dean, or his or her designate.

Penalties

The penalties that may be imposed upon a student found responsible for academic misconduct include, but are not limited to, the following:

- If consultation with the associate dean of the student's school reveals no prior offense.
- The student's grade in the assignment or examination in question will be a "F." At the discretion of the instructor, the assignment or examination may be repeated in a different form.
- In addition, the student may receive a failing grade in the course.
- The instructor may devise a penalty appropriate to the circumstances. If a prior offense is on record, the course grade should be an "F." The student's associate dean may impose a penalty outside the course, including the recommendation of suspension or expulsion. The Vice President for Academic Affairs makes all final decisions regarding suspension or expulsion for reasons of academic misconduct.

Record Keeping

In all instances of academic misconduct in which a final penalty has been imposed, the person imposing the penalty shall notify the associate dean of the student's school for inclusion of the matter in the student's confidential file. This file enables the associate dean to determine when a student has engaged in more than one act of academic misconduct. Academic misconduct files are maintained in the Student Records Office.

After a student graduates, the confidential file concerning the misconduct shall be destroyed. However, if the student is expelled for academic dishonesty, the file will be retained.

Earning a Second Graduate Degree

When an individual seeks to earn a second degree in a discipline closely related to a previous graduate degree or certificate, it is not uncommon for the individual to request that they be allowed to apply some of the credits earned in the first program toward the requirements in the second program. However, Canisius has an obligation to ensure that each degree reflects a significant immersion of the individual in a relevant, concentrated course of study. To this end, there shall be a minimum of 24 distinct credits earned in a subsequent master's degree.

Furthermore, the individual must formally apply and be accepted for admission to the second graduate program and must obtain that program's approval for the course(s) to be "accepted" from the other degree. Finally, any specific requirements beyond coursework in the second program (e.g., comprehensive exams or a thesis) must be completed.

For example, if a student completes a 30-credit graduate degree, and then comes to Canisius for a second 30-credit graduate program, s/he may apply up to 6 credits from the first program towards the second program, with the approval of the program's director.

Applying Graduate credits to an Advanced Certificate

When an individual seeks to earn an advanced certificate in a discipline closely related to that of a previous graduate degree or certificate, it is not uncommon for the individual to request that they be allowed to apply some of the credits earned in the first program toward the requirements in the second program. However, Canisius has an obligation to ensure that each of its certificates reflect a significant immersion of the individual in a relevant, concentrated course of study. To this end, a minimum of 9 distinct credits must be earned in an advanced certificate.

Furthermore, the individual must formally apply and be accepted for admission to the advanced certificate program and must obtain that program's approval for the course(s) to be "accepted" from the previously earned master's degree/certificate.

For example, if a student completes a 30-credit graduate degree, and then comes to Canisius for a 15-credit graduate advanced certificate, only 6 credits from the first program can be used from the first program towards the second. This policy also applies to students pursuing certificate programs with or without simultaneous enrollment in a degree program.

Should a student decide to pursue a third credential at Canisius, no course may be triple-counted.

International Partnerships and Study Abroad

Study Abroad and International Partnerships

Students who study abroad say that it is a life-changing experience. Whether you spend a semester or a year abroad, living and learning in another country will open the doors to unique personal and professional experiences as well as improve foreign language skills. Some programs enable students to work as volunteers or interns during their stays and combine language and culture courses with their academic work. The Office of (<https://www.canisius.edu/global-education/international-student-programs/>) Study Abroad (<https://www.canisius.edu/study-abroad/>) and International Partnerships (<https://www.canisius.edu/global-education/international-student-programs/>) is continually improving and increasing the options made available to Canisius students interested in expanding their horizons. Some of the programs listed below also offer opportunities for graduate students to study abroad for a summer or semester. Please check with the Office of Study Abroad and International Partnerships about details for graduate study abroad.

Canisius offers study abroad programs in the following locations:

- Antwerp, Belgium – University of Antwerp
- Barcelona, Spain – University Ramon Llull, IQS School of Management
- Berlin, Germany – Berlin School of Economics and Law
- Dortmund, Germany – Technical University of Dortmund
- Eichstaett, Germany – Catholic University of Eichstaett
- Florence, Italy – Istituto Lorenzo de' Medici
- Galway, Ireland – National University of Ireland at Galway
- Glasgow, Scotland – University of Glasgow (HONORS ONLY)
- Lille, France – the Catholic University of Lille and IESEG School of Management
- Lima, Peru – Universidad del Pacifico
- London, England – London Metropolitan University

- Madrid, Spain – Pontifical University Comillas
- Manila, Philippines – Ateneo de Manila
- Oviedo, Spain – University of Oviedo
- Paris, France – IESEG School of Management
- Queensland, Australia – University of the Sunshine Coast
- Rio de Janeiro, Brazil – Pontifical Catholic University
- Seoul, South Korea – Sogang University
- Strasbourg, France – Ecole de Management Strasbourg
- Tokyo, Japan – Sophia University

Partnership Programs

The following programs are offered in conjunction with partners. Please read the program description carefully to determine which organization is offering which of the credentials.

- Teach for America (p. 38)

Intensive Teacher Institute Teach for America

Canisius College and Teach For America (TFA) believe that all children should receive an excellent education. We also share a mutual vision of how quality teacher preparation can directly lead to improved academic outcomes. As a result, TFA has chosen Canisius College as the exclusive Buffalo partner to recruit, educate, and support corps members to become highly qualified teachers.

Corps members are full time teachers of record who complete two required courses each semester, which will make them eligible for an initial teacher's license in the state of New York and the Master's Degree in Education.

Corps members benefit from school mentors and Canisius mentors who assist them in their first years of teaching and provide the support and expertise needed to become skilled beginning teachers.

Corps members may pursue New York State certification in Early Childhood Education, Childhood Education or Adolescent Education with certification options in Students with Disabilities, TESOL, and Bilingual Education.

More information is available on Teach for America's (<https://buffalo.teachforamerica.org/>) website.

Admission:

Only TFA members assigned to teach in the Buffalo area are eligible to apply to the Canisius/TFA partnership program in Buffalo.

- Adolescence Urban Education (MSED) (p. 38)
- Childhood Urban Education (MSED) (p. 40)
- Early Childhood Urban Education (MSED) (p. 41)

Adolescence Urban Education (MSED)

INTRODUCTION

This Teach for America option is for candidates who work in Buffalo secondary schools (grades 7-12). These candidates are teachers of record in their schools and work on a Transitional B license.

There are three certification options associated with this Urban MSED. They are Urban Adolescence 7-12 Students with Disabilities Generalist, Urban Adolescence plus TESOL (Teaching English to Speakers of Other Languages), and Urban Adolescence plus Bilingual Education.

Curriculum Courses for Adolescence 7-12 in a Subject Area

Code	Title	Credits
EDU 601	Intro to Education Foundations	3
EDU 603	Intro to Education Methods	3
EDAD 502	Foundations of Adolescent Literacy	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 572	Pedagogical Strategies and Methods	3
EDU 556	Assessment for Diverse Learners	3
SPE 541	Inclusive Strategies	3
SPE 580	Classroom Management	3
EDR 501 or TESL 583	Reading and Writing in the Content Areas Linguistics, Literacy, & Second Language Acquisition	3
EDU 615	Research Methods	3
EDU 589	Student Teaching Seminar	2
Total Credits		32

¹ Take TESL 583 if you plan to add TESOL.

Courses to Add SWD

Code	Title	Credits
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
Please choose one of the following:		3
SPE 639	Therapeutic Approaches for Disruptive Behavior ¹	
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs ¹	
SPE 649	Transition Issues for Adolescents with Disabilities ²	
Total Credits		6

1 - Childhood and Early Childhood Candidates must choose the course that is offered that academic year.

2 - Adolescence Candidates must choose this course.

Courses to add TESOL K-12 (Teaching English to Speakers of Other Languages)

Code	Title	Credits
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
Please recall that TESOL candidates need to take TESL 583 instead of EDCH 509.		
Total Credits		6

Courses to Add Bilingual Extension

Code	Title	Credits
TESL 590	Foundations of Bilingual Education	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
Total Credits		12

Prerequisites for Adolescence 7-12 Certification in the Content Area*:

1. English: 36 credit hours are required in English. Topics that need to be covered include linguistics/grammar, American Literature, World Literature, Young Adult Literature, British Literature, and writing/composition (plus electives needed to meet the credit hour requirement)
2. Math: 37 credit hours are required in Math. Topics that need to be covered include Calculus I, II, and III, differential equations, abstract math, linear algebra, abstract algebra, geometry, and statistics. (plus electives needed to meet the credit hour requirement)
3. Biology: 36 credit hours are required in Biology. Topics that need to be covered include botany, evolution, microbiology, biochemistry, organismal biology, ecology, physiology, cell biology, zoology, genetics, and anatomy. (plus electives needed to meet the credit hour requirement)
4. Chemistry: 36 credit hours are required in Chemistry. Topics that need to be covered include inorganic chemistry, organic chemistry, biochemistry, analytical chemistry, and physical chemistry. (plus electives needed to meet the credit hour requirement)
5. Physics: 36 credit hours are required in Physics. Topics that need to be covered include general physics, classical mechanics, nuclear physics, optics, electricity/magnetism, quantum mechanics, electronics, and statistics & thermal dynamics. (plus electives needed to meet the credit hour requirement)
6. Social Studies: 36 credit hours are required in Social Studies. Eighteen (18) credits in history are required. Three credits are also required in each of the following areas: geography, political science/government, cultural studies, and economics. The remaining credits can come from other social sciences including psychology or philosophy.
7. Spanish, French, or German: 30 credit hours of study in that language are required

*All teacher certification programs also require that candidates complete 3 credit hours in a Language other than English.

Prerequisites for TESOL

Twelve credits in a language other than English

Prerequisites for Students with Disabilities (SWD)

1. Six credit hours in English
2. Six credit hours in math
3. Six credit hours in social studies
4. Six credit hours in science
5. Three credit hours in a language other than English

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Childhood Urban Education (MSED)

This Teach for America program is for Corps Members who are teaching in an Elementary School as teachers of record on a Transitional B license.

There are three different certification options associated with this MSED.

They are Childhood Education 1-6 Students with Disabilities, Childhood TESOL (Teaching English to Speakers of Other Languages), and Childhood Bilingual Education.

Curriculum

Code	Title	Credits
EDU 601	Intro to Education Foundations	3
EDU 603	Intro to Education Methods	3
EDCH 540	Learning and Development Birth to Grade 6	3
EDCH 502	Emergent Literacy	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDU 628	Teaching Math & Science: Supporting STEM Education	3
EDU 556	Assessment for Diverse Learners	3
SPE 541	Inclusive Strategies	3
SPE 580	Classroom Management	3
EDCH 509 or TESL 583	Literacy and the Arts in the Elementary Classroom Linguistics, Literacy, & Second Language Acquisition	3
EDU 615	Research Methods	3
EDU 589	Student Teaching Seminar	2
Total Credits		32

¹ Take TESL 583 if you plan to add TESOL.

Courses to Add SWD

Code	Title	Credits
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
Please choose one of the following:		3
SPE 639	Therapeutic Approaches for Disruptive Behavior ¹	
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs ¹	
SPE 649	Transition Issues for Adolescents with Disabilities ²	
Total Credits		6

1 - Childhood and Early Childhood Candidates must choose the course that is offered that academic year.

2 - Adolescence Candidates must choose this course.

Courses to add TESOL K-12 (Teaching English to Speakers of Other Languages)

Code	Title	Credits
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3

Please recall that TESOL candidates need to take TESL 583 instead of EDCH 509.

Total Credits 6

Courses to Add Bilingual Extension

Code	Title	Credits
TESL 590	Foundations of Bilingual Education	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3

Total Credits 12

Prerequisites for Childhood and Childhood SWD

Candidates must provide evidence of successful completion of six hours of college level credit in each of the following:

- English
- Mathematics
- Natural Science
- Social Studies

And three hours of college level credit in:

- Language Other Than English

Prerequisites for TESOL

Twelve credits in a language other than English

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Early Childhood Urban Education (MSED)

This Teach for America program is for Corps Members who are the teacher of record in a Kindergarten classroom.

There are three certification options associated with this MSED. They are Early Childhood Students with Disabilities, Early Childhood TESOL (Teaching English to Speakers of Other Languages), and Early Childhood Bilingual Education.

Curriculum

Code	Title	Credits
EDU 601	Intro to Education Foundations	3
EDU 603	Intro to Education Methods	3
EDU 595	Child Abuse Workshop	0
EDR 502	Foundations of Literacy	3
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDCH 540	Learning and Development Birth to Grade 6	3
EDY 509	Developmentally Appropriate Curriculum in Early Childhood Classrooms	3
EDU 556	Assessment for Diverse Learners	3
SPE 541	Inclusive Strategies	3
SPE 580	Classroom Management	3
EDR 508	Emergent Literacy	3
or TESL 583	Linguistics, Literacy, & Second Language Acquisition	
EDU 615	Research Methods	3
EDU 589	Student Teaching Seminar	2
Total Credits		32

¹ Take TESL 583 if adding TESOL.

Courses to Add SWD

Code	Title	Credits
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
Please choose one of the following:		3
SPE 639	Therapeutic Approaches for Disruptive Behavior ¹	
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs ¹	
SPE 649	Transition Issues for Adolescents with Disabilities ²	
Total Credits		6

¹ - Childhood and Early Childhood Candidates must choose the course that is offered that academic year.

² - Adolescence Candidates must choose this course.

Courses to add TESOL K-12 (Teaching English to Speakers of Other Languages)

Code	Title	Credits
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3

Please recall that TESOL candidates need to take TESL 583 instead of EDCH 509.

Total Credits 6

Courses to Add Bilingual Extension

Code	Title	Credits
TESL 590	Foundations of Bilingual Education	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
Total Credits		12

Prerequisites for Early Childhood

Prerequisites for Childhood and Childhood SWD

Candidates must provide evidence of successful completion of six hours of college level credit in each of the following:

- English
- Mathematics
- Natural Science
- Social Studies

And three hours of college level credit in:

- Language Other Than English

Prerequisites for TESOL

Twelve credits in a language other than English

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Student Records

The Student Records and Financial Services Center maintains the official records for Canisius students. This is the center where students can address issues related to course registration; making official changes including declaring or changing majors, minors, or degree programs; and formally applying for graduation. The center is located on the first floor of Bagen Hall. The center can also be reached by mail, phone, or email (studentservices@canisius.edu).

Mailing address:
 Student Records & Financial Services Center
 Canisius College
 2001 Main Steet
 Buffalo, NY 14208

Phone number:
 (716) 888-2600
 (800) 238-8160

Change of Name/Address/Phone

It is the responsibility of each individual student to notify the college of any change of name, address and/or phone number. Change-of-address forms are available in the Student Records and Financial Services Center.

Transcript

A student wishing a transcript of his or her record in order to transfer to another college, university or professional school or for other purposes must complete an on-line transcript request one week before the transcript is needed. Information on how to request a transcript is available online (<https://www.canisius.edu/tuition-aid/student-records-and-financial-services/request-transcript/>). In no case will an official transcript be given to a student but, in accordance with accepted practice, it will be sent directly to the institution indicated by the student. A student can request a copy of the transcript for his or her personal use. This copy will be marked "Student's Copy." No transcripts will be released until students have cleared all financial obligations to the college.

Course Registration

The college year consists of two regular semesters, fall and spring, plus several summer sessions of varying lengths. Several programs offer courses in the fall and spring semester that last only a portion of the semester.

The unit of instruction is the semester hour or credit hour, which consists of the equivalent of one lecture period of 50 minutes (hereafter called a contact-hour) each week for the entire semester (approximately 15 weeks). In addition to the time in class, students are expected to complete approximately twice as much time outside of class working on the course and its materials.

1. The general expectation for one credit hour is one contact-hour of classroom or direct faculty instruction and a minimum of two hours of student work completed outside of the classroom each week for approximately fifteen weeks for a traditional semester, or the equivalent amount of work over a different period of time; or
2. For other academic activities (including laboratory work and other academic work leading to the award of credit hours), an amount of work at least equivalent to that required in the above definition, as determined by the College.

In practice, a credit hour or semester hour consists of a minimum of 750 minutes of class time during a semester.

A course having three 50-minute class periods a week will, therefore, earn three semester hours of credit. Other meeting patterns will also fulfill the required contact time. *The number of semester credits to be earned in a given course is always indicated by the number after the course title.*

Registration Processes

Students register for courses on-line through *myCanisius*. Once registration has opened, students are encouraged to register as early as possible. Students are required to consult with their advisors each semester to insure that they are taking the proper courses.

Students who have not completed registration will not be admitted to class. It is the responsibility of the all students to be aware of registration procedures.

Prerequisites

Some courses have prerequisites that must be met before a student can register for the course. Prerequisites include such requirements as the successful completion of previous courses, concurrent registration in another course, permission of the instructor or chair, and specific GPA and course grade requirements. A student may not register for a course where prerequisites are indicated unless the prerequisites have been successfully completed.

Note: For two-semester courses that are listed with one title and description (e.g., ACC 711-ACC 712), it is understood that successful completion of the first semester is a prerequisite for admission to the second half of the course.

Course levels

The numerical sequence used at Canisius College indicates the following: Courses numbered 100-499 are undergraduate courses, and courses numbered 500 and higher are graduate courses.

Course Offerings

The information listed in this catalog about course availability and when courses will be offered was provided by chairs and program directors based on their planned course offerings and are intended to provide students with guidance as they produce their schedules. However, schedules are subject to change, especially when the availability of appropriate instructors changes. Actual course offerings are listed in the online course schedule produced each semester by the Student Records and Financial Services Center.

Immunization Requirements for Class Attendance

Measles, Mumps, Rubella

New York State law requires all students taking six or more credits, attending any classes on campus, and born on or after January 1, 1957 to provide proof of immunity against measles, mumps and rubella to the Student Health Center prior to class attendance. Students must submit proof of two doses of measles (rubeola) vaccine, one dose of rubella (German measles) vaccine and one dose of mumps vaccine, given on or after their first birthday and after 1967.

Meningitis Requirement

All students registered for 6 or more credits and attending class on campus, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a vaccine refusal statement within thirty days of first class attendance.

Submission Dates and Non-Compliance

Immunization records, must be submitted by July 31 for fall attendance and January 1 for spring attendance. Summer students must submit records before their first day of class. Non-compliance with health requirements results in registration withdrawal, removal from college housing, and inability to register with the college for future semesters. If registration is withdrawn, a student will be reinstated once the health forms are submitted and deemed complete. Canisius College charges an immunization reinstatement fee. To view the fee click here <https://www.canisius.edu/tuition-aid/student-records-and-financial-services/cost-attendance> (<https://www.canisius.edu/tuition-aid/student-records-and-attendance>)

[financial-services/cost-attendance/](#)). Compliance with New York State health requirements is strictly enforced across the campus.

Students taking online courses only are generally exempt from these requirements; however some online programs have established stricter immunization requirements. On line students should discuss health requirements with Admissions or their program directors.

The Student Health Center website (<https://www.canisius.edu/student-experience/student-support-services/student-health/>) has detailed information about health requirements and links to the required forms.

Drop/Add Period

In the fall and spring, the first full week of classes of the semester is the Drop/Add week, during which students may drop or add classes without penalty (see Academic Calendar for dates). After that, the withdrawal procedures described below apply. No change or deletion of courses, except for authorized withdrawals, may be made after the first full week of any semester.

Course Withdrawal

A student wishing to withdraw from a course must complete the Class Withdrawal Form, an on-line web application form. Once the request is submitted, it will be automatically routed to the appropriate individuals for approval and back to the student for a final Accept and Submit before it can be processed by the Student Records and Financial Services Center. Failure to submit the withdrawal form will mean that an automatic grade of “F” will be entered on the student’s record.

The deadline for withdrawal without academic penalty is listed in the official academic calendar (p. 3). Note that summer sessions have their own deadlines for withdrawal in the academic calendar.

Withdrawal from a course automatically results in a notation of “W” (withdrawal) for the course. Ordinarily, no student will be allowed to withdraw from any course after the deadline. However, in extreme circumstances, a student may request permission from the dean and then the instructor of the class to withdraw after the deadline. Such permission will be granted rarely and only in exceptional cases. Written documentation explaining the reasons the withdrawal is being requested is required for all withdrawals after the deadline.

Leaves and Withdrawal

VOLUNTARY Withdrawal from the College

A voluntary withdrawal is a request to separate from the College. An undergraduate student must apply for a voluntary withdrawal by contacting the designated member of the Griff Center for Student Success (OM 013) for assistance with the withdrawal process. A student who completes the voluntary withdrawal process *during the add/drop period*, will have all courses removed from their record for that semester and their tuition refunded. A student who completes the process *after the add/drop period ends*, will receive a “W” for all courses in which they are enrolled. All applicable dates/ deadlines may be found in the Academic Calendar on the Canisius College website <http://www.canisius.edu/academics/events/>.

In addition to completing the appropriate paperwork, each undergraduate student seeking to voluntarily withdraw from the College must also complete an exit survey (found on the MyCanisius student portal upon completion of withdrawal application). The official date of the withdrawal is

the date on which the student completes the exit survey. A student seeking to withdraw is also required to meet with a Financial Aid representative in order to understand the financial ramifications of withdrawing from the college. The paperwork for voluntary withdrawal without academic penalty must be submitted no later than the published deadline for the last day to withdraw from courses. A student who stops attending classes at any time during a semester without following the proper withdrawal procedures will receive a failing grade for those classes.

Graduate students wishing to withdraw from the college must speak to their Associate Dean or Program Director.

Medical Leave of Absence

A medical leave of absence is necessary when a medical condition significantly interferes with a student’s ability to function at the College. This policy is intended to assist students with a leave of one to two semesters. It is not intended to allow a long period of absence during a single semester. A student taking a leave of absence for medical reasons will not be eligible to complete courses within the semester for which the medical leave of absence is approved. A student granted a medical leave will be expected to return to the College once the leave has ended. The procedure for returning to the College is outlined below. Failure to return from a medical leave of absence after two semesters will result in a formal academic withdrawal from Canisius College. In addition, a student who takes courses at another institution while on a medical leave, must re-apply for admission to the College.

An undergraduate student may apply to take a medical leave of absence by contacting the designated member of the Griff Center for Student Success (OM 013) for assistance with the leave process. A student who completes the medical leave process *during the add/drop period*, will have all courses removed from their record for that semester and their tuition refunded. A student who completes the medical leave process *after the add/drop period ends*, will receive a “W” for all courses in which they are enrolled. All applicable dates/deadlines and refund percentages may be found in the Academic Calendar on the Canisius College website <http://www.canisius.edu/academics/events/>.

Consideration of a request for a medical leave of absence requires that the student complete the medical leave application which includes a written verification from a licensed health/mental health professional justifying evidence of and/or severity of a medical condition. In addition, the student must write a brief personal statement to provide further insight into how the medical symptoms/condition is negatively impacting their academic progress. A student applying for a medical leave of absence must also meet with a Financial Aid representative in order to understand the financial ramifications of taking a leave from the College.

Once the medical leave application has been processed, a leave hold will be placed on the student’s account to ensure the student follows the appropriate re-entry process when they are ready to return.

A student who stops attending classes at any time during a semester without following the proper medical leave procedures, will receive a failing grade for those classes. All paperwork must be submitted in a timely manner. Failure to do so may seriously impact current and future Federal Aid.

Graduate students wishing to request a medical leave from the college must speak to their Associate Dean or Program Director.

To return from a leave of absence, the undergraduate student must provide the Griff Center for Student Success with the appropriate return from medical leave application. This application includes information from a licensed health/mental health professional that confirms the student

sought and received treatment and is capable of meeting the challenges of academic life. When appropriate, this information should also include recommendations for continued treatment once the student returns to the college and any needed academic restrictions or accommodations. It is expected that a request to return should be made at least 30 days in advance of the commencement of the new semester. The medical leave committee will determine the conditions a student will need to meet in order to return after reviewing the statement with appropriate personnel.

Voluntary Leave of Absence

A personal leave of absence is a temporary pause in enrollment. A student may request a personal leave of absence for a *maximum* of two consecutive semesters. If the leave is granted, the student will be expected to return to Canisius College once the leave has ended. Failure to return from a leave of absence will result in total withdrawal from the College and the student must re-apply for admission. In addition, a student who takes courses at another institution while on a leave, must re-apply for admission to the College.

An undergraduate student may apply to take a personal leave of absence by contacting the designated member of the Griff Center for Student Success (OM 013) for assistance with the leave process.

A student who completes the leave process *during the add/drop period*, will have all courses removed from their record for that semester and their tuition refunded. A student who completes the leave process *after the add/drop period ends*, will receive a "W" for all courses in which they are enrolled.

All applicable dates/deadlines including refund percentages may be found in the Academic Calendar on the Canisius College website <http://catalog.canisius.edu/undergraduate/academic-calendar/>.

In addition to completing the leave application, each undergraduate student seeking a personal leave must complete an exit survey (found on the MyCanisius student portal upon completion of leave application) and must also meet with a Financial Aid representative in order to understand the financial ramifications of taking a leave from the College. The official date of the personal leave is the date on which the student initiated the leave process or verification of when the student ceased attending classes. **The paperwork for a personal leave of absence without academic penalty must be submitted no later than the published deadline for the last day to withdraw from courses.**

Once the personal leave application and exit survey have been processed, a hold will be placed on the student's account to ensure proper advisement upon return. A student who stops attending classes at any time during a semester without following the proper leave procedures will receive a failing grade for those classes. All paperwork and exit surveys must be submitted in a timely manner. Failure to do so may seriously impact current and future Federal Aid.

Graduate students wishing to take a personal leave from the college must speak to their Associate Dean or Program Director.

Involuntary Leave of Absence

When a student's behavior is disruptive to the college community or when a student's behavior presents a danger to themselves or others, the senior associate dean of students or their designee may place the student on an involuntary leave of absence in accordance with the College's Students of Concerns Policy. A student's return from an involuntary leave is dependent upon the resolution of the circumstances leading to that leave and must be coordinated with the senior associate dean of students or their designee.

Completing the Degree Program

Comprehensive Exam

Requirements for a comprehensive examination, where applicable, are described in the departmental regulations.

Thesis Requirement

Thesis requirements, where applicable, are described in the departmental regulations.

Graduation

To qualify for the master's degree, a candidate must complete satisfactorily all general and program requirements as outlined in this catalog. Degrees are awarded during the annual commencement ceremony on the date designated in the college academic calendar. Students completing the degree requirements in August (degree conferral date is August 31st) or December (degree conferral date is February 1st) may obtain their diploma before the next commencement. All students, regardless of when the requirements are completed (May, August, or December), must submit applications for graduation. Students should consult the "Diploma and Graduation" information displayed on the student portal regarding deadlines for submitting applications for graduations.

Each student's name should be submitted to the registrar exactly as the student wishes it to appear on the diploma. A fee of \$30.00 will be assessed to reprint a diploma if a student wishes to have a different name on the diploma than the name originally submitted.

Policy on Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA; Section 438 of the General Education Provisions Act) as amended is the federal law governing individuals' access to student records. The guiding principle of FERPA is that education records are private and that students have the right to limit their disclosure to third parties. FERPA grants students the right to inspect and review their education records, the right to request to amend their education records and the right to limit disclosure of some personally identifiable information known as directory information. In compliance with FERPA, the following constitutes the college's policy instructing students of the procedures available to provide appropriate access to personal records while protecting the confidentiality of these records.

For purposes of FERPA, "education records" are all records which contain information directly related to a student and maintained by Canisius College. Records that are not "education records" include but are not limited to sole possession, law enforcement, employment, medical and counseling, and post-attendance records. Please note that this policy does not apply to student records and files retained by individual faculty/staff members which are not accessible to any other person except a substitute designated by the faculty/staff member. A "student" is defined as one who has attended or is attending Canisius College and regarding whom Canisius College maintains education records.

All students have records in the student records office, but additionally, students may also have records in the following places:

- Dean and/or Associate Deans of the College of Arts and Sciences, the Wehle School of Business, and the School of Education and Human Services
- Center for Professional Development
- Office of Student Affairs

- Student Health Center
- Office of Residence Life
- Departmental offices

Normally, education records will not be released – nor access given – to third parties without written consent of the student unless the party meets one of the following:

- To school officials (faculty and staff) who have a legitimate educational interest in the records. The determination of those who have “a legitimate need to know” will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved.
- To federal, state and local officials involving an audit or evaluation of compliance with educational programs.
- To anyone who is providing financial aid to the student (“financial aid” does not include any payments made by parents).
- To organizations conducting certain studies for or on behalf of the college.
- To accrediting organizations to carry out their functions.
- To comply with a judicial order or a lawfully issued subpoena.
- To parents of a dependent student.
- To appropriate parties in a health or safety emergency.
- To schools in which a student seeks or intends to enroll.
- To an alleged victim of a crime of violence of the results of a disciplinary hearing regarding the alleged perpetrator of that crime with respect to that crime.
- To parents/legal guardian when their children (under age 21) are found to have violated the Canisius College alcohol or drug policy.
- To military recruiters who request “Student Recruiting Information” for recruiting purpose only.
- To the Internal Revenue Service (IRS) for purposes of complying with the Taxpayer Relief Act of 1997.
- To the Bureau of Citizenship and Immigration Services (BCIS) for purposes of the Student and Exchange Visitor Program.
- To authorized representatives of the Department of Veterans Affairs for students receiving educational assistance from the agency.

It should be noted that FERPA permits the disclosure of education records to the parents of a dependent student. The college, however, considers its students to be adult decision-makers; as such, students have the right and responsibility to share information about their grades and degree pursuit with their parents and/or guardians. This means that the staff of the college normally will not give out information about grades or degree pursuit and will instead suggest that parents or guardians have conversations directly with students about these matters. The college’s policy provides a greater degree of privacy for dependent students than FERPA would require. If the student agrees to have this information released to the parents, the student must sign an Authorization to Disclose Grades form with the Student Records and Financial Services Center, Bagen 106. A student may authorize the release of specified records to other specific individuals. A notification of releases made to third parties must be kept in the student’s record. This notification is open only to the student and the person in charge of the record. The third party must be informed that no release of personally identifiable data is authorized without the written consent of the student.

A notification of releases made to third parties shall be kept in the student’s record (unless forbidden by a judicial order or subpoena). The third party

shall be informed that no release of personally identifiable data is authorized without the written consent of the student.

The college has established the following procedures enabling students to have access to their records:

1. The student may see his or her record by filling out a request form at the office where the record of interest is maintained. Students may not inspect and review the following:
 - Financial information submitted by parents.
 - Confidential letters and recommendations placed in their files prior to January 1, 1975.
 - Confidential letters and statements of recommendation placed in records after January 1, 1975, to which the student has waived his or her right to inspect and review.
 - Education records containing information about more than one student; however, in such cases, students will be given access to the part of the record which pertains only to the inquiring student.
 - Employment records kept in the normal course of business which relate exclusively to students as employees.
 - Medical records kept in the Student Health Center. This office rigidly protects the confidentiality of those records but they can be reviewed by a physician or appropriate professional of the student-patient’s choice.
2. Access is to be granted promptly and no later than 30 days from the date of the request.
3. The student may obtain copies of documents to which he or she is entitled, by requesting the documents in writing. The college may charge for these copies.
4. The student may request and receive interpretation of his or her record from the person (or designee) responsible for maintaining the record.

Students have the right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading or inappropriate. The process includes an opportunity for amendment of the records or insertion of written explanations by the student into such records. The procedures for challenging records can be found in the Office of Student Affairs Old Main 102.

Unlike education records, directory information shall be released freely unless the student files the appropriate form requesting that certain information may not be released. This form is available at the Student Records and Financial Services Center, Bagen 106. Directory information includes but is not limited to name, address, e-mail address, phone number, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards, received and most recent education agency or institution attended.

This policy does not preclude the destruction of any record the college does not consider germane. Persons in charge of records shall ensure that only pertinent items are retained in student files. The forms for “Request for Confidential Status of Directory Information” and “Authorization to Disclose Grades” shall be removed from a student’s educational records upon graduation unless the student makes a specific request that these forms remain.

College of Arts and Sciences

Thomas A. Chambers, PhD, Dean
Philip Reed, PhD, Associate Dean

Julie S. Gibert, PhD, Faculty Associate Dean
Charles A. Goodsell, Ph.D., Faculty Associate Dean

Mission Statement

The College of Arts & Sciences at Canisius provides an excellent liberal arts and sciences education by truly engaging students in the classroom, laboratory, studio, and broader community. As an integral part of a Catholic, Jesuit university the College of Arts & Sciences seeks to educate the whole person in preparation for service and leadership in a global society.

Academic Programs

The College of Arts & Sciences offers graduate programs leading to master of science degrees and advanced certification in

- Anthrozoology (MS) (p. 47)
- Cybersecurity (MS) (p. 51)
- Data Analytics (MS) (p. 55)
- Data Analytics (Advanced Certificate) (p. 58)
- Integrated Marketing Communication (Advanced Certificate) (p. 61)

The College of Arts & Sciences also offers over 30 different undergraduate majors and a variety of undergraduate minors. A complete list of undergraduate majors (<http://catalog.canisius.edu/undergraduate/majors/>) and undergraduate minors (<http://catalog.canisius.edu/undergraduate/minors/>) are available in the undergraduate catalog.

Anthrozoology (MS)

Program Directors: Christy Hoffman, PhD & Joshua Russell, PhD

Faculty: Christy Hoffman, PhD; Robin Foster, PhD; Joshua Russell, PhD; Malini Suchak, PhD.

Adjunct Faculty: Inga Fricke, JD; Maya Gupta, PhD.; Sue Margulis, PhD; Sheryl L Pierre, PhD; Ren Pruitt; Kristin Stewart, JD, PhD; Zazie Todd, PhD; Yvonne Widenor

Degree: Master of Science

Introduction

This program is conducted in a “modified online” format. The generic formula is one in which students taking courses during a particular term meet together with the faculty on the Canisius College campus for an intensive four-day sequence of course orientations, planning sessions, classroom meetings, and special seminars by invited speakers. Following this “On Campus Component” (OCC), coursework for the remainder of the term is conducted in a vibrant online learning community maintained throughout the semester. In other words, except for a single, “extended-weekend” visit to the campus each semester, this program can be completed online from any geographic location. It is hoped that this formula will allow students to participate with minimal disruption to their present employment and/or living conditions. Additional information is available on the Anthrozoology website (<https://www.canisius.edu/academics/programs/anthrozoology/>).

Admission

Admission to the Anthrozoology Master’s Program is selective and competitive. Admission is based upon the applicant’s perspective on the discipline expressed in the application material, and on evidence of past academic excellence. A previously completed bachelor’s degree (in any major discipline) is required. The ordinary expectation is a past undergraduate GPA of 3.0 or higher. Submission of GRE scores is optional.

It is recognized that an applicant’s background and experiences can greatly enhance their prospects for graduate studies. Applicants are encouraged to include any relevant information and letters of reference with the application form.

Eligible students may enter the program only in fall semesters. Because of the OCC, all anthrozoology students must be immunized against measles, mumps, and rubella. Students must either be immunized against meningitis or sign a waiver.

Mission Statement

Our program focuses on humanity’s relationship with other species. Major emphasis is given to an examination of science-based knowledge about our fellow living beings, cultural differences, the extraordinary relationships between people and companion animals, interactions with and attitudes toward wildlife, the roles of zoos and sanctuaries, policies and laws that permit instrumental and industrialized uses of nonhuman animals, and many related environmental and conservation issues. The program embraces the value of human-nonhuman interactions by focusing on the many benefits that accrue to humans by including other animals in their lives, as well as benefits and protections provided to nonhumans by humans. The program utilizes an interdisciplinary approach that promotes critical thinking skills anchored in natural science and social science investigations, philosophical considerations, religious and cross-cultural perspectives, ethical and humane education insights, and humanities-based work on topics such as animals in the arts. Students are also encouraged regularly to examine the intersection between animal protection and environmental protection and the special relationship that exists between these two worldwide movements. Students can tailor their coursework, internships and research projects so that their own topics of interest can be explored in depth.

Curriculum

In total, the Canisius College Master’s Degree in Anthrozoology requires students to complete a total of 36 credit hours. This will involve the completion of 10-12 courses, depending on the size and scope of the capstone.

Code	Title	Credits
Required Introductory Course (must be taken during the first semester in the program):		
ANZ 501	Introduction to Anthrozoology	3
Breadth Requirements - Select one course from each of the following areas to ensure sufficient breadth in the discipline		
Natural Science (select one of the following)		3
ANZ 506	Animal Behavior and Conservation	
ANZ 507	The Mental Lives of Animals	
ANZ 526	Animal Welfare	
Humanities (select one of the following)		3
ANZ 502	Animal Ethics	
ANZ 503	Religious Perspectives on Animals	
ANZ 504	Animals, Public Policy, and the Law	
ANZ 512	Writing the Animal	
ANZ 517	Animal Protection as a Social Movement	
ANZ 534	Animal Geographies	
ANZ 535	Framing the Animal	
Social Science (select one of the following)		3
ANZ 518	Psychology of the Human-Animal Bond	
ANZ 531	Cross-Cultural Anthrozoology	

ANZ 532	Human Dimensions of Wildlife Conservation	
ANZ 533	Children and Animals	
ANZ Electives - Select remaining credits from any ANZ elective ¹		21
Capstone Experience (select one of the following three capstone options) ²		3
ANZ 601	Anthrozoology Internship	
ANZ 602	Independent Research: Quantitative	
ANZ 603	Independent Research: Qualitative	
Total Credits		36

¹ Please note, the number of electives required to complete the program will be less if completing more than 3 credit hours for Capstone Course(s).

² The capstone can be completed for 3 or 9 credit hours, depending on the student's level of engagement. ANZ 601 must be completed during one's final semester. ANZ 602 and ANZ 603 may be completed over multiple semesters, but cannot commence until the student has completed taken ANZ 505 and at least 18 credit hours overall. If taking more than 3 credit hours for the capstone, it will decrease the number of electives required.

Electives

Students may choose from any ANZ courses to fulfill credit hour requirements. Current electives include:

Code	Title	Credits
ANZ 502	Animal Ethics	3
ANZ 503	Religious Perspectives on Animals	3
ANZ 504	Animals, Public Policy, and the Law	3
ANZ 505	Research Methods in Anthrozoology	3
ANZ 506	Animal Behavior and Conservation	3
ANZ 507	The Mental Lives of Animals	3
ANZ 509	Animal Assisted Interventions	3
ANZ 510	Animals in Humane Education	3
ANZ 512	Writing the Animal	3
ANZ 513	Critical Animal Studies	1
ANZ 516	Understanding Indifference and Animal Abuse	3
ANZ 517	Animal Protection as a Social Movement	3
ANZ 518	Psychology of the Human-Animal Bond	3
ANZ 520	Animal Nonprofits	1
ANZ 524	Shelters, Rescues, & Pounds	3
ANZ 525	Anthrozoological Perspectives on Zoos	3
ANZ 526	Animal Welfare	3
ANZ 531	Cross-Cultural Anthrozoology	3
ANZ 532	Human Dimensions of Wildlife Conservation	3
ANZ 533	Children and Animals	3
ANZ 534	Animal Geographies	3
ANZ 535	Framing the Animal	3
ANZ 538	Animals in Popular Culture	1
ANZ 539	Community Outreach Strategies for Generating Social Change	1
ANZ 540	Communicating Anthrozoological Research to the Public	1

ANZ 541	Anthrozoology Field Course	1
ANZ 542	Compassion Fatigue in Animal-Related Professions	1

Additional Considerations

- In order to complete the degree, students must complete the curriculum with a minimum average grade of 3.0 (B).
- All courses must be completed at Canisius College; the Anthrozoology Master's Program at Canisius does not accept transfer credits from other universities.
- Students can enroll in a maximum of 10 credit hours per semester.
- Once enrolled, a student must complete this degree in no more than four years.

Policies

Academic Standing

The Anthrozoology program follows the College of Arts and Sciences on students' academic standing. (p. 32)

Matriculation and Continued Program Enrollment

The Anthrozoology program follows the Canisius College policy for matriculated students (p. 24) that expects students to maintain a continuous program of academic work.

Registration and Credit Hours

Anthrozoology students must be registered for at least 4.5 credits per semester to maintain eligibility for financial aid (if they are eligible). A full load is 9 credit hours. No student may register for more than 10 credit hours in any semester.

Learning Goals & Objectives

Learning Goal 1

Students will exhibit strong critical thinking skills in their study of the interactions between humans and nonhuman animals and of the roles of nonhuman animals in human society.

Students will:

- **Objective A:** Synthesize interdisciplinary information as it relates to anthrozoology.
- **Objective B:** Identify strengths and weaknesses in arguments regarding human and nonhuman animals.
- **Objective C:** Construct a literature review that evaluates a subset of scholarly anthrozoological publications.
- **Objective D:** Evaluate how one's own thoughts about interactions between human and nonhuman animals have changed between matriculation and graduation.

Learning Goal 2

Students will proficiently communicate anthrozoological information.

Students will:

- **Objective A:** Deliver an oral presentation on an anthrozoological topic.
- **Objective B:** Construct a written, evidence-based argument on an anthrozoological topic.

Courses

- ANZ 501 Introduction to Anthrozoology** 3 Credits
An engagement with the fundamental issues of the field of Anthrozoology by evaluating the history of human/nonhuman interactions, the categories into which human have sorted animals, and a variety of science-based and value-based approaches to humans' inevitable intersection with other living beings. To achieve this end, this course immerses students in the processes of critical thinking, interdisciplinary approaches, science-based literacies, ethics-focused evaluations, and cross-cultural inquiries.
- ANZ 502 Animal Ethics** 3 Credits
Analysis of different approaches to ethics as this key human ability has been discussed in different domains and throughout history as applying to human-nonhuman issues.
Prerequisite: ANZ 501.
- ANZ 503 Religious Perspectives on Animals** 3 Credits
Views and treatments of nonhuman animals in the world's religions (both large and small) are analyzed as significant factors in a majority of humans' thinking and valuing of other living beings.
Prerequisite: ANZ 501.
- ANZ 504 Animals, Public Policy, and the Law** 3 Credits
An exploration of both American and other national approaches to public policy and law as factors impacting modern societies' views and treatment of nonhuman animals. Particular emphasis is given to issues involving companion animals, wildlife, research animals, and food animals.
Prerequisite: ANZ 501 (concurrent registration allowed).
Offered: fall of even-numbered years.
- ANZ 505 Research Methods in Anthrozoology** 3 Credits
This course exposes students to qualitative and quantitative research methods that they will encounter when reading about or conducting their own anthrozoological research. Students will have opportunities to read and evaluate peer-reviewed journal articles, to develop research questions and hypotheses, to practice collecting data, and to analyze and interpret data. This course is open to all ANZO students but is also a prerequisite for students desiring to enroll in ANZ 602 (Independent Research: Quantitative).
Prerequisite: ANZ 501.
- ANZ 506 Animal Behavior and Conservation** 3 Credits
This course provides a foundational overview of ecology, evolution, and conservation biology as they pertain to current issues in and research on the behavior of wild animals. The course includes investigation and critical analysis of current literature, emphasizing the application and importance of animal behavior in wildlife conservation and management. Topics may include the efficacy of protected areas, recreation ecology, invasive species, rewilding, reconciliation ecology, and the evolutionary ecology of de-extinction.
Prerequisite: ANZ 501.
- ANZ 507 The Mental Lives of Animals** 3 Credits
This course explores the unobservable mental processes of nonhuman animals. Topics covered range from basic processes, such as attention and perception, to more complex cognition, such as tool use and culture. The emphasis of the course is on critically thinking about the realities of other species.
Prerequisite: ANZ 501 (concurrent registration allowed).
Offered: every fall.
- ANZ 509 Animal Assisted Interventions** 3 Credits
This course examines the integration of non-human animals in therapeutic and educational settings. We will address the distinction among Animal Assisted Interventions (AAI), Animal Assisted Therapies (AAT), Animal Assisted Activities (AAA), and service and emotional support animals. Also addressed are the issues of the inclusion of companion, farmed and wild/exotic animals in assisted endeavors.
Prerequisite: ANZ 501 is a prerequisite but students can also take this course concurrently with ANZ 501.
Offered: occasionally.
- ANZ 510 Animals in Humane Education** 3 Credits
This course addresses the inclusion of nonhuman animals, animal themes and human and other animal social justice issues within our educational pursuits. We distinguish between broad and encompassing definitions of Humane Education, and those that are narrower. We investigate the roles of humane themed literature and focus on the basic building blocks of effective humane education lessons. We address issues in educating across the lifespan, from children to adults.
Prerequisite: ANZ 501.
- ANZ 512 Writing the Animal** 3 Credits
From stock figures and tropes to main characters with agency, animals abound in the literary imagination. Why are these fictional creatures there? What anxieties or potentialities do they introduce? What kinds of meaning do they make? This course introduces students to literature's unique contribution to the study of human and animal relations. Readings will include novels (such as Barbara Gowdy's *The White Bone* and H. G. Wells' *The Island of Dr. Moreau*), short stories (like William Faulkner's "The Bear" and Franz Kafka's "A Report to the Academy"), and relevant critical scholarship. Throughout, we will consider how textual animals behave aesthetically, how they function in identity (de)construction, and how they might give voice to living animals.
Prerequisite: ANZ 501.
Offered: occasionally.
- ANZ 513 Critical Animal Studies** 1 Credit
Though we live with them, eat them, love them, and wear them, we give very little academic attention to the roles of animals in society. A relatively new field, Critical Animal Studies draws theory from a range of disciplines to better understand the complex human-animal relationships that permeate our lives. We will examine the most influential philosophic discussions around animals in society; conventional discourse around human-animal relationships; intersections between speciesism and other forms of oppression; and politics of various animal justice movements. The underlying theme of the course will be re-evaluating our understandings of animals and gauging the individual and collective responsibilities that we, as humans, must negotiate with non-human animals.
Offered: occasionally.
- ANZ 516 Understanding Indifference and Animal Abuse** 3 Credits
Exploration of the perspectives of the diverse group of stakeholders (from animal protection to human services) who are--or should be--involved in animal abuse prediction, prevention, and response. Application of psychological theories of both violence and indifference to the treatment of animals. Critical analysis of research on the link between animal abuse and other violent/deviant behaviors in children and adults. What best practices emerge from our findings? Where are the gaps in our knowledge, and where do media, laypeople, and even professionals misrepresent what we know? How can we cross disciplinary and agency barriers to include animal abuse in our coordinated community response to violence and to promote empathy as opposed to indifference?
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: fall of odd-numbered years.

- ANZ 517 Animal Protection as a Social Movement** 3 Credits
This course looks at the animal protection movement as a broad social movement transforming social attitudes and human behavior around the globe. Accordingly, we consider international, historical and cultural developments in this course, as well as the relationship of animal protection movements to environmental protection.
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: fall of odd-numbered years.
- ANZ 518 Psychology of the Human-Animal Bond** 3 Credits
Exploration of studies of human-animal relationships from four subfields of psychology (social, biological, developmental, and cognitive). Evaluation of the claim that human-animal relationships benefit humans.
Prerequisite: ANZ 501.
- ANZ 520 Animal Nonprofits** 1 Credit
Mini-course that addresses a wide range of issues arising out of the central role played by nonprofit organizations in contemporary animal protection efforts.
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: occasionally.
- ANZ 524 Shelters, Rescues, & Pounds** 3 Credits
This course will expose students to a variety of animal sheltering models. Students will assess the advantages and disadvantages inherent in each type of model and will evaluate a variety of shelter adoption policies. Students will also take an in-depth look at why so many animals are relinquished to shelters and at the programs some shelters have established to help keep pets in their homes. We will work together to investigate how various shelter models are implemented across the country (and world!) and the programs shelters have established to meet the needs of their community.
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: fall of even-numbered years.
- ANZ 525 Anthrozoological Perspectives on Zoos** 3 Credits
This course focuses on the relationships between visitors and non-human animals in the zoo, keepers and non-human animals in the zoo, and the role of zoos in conservation, education, research, and recreation. Students should expect to visit their local zoo (or any zoo) several times during the course.
Prerequisite: ANZ 501.
Offered: occasionally.
- ANZ 526 Animal Welfare** 3 Credits
This course explores the use of animal welfare science to assess and improve the welfare of nonhuman animals under human care. Examples discussed stem from a variety of settings including farms, zoos and aquaria, and shelters and companion animals. The emphasis of this course is on using the perspective of the individual nonhuman animal to recognize welfare problems and propose solutions.
Prerequisite: ANZ 501.
- ANZ 531 Cross-Cultural Anthrozoology** 3 Credits
Critical evaluation of human-animal interactions from the perspectives of anthropology and anthrozoology. Symbolic, economic, ecological, and social consequences of human/non-human animal interaction in a variety of cross-cultural contexts. A global perspective is used to help students better understand world trends regarding modernization and its consequences to animals and their habitats. The concept of animal as mediated by culture, and how belief systems contribute to current animal, human, and environmental social problems.
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: fall of even-numbered years.
- ANZ 532 Human Dimensions of Wildlife Conservation** 3 Credits
An examination of human relations with wildlife from a primarily psychological point of view, but borrowing from a wide range of disciplines such as ethology, biology, ecology, anthropology, cross-cultural studies, psychoanalysis, and education. Topics include human-wildlife conflicts, mediation, conservation education and outreach, as well as grassroots conservation efforts and activism.
Prerequisite: ANZ 501.
- ANZ 533 Children and Animals** 3 Credits
A critical, interdisciplinary examination of child-animal relationships across theoretical frameworks and in material practices. Emphasis is on the roles animals play in child development, children's cultures, and even in the social construction of 'childhood,' as well as the ways children impact and influence animals' material lives and constructions of 'animality.'
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: fall of even-numbered years.
- ANZ 534 Animal Geographies** 3 Credits
An interdisciplinary approach to the complex and meaningful ways in which humans and animals occupy both physical and theoretical 'spaces,' as well as place-based contexts of human-animal relationships. Emphasis given to features of actual lives, including animal subjectivities and geographical movements within individual and evolutionary time frames (zoogeography), and human impacts on animal bodies and landscapes through agriculture, domestication, captivity, hunting, resource extraction, urbanization, medicine, and technological innovation.
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: fall of odd-numbered years.
- ANZ 535 Framing the Animal** 3 Credits
This course examines the influences on societal perceptions of nonhuman animals that stem from their use as visual symbols, fictional characters, icons, and/or as metaphors in works of art, mass media, and marketing. The course considers uses of nonhuman animals in modern and contemporary art, documentary, and film. Throughout the course, students are asked to consider the ethical potential and the underlying meanings that nonhuman animals possess in artistic representations of human culture.
Offered: occasionally.
- ANZ 538 Animals in Popular Culture** 1 Credit
This course looks at how the use and representation of animals in popular and mass-mediated culture--in genres like film and television, fiction, animation and comic books, art, and the Internet--shape and reveal cultural values. In addition, how animals are represented in popular culture in turn shapes how animals are treated in everyday society. By studying selected elements of popular culture, students will also look at how we understand and represent concepts like 'human,' 'nature,' and 'culture.'
Prerequisite: ANZ 501.
- ANZ 539 Community Outreach Strategies for Generating Social Change** 1 Credit
This course will allow students to explore social change methodology as it relates to animal welfare. Students will learn about organizations that advance the care of cats and dogs through effective engagement of community resources, exemplary customer service, and programs that 'meet people where they are' on their individual journey toward better relationships with animals. Students will be encouraged to identify stakeholders in various scenarios that involve animals and think about ways to overcome the challenges that people, organizations, and communities face when attempting to provide appropriate care for companion animals.
Prerequisite: ANZ 501 (concurrent registration is allowed).
Offered: occasionally.

ANZ 540 Communicating Anthrozoological Research to the Public 1 Credit

This course focuses on strategies for communicating anthrozoological research to public audiences. Students will gain experience responsibly and accurately communicating information presented in an academic paper in a way that is accessible to the public and captivates public interest. Students will explore various forms this type of outreach can take (e.g. blog posts, podcasts, books) and identify ways to successfully reach their intended audience.

Prerequisite: ANZ 501.

Offered: occasionally.

ANZ 541 Anthrozoology Field Course 1 Credit

Students will complete an anthrozoology-focused field course led by a Canisius College faculty member. The course topic will vary but may include studies of human-wildlife conflict and associated conservation strategies, human-companion animal relationships, and/or ecotourism. Students must apply to enroll in this course, and a spot is not guaranteed. Additional fee required. Please contact the course instructor for current fees.

Prerequisite: ANZ 501.

Offered: occasionally.

ANZ 542 Compassion Fatigue in Animal-Related Professions 1 Credit

The interaction between humans and other animals, and the environments that support them, are sometimes traumatic. The trauma is not limited to the animals and environments; it can also impact those who study these interactions and may lead to compassion fatigue—a collection of symptoms that results from caring for traumatized others. This course will introduce and differentiate among compassion fatigue, burnout, and compassion satisfaction; draw on current literature on etiology and prevalence among those in animal-related professions; and introduce evidence-based strategies to prevent and overcome compassion fatigue.

Prerequisite: ANZ 501 has to be taken either before this course or concurrently with it. **Corequisite:** ANZ 501 has to be taken either before this course or concurrently with it.

Offered: spring of even-numbered years.

ANZ 601 Anthrozoology Internship 3-9 Credits

Field and workplace experiential learning in a variety of sites inside and outside the US where human-animal interactions are featured. Students will focus on completing an original project to benefit the host organization. This course can count for either 3 or 9 credits and must be completed during the student's final semester.

Prerequisite: ANZ 501.

Offered: every fall, spring, & summer.

ANZ 602 Independent Research: Quantitative 1-9 Credits

This capstone option is intended for students who would like to complete a 3-credit or 9-credit quantitative research project. Students who opt to enroll in ANZ 602 must write a research proposal and conduct independent research. The final product for ANZ 602 is a paper that reviews literature that provides the foundation for the student's research question, describes the methods the student employed, reports the study's results and provides an interpretation of the study's findings and contributions to the field of anthrozoology. Students completing the 9-credit option must submit a final paper that would be suitable for submission to a peer reviewed journal, and they must participate in an oral defense. ANZ 602 projects are typically survey-based but may also employ interviews, secondary data analysis, behavioral observation, and/or experimental methods. Students opting to enroll in 9 credits of ANZ 602 typically complete their project over two semesters.

Prerequisite: ANZ 501 & ANZ 505.

Offered: every fall & spring.

ANZ 603 Independent Research: Qualitative 1-9 Credits

This capstone option is intended for students who would like to complete a 3-credit or 9-credit qualitative research project. Students who opt to enroll in ANZ 603 must write a research proposal and conduct independent research. The final product for ANZ 603 is a paper that reviews literature that provides the foundation for the student's research question, describes the methods the student employed, reports the study's results and provides an interpretation of the study's findings and contributions to the field of anthrozoology. Students completing the 9-credit option must submit a final paper that would be suitable for submission to a peer reviewed journal, and they must participate in an oral defense. ANZ 603 projects employ qualitative methods from the social sciences or humanities. Students opting to enroll in 9 credits of ANZ 603 typically complete their project over two semesters.

Prerequisite: ANZ 501 & ANZ 505.

Offered: every fall & spring.

Cybersecurity (MS)

Program Director: Jeffrey McConnell, PhD (mcconnel@canisius.edu)

The M.S. in Cybersecurity program is designed to train cybersecurity professionals to meet the needs of business, industry, educational institutions, and government agencies locally and nation-wide. The program provides a cutting-edge curriculum that prepares graduates to succeed as a cybersecurity professional or researcher.

The Cybersecurity MS is designed as a full-time (with a part-time option), face-to-face program. Students without a computer science background may take a set of courses as preparatory that would otherwise be waived for those with the applicable undergraduate courses. The program is in line with curricular recommendations from the ACM Cybersecurity Curricula and the NSA's Center of Academic Excellence (CAE) in Cyber Defense.

Admissions Requirements

- Students from any undergraduate major are welcome to apply, as long as they have acquired a bachelor's degree prior to the start of classes.
- Cumulative GPA of 2.8 or higher.
- Students may apply at any time. We have rolling admissions.
- Student preparation and background are used to determine if some introductory courses may be waived.

Materials to be Submitted

- Free Online Application (<https://www.canisius.edu/admissions/apply-canisius/>), with essay
- An official transcript from each college attended
- Official GRE or GMAT score (optional)
- Resumé (optional)
- One or two Letters of Recommendations (optional)

Policies

Academic Standing

The Cybersecurity program follows the College of Arts and Sciences on students' academic standing. (p. 32)

Matriculation and Continued Program Enrollment

The Cybersecurity program follows the Canisius College policy for matriculated students (p. 24) that expects students to maintain a continuous program of academic work.

Registration and Credit Hours

Cybersecurity students must be registered for at least 4.5 credits per semester to maintain eligibility for financial aid (if they are eligible). A full load is at least 9 credit hours. No student may register for more than 12 credit hours in any semester.

Curriculum

Code	Title	Credits
Bridge Courses		
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
MAT 591	Discrete Mathematics	3
Required Courses		
CSC 530	Operating System Design	3
CYB 500 & 500L	Cybersecurity Principles and Cybersecurity Principles Lab	3
CYB 510	Cybersecurity Policies, Ethics, and Law	3
CYB 520 & 520L	Ethical Hacking and Penetration Testing and Ethical Hacking and Penetration Testing Lab	3
CYB 540 & 540L	Network and Internet Security and Network and Internet Security Lab	3
CYB 600 & 600L	Secure Software Engineering and Secure Software Engineering Lab	3
CYB 610	Cybersecurity Project	3
CSC 610 & 610L	Database Management and Database Management Lab	3
Choose from the following (minimum 6 cr.):		6
CYB 580	Cybersecurity Seminar	
CYB 599 & 599L	Cybersecurity Special Topics and Cybersecurity Special Topics Lab	
CYB 611	Cybersecurity Thesis	
CYB 620 & 620L	Applied Cryptography and Applied Cryptography Lab	
CYB 697	Cybersecurity Internship	
CYB 699	Advanced Cybersecurity Topics	
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	
DAT 514 & MAT 500	Data Mining and Machine Learning and Topics in Applied Mathematics (The combination of these two courses fulfills the elective credits)	
Total Credits		39

Courses

Computer Science (CSC) (p. 52), Cybersecurity (CYB) (p. 53), Data Analytics (DAT) (p.), Mathematics (MAT) (p. 54)

Computer Science (CSC)

CSC 501 Introduction to Programming 3 Credits

This foundational course will teach you the basics of computer programming using the Python language. You will design, code, test, and debug computer programs for textual and graphical applications.

Offered: every fall, spring, & summer.

CSC 511 Introduction to Programming 3 Credits

This foundational course will teach you the basics of computer programming using the Python language. You will design, code, test, and debug computer programs for textual and graphical applications.

Corequisite: CSC 511L.

Offered: every fall, spring, & summer.

CSC 511L Introduction to Programming Lab 0 Credits

Required lab for CSC 511.

Corequisite: CSC 511.

Offered: every fall, spring, & summer.

CSC 512 Data Structures and Algorithms 3 Credits

The primary focus of this course is data structures and their accompanying algorithms, including recursive algorithms. In order to judge between competing algorithms or alternative data structures, we will use analysis to discover the time and memory bounds of various approaches. We will also use object oriented programming as a useful way of constructing abstract data types and in general structuring complex programs. Several debugging tools and approaches will be explored, especially hand tracing of algorithms. The Python programming language will be our main vehicle.

Prerequisite: CSC 511 or CSC 111. **Corequisite:** CSC 512L.

Offered: every fall, spring, & summer.

CSC 512L Data Structures and Algorithms Lab 0 Credits

Required lab for CSC 512.

Corequisite: CSC 512.

Offered: every fall, spring, & summer.

CSC 530 Operating System Design 3 Credits

The design of operating system software, including processor scheduling, memory management, storage and resource allocation, and security issues.

Prerequisite: A minimum grade of C in CSC 512 & CSC 512L.

Offered: every fall.

CSC 530L Operating System Design and Distributed Computing Laboratory 0 Credits

Required lab for CSC 530.

Prerequisite: A minimum grade of C in CSC 502 & CSC 502L. **Corequisite:** CSC 530L.

Offered: every fall.

CSC 610 Database Management 3 Credits

This course presents an introduction to the design and use of database systems. Traditional databases will be the primary focus, centering on the relational model (SQL and related tools). There will be some discussion of large-scale information retrieval in the form of the NoSQL movement and data mining. Ethical, social and security issues will also be covered in an introductory fashion.

Prerequisite: CSC 112 or CSC 512; may be taken concurrently.

Offered: every fall & spring.

CSC 610L Database Management Lab 0 Credits

Required lab for CSC 610.

Prerequisite: CSC 512L. **Corequisite:** CSC 610.

Offered: every fall & spring.

Cybersecurity (CYB)

- CYB 500 Cybersecurity Principles** 3 Credits
This course examines the landscape and the broad areas of cybersecurity which includes topics such as: Symmetric & Public-Key Encryption, Access Control, Database Security, Malware, DoS (Denial-of-Service) Attacks, Intrusion Detection & Firewalls, Software Security, Security Management & Policies, Internet Security, and Legal & Ethical Aspects of Cybercrime. Students will also complete hands-on labs and exercises to reinforce their working knowledge of computer, network and information security topics.
Prerequisite: DAT 513 and DAT 513L or CSC 310 and CSC 310L may be taken concurrently, and CSC 112 and CSC 112L or CSC 502 and CSC 502L.
Corequisite: CYB 500L.
Offered: every fall & spring.
- CYB 500L Cybersecurity Principles Lab** 0 Credits
Required lab for CYB 500.
Corequisite: CYB 500.
Offered: every fall & spring.
- CYB 501 Cybersecurity Principles for Business** 3 Credits
This course examines the landscape and the broad areas of cybersecurity which includes topics such as: Symmetric & Public-Key Encryption, Access Control, Database Security, Malware, DoS (Denial-of-Service) Attacks, Intrusion Detection & Firewalls, Software Security, Security Management & Policies, Internet Security, and Legal & Ethical Aspects of Cybercrime.
Offered: every fall & spring.
- CYB 510 Cybersecurity Policies, Ethics, and Law** 3 Credits
This course focuses on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts. The course includes up-to-date information on changes in the field, such as national and international laws and international standards like the ISO 27000 series.
Offered: every spring.
- CYB 520 Ethical Hacking and Penetration Testing** 3 Credits
This course provides an in-depth understanding of how to effectively protect computer networks. Students will learn the tools and penetration testing methodologies used by ethical hackers. In addition, the course provides a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber attacks. Students will learn updated computer security resources that describe new vulnerabilities and innovative methods to protect networks. Also covered is a thorough update of federal and state computer crime laws, as well as changes in penalties for illegal computer hacking.
Prerequisite: CYB 500 and CYB 500L; may be taken concurrently.
Corequisite: CYB 520L.
Offered: every spring.
- CYB 520L Ethical Hacking and Penetration Testing Lab** 0 Credits
Required Lab for CYB 520
Prerequisite: CYB 500 and CYB 500L.
Offered: every spring.
- CYB 540 Network and Internet Security** 3 Credits
The purpose of this course is to provide a practical survey of network security applications and standards. The emphasis is on applications that are widely used on the Internet and for corporate networks, and on standards (especially Internet standards) that have been widely deployed. The first part of the course will cover a concise survey of the cryptographic algorithms and protocols underlying network security applications, including encryption, hash functions, message authentication, and digital signatures. The second part of the course will cover important network security tools and applications, including key distribution, Kerberos, X.509v3 certificates, Extensible Authentication Protocol, S/MIME, IP Security, SSL/TLS, IEEE 802.11i WiFi security, and cloud security. Finally, we will look at system-level security issues, including the threat of and countermeasures for malicious software and intruders, and the use of firewalls.
Prerequisites: CSC 502, CYB 500, and DAT 513. **Corequisite:** CYB 540L.
Offered: every fall.
- CYB 540L Network and Internet Security Lab** 0 Credits
Required lab for CYB 540
Corequisite: CYB 540.
Offered: every fall.
- CYB 580 Cybersecurity Seminar** 3 Credits
This a graduate seminar course in which students will give oral presentations of scientific data. Students attend presentations as well as prepare and present on various topics in cybersecurity for faculty and other students. The seminars is expected to enhance the student's public speaking skills and to provide experience in preparing scientific presentations for professional settings. To help students improve as speakers, each student will receive feedback from fellow students and the instructor.
Offered: every fall.
- CYB 599 Cybersecurity Special Topics** 3 Credits
Current topics in Cybersecurity of interested to faculty and students. Possible topics include: Malware Analysis & Reverse Engineering, Bitcoin & Cryptocurrencies, Machine Learning & Security, Computer Forensics, etc.
Prerequisites: CYB 500 can be taken concurrently. **Corequisite:** CYB 599L.
Offered: every fall.
- CYB 599L Cybersecurity Special Topics Lab** 0 Credits
Required lab for CYB 599
Corequisite: CYB 599.
Offered: every fall.
- CYB 600 Secure Software Engineering** 3 Credits
The purpose of this course is to provide secure programming practices that are necessary to develop applications that withstand cyber-attacks and common software exploits. The first part of the course will cover the fundamentals of software security and implementing a continuous risk management framework throughout the software development lifecycle. The second part of the course will cover the Seven Touchpoints for software security as well as code reviews and software penetration testing. Finally, we will look at adopting a secure development lifecycle (SDL) in an enterprise setting.
Prerequisite: (CSC 502 or CSC 512), CYB 500, and (DAT 513 or CSC 610).
Corequisite: CYB 600L.
Offered: every spring.
- CYB 600L Secure Software Engineering Lab** 0 Credits
Required lab for CYB 600
Corequisite: CYB 600.
Offered: every spring.

CYB 610 Cybersecurity Project

3 Credits

This course requires the culmination of knowledge and laboratory experience gained from the MS in Cybersecurity program as students will have the opportunity to design and implement a graduate capstone project. Students may complete this project for a real-world application or in a laboratory-setting that pertains to the greater field of cybersecurity. Students must defend their work in an open project defense and complete a written report of their work before a letter grade is awarded.

Prerequisite: CYB 520.

Offered: every fall, spring, & summer.

CYB 611 Cybersecurity Thesis

3 Credits

The purpose of the thesis course is to provide students the opportunity to work with a faculty advisor on a research problem in cybersecurity. Completion of the thesis will require scholarly research methods to produce a significant thesis document that is comparable to a peer-reviewed publication. This course should be taken during the last semester of the MS program and the final thesis and oral presentation (defense) will be evaluated by a faculty committee before a grade is awarded.

Prerequisite: CYB 610.

Offered: every fall & spring.

CYB 620 Applied Cryptography

3 Credits

This course will introduce the concepts of modern cryptography, including a combination of both theoretical foundations and practical applications of cryptography used in the real world. This course complements all of the CYB 5xx cybersecurity courses by taking a deeper look into cryptography to grasp a better understanding of cryptographic primitives, algorithms, attacks, and protocols. At the end of this course, students will have a proper foundation of modern cryptography and be able to apply cryptographic techniques in the design and analysis of secure computing systems.

Prerequisites: CSC 502, CYB 520, and CYB 540 (CYB 540 can be taken concurrently). **Corequisite:** CYB 620L.

Offered: every fall.

CYB 620L Applied Cryptography Lab

0 Credits

Required lab for CYB 620

Corequisite: CYB 620.

Offered: every fall.

CYB 697 Cybersecurity Internship

3 Credits

The application of the knowledge and skills acquired from the MS in Cybersecurity program in a real-world professional setting. Students will be responsible for arranging a practicum/internship with a business or organization that is related to cybersecurity. The outline of work duties and evaluative methods are established by the student and the internship mentor/supervisor and approved by the faculty advisor prior to initiation of the course.

Prerequisite: CYB 500.

Offered: every fall, spring, & summer.

CYB 699 Advanced Cybersecurity Topics

3 Credits

In depth study of a topic related to cybersecurity.

Prerequisite: permission of instructor.

Offered: occasionally.

Mathematics (MAT)**MAT 591 Discrete Mathematics**

3 Credits

Fundamental topics with computer science applications. Sets and logic, propositional and predicate calculus, elements of combinatorics and counting, elementary discrete probability, functions and relations, and graphs.

Offered: every fall.

Roadmap

Full-Time

First Year**Fall**CYB 500
& 500L**Spring**

CYB 510

Summer

CYB 610

CSC 610
& 610LCYB 520
& 520LCSC 530
& 530LCYB 600
& 600L**Second Year****Fall**CYB 540
& 540LCYB 620
& 620L

One of the following:

CYB 599
& 599L

CYB 611

CYB 697

Part-Time

First Year**Fall**CYB 500
& 500L**Spring**

CYB 510

CSC 610
& 610LCYB 520
& 520L**Second Year****Fall**CYB 540
& 540LCSC 530
& 530L**Spring**CYB 600
& 600L

CYB 610

Third Year**Fall**CYB 620
& 620L

One of the following:

CYB 599
& 599L

CYB 611

CYB 697

Learning Goals & Objectives

On completing the MS program, students will be able to:

1. Assess Risks and Threats
 - Perform information security risk assessment, identify potential threats, and develop threat mitigation strategies.
 - Identify malicious activities and attacks, and recommend appropriate response capabilities.
2. Implement Policies and Respond to Incidents
 - Describe security design principles and identify security mechanisms to implement desired security principles.
 - Implement security defense technologies.

- Carry out incident response activities and support cyber-crime investigation.
 - Perform audit procedures, evaluate the strengths and weaknesses of the security mechanisms, and develop contingency plans.
3. Communicate and Educate on Cybersecurity Issues
- Describe individual privacy rights, related laws and regulations, and the use of information assurance technologies to support the enforcement of these rights.
 - Describe the responsibilities of all levels of users related to the threats against information systems.
 - Communicate information security concepts to individuals with diverse levels of computing skills.

Data Analytics (MS or Advanced Certificate)

Students may choose to pursue this program full time (cohort based) or part time. A graduate certificate program is also available

If you are interested in more information about this program, please contact Michael Seaman at 716-888-2545 or seamanm@canisius.edu.

PROGRAM DIRECTOR

H. David Sheets, Professor of Physics (716-888-2587 or sheets@canisius.edu)

PROGRAM FACULTY

Debra T. Burhans, PhD, Associate Professor of Computer Science
 Milburn E. Crotzer, MBA, PhD, Adjunct Professor of Mathematics and Statistics
 Byung-Jay Kahng, PhD, Professor and Chair of Mathematics and Statistics
 Leonid A. Khinkis, PhD, Professor of Mathematics and Statistics
 Jonathan E. Lopez, PhD, Assistant Professor of Mathematics and Statistics
 Jeffrey J. McConnell, PhD, Professor and Chair of Computer Science
 R. Mark Meyer, PhD, Associate Professor of Computer Science
 Paul Sauer, MBA, PhD, Professor of Marketing and Information Systems
 Richard Wall, CFA, PhD, Professor of Economics and Finance
 Michael H. Wood, PhD, Associate Professor and Chair of Physics

Overview

The Masters Program in Data Analytics at Canisius is offered in a full-time cohort system, on campus, and may be completed in one calendar year, or as a part-time program taking two years, depending on preparation. A key feature is the incorporation of Applied Integrative Projects, ideally internships, beginning early in the program and paralleling advanced coursework. A 4+1 program for students completing a bachelors at Canisius who want to complete a Masters in Data Analytics is also available.

Data Analytics is a rapidly developing field driven by the need to effectively utilize Big Data to inform business decisions. It has the goal of making reliable predictions or inferences from very large collections of data drawn from a particular domain of human endeavor, including a wide range of diverse fields such as business management, science, sports, health-care management, criminal justice, and not-for-profit agencies.

The Master's Program in Data Analytics at Canisius contains the three standard components of the field, namely, *Statistics*, *Computer Science*, and a *Domain area*, in Business. Eventually, we expect to expand the domain areas to include Insurance, the Health Sciences and other areas. Students with a strong interest in other domain areas are encouraged to discuss them with

the Program Director. Domain courses are chosen to meet the students career goals and needs, and their prior academic and workplace experience.

In addition to offering the standard components of Data Analytics, Canisius will also focus on developing student capabilities in three crucial *soft* skills:

- the ability to work in collaborative, multidisciplinary teams;
- the ability to communicate effectively with different audiences, using a variety of written, oral, and visual modes of communication;
- a solid grounding in the ethics of data stewardship.

Consistent with the mission of the College, we have a strong interest in promoting collaborative efforts with the local non-profit agencies focused on the promotion of the public good. We will seek to connect interested students with analytic projects in conjunction with local not-for-profits.

While data analytics programs are rapidly being developed at many institutions, Canisius has a unique history with its focus on ethics, its emphasis on the ability to communicate with and understand others grounded in the Jesuit intellectual tradition, and the steadily increasing institutional emphasis on collaborative learning and teamwork. The tradition of high levels of personal attention to students at Canisius is the ideal environment for fostering these soft skills of communication, teamwork, and ethically grounded decision making, as well as the technical areas of computer programming and statistical inference.

Admissions Requirements

- Students from any undergraduate major are welcome to apply, as long as they have acquired a bachelor's degree prior to the start of classes.
- Cumulative GPA of 2.8 or higher.
- Successful completion of a college-level Calculus 1 course (comparable to MAT 111 or MAT 115 at Canisius).
- Students may apply at any time. We have rolling admissions.
- Student preparation and background are used to determine if some introductory courses may be waived.

Materials to be Submitted

- Free Online Application (<https://www.canisius.edu/admissions/apply-canisius/>), with essay
- An official transcript from each college attended
- Official GRE or GMAT score (optional)
- Resumé (optional)
- One or two Letters of Recommendations (optional)

Policies

Academic Standing

The Data Analytics program follows the College of Arts and Sciences on students' academic standing. (p. 32)

Matriculation and Continued Program Enrollment

The Data Analytics program follows the Canisius College policy for matriculated students (p. 24) that expects students to maintain a continuous program of academic work.

Registration and Credit Hours

Data Analytics students must be registered for at least 4.5 credits per semester to maintain eligibility for financial aid (if they are eligible). A full load is at least 9 credit hours. No student may register for more than 12 credit hours in any semester.

Curriculum

This program is divided into three distinct components, comprising a total of at least 30 credit hours. The Preparatory Courses are base levels of knowledge and skill required before proceeding with the Core Competencies portion of the program. Up to 10 hours (3 courses) of the Preparatory Courses may be waived based on the student's prior background and coursework. Students with exceptionally strong backgrounds may substitute other domain courses (typically graduate business courses) for Preparatory courses. For example, this might occur for a student with an engineering degree, and thus strong computational and mathematical skills, or a finance degree with strong business and mathematical grounding.

Core Competencies portion consists of 5 courses, all of which were developed exclusively for the Data Analytics program. They cover advanced statistics, topics on managing data, as well as visualization/presentation.

The students will also participate in integrative projects in data analytics, gaining valuable hands-on experience and connections at companies in the Buffalo area and beyond.

Code	Title	Credits
Preparatory Courses (taken the year or summer prior to cohort start)		
DAT 501	Statistics and Econometrics ¹	3
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
Summer		
MAT 500	Topics in Applied Mathematics ¹	4
DAT 500	Interactive Graphical Case Studies in Big Data	1
Elective (Domain specific) ¹		3
Fall		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
CSC 610 & 610L	Database Management and Database Management Lab	3
DAT 521	Applied Integrative Projects in Data Analytics I	2
Elective (Domain Specific) ¹		3
Spring		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		40

¹ Up to 10 credits of coursework (from those noted) may be waived by the program director based on a student's preparation and experience.

Domain Courses

Students will take at least two domain courses drawn from the courses below. Students may apply to the program director to take graduate level courses drawn from other domain areas, or more advanced courses for which they have adequate preparation.

Code	Title	Credits
Business and Finance Domain		
ACC 505	Financial Accounting	
ECO 503	Statistics for Managers with Excel	

FIN 608	Corporate Finance
FIN 617	Portfolio Analysis
FIN 619	Financial Modeling
FIN 620	Investment Management
FIN 623	Fixed Income Securities
FIN 628	Derivative Securities

Roadmap

The following sequences are provided as examples, but students are strongly encouraged to work with the program director to determine the best sequence for the student's background, experience, and interest.

Sample Progression, Full-time Study - Math Background

The following example is for a student with a mathematics degree (assuming at least one course each in statistics and computer programming). Note: this example results in waivers for MAT 500, DAT 501, and CSC 511 & CSC 511L

Code	Title	Credits
Summer		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
One Domain Course		3
Fall		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
CSC 610 & 610L	Database Management and Database Management Lab	3
One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
Spring		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		30

Sample Progression, Full-time Study - Computer Science Background

The following example is for a student with a computer science degree (assuming no statistics or advanced mathematics). Note: this example results in waivers for CSC 511 & CSC 511L and CSC 512 & CSC 512L.

Code	Title	Credits
Summer		
DAT 500	Interactive Graphical Case Studies in Big Data	1
DAT 501	Statistics and Econometrics	3
MAT 500	Topics in Applied Mathematics	4
One Domain Course		3
Fall		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
CSC 610 & 610L	Database Management and Database Management Lab	3

One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
Spring		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		34

Sample Progression, Full-time Study - Business Background

The following example is for a student with a business degree (assuming a course in statistics or econometrics). Note: this example results in waivers for DAT 501 and 2 Domain Courses.

Code	Title	Credits
Summer (or prior to the start of the cohort)		
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
DAT 500	Interactive Graphical Case Studies in Big Data	1
MAT 500	Topics in Applied Mathematics	4
Fall		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
CSC 610 & 610L	Database Management and Database Management Lab	3
One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
Spring		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		34

Sample Progression, Full-time Study - STEM/Engineering Background

The following example is for a student with strong mathematics background (STEM/Engineering) including at least one course each in statistics and computer programming. Note: this example includes waivers for MAT 500, DAT 501, and CSC 511 & CSC 511L.

Code	Title	Credits
Summer		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
One Domain Course		3
Fall		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
CSC 610 & 610L	Database Management and Database Management Lab	3

One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
Spring		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		30

Sample Progression, Part-time Study - Math Background

The following example is for a student with a mathematics degree (assuming at least one course each in statistics and computer programming). Note: this example results in waivers for MAT 500, DAT 501, and CSC 511 & CSC 511L.

Code	Title	Credits
Summer 1		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
Fall 1		
DAT 521	Applied Integrative Projects in Data Analytics I	2
One Domain Course		3
Spring 1		
CSC 610 & 610L	Database Management and Database Management Lab	3
DAT 512	Statistical Approaches to Big Data	3
Summer 2		
One Domain Course		3
Fall 2		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 514	Data Mining and Machine Learning	3
Spring 2		
DAT 522	Applied Integrative Projects in Data Analytics II	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
Total Credits		30

Sample Progression, Part-time Study - Business Background

The following example is for a student with a business degree (assuming a course in statistics or econometrics). Note: this example results in waivers for DAT 501 and 2 Domain Courses.

Code	Title	Credits
Summer 1 (or prior to the start of the cohort)		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
Fall 1		
DAT 521	Applied Integrative Projects in Data Analytics I	2
One Domain Course		3
Spring 1		

CSC 610 & 610L	Database Management and Database Management Lab	3
DAT 512	Statistical Approaches to Big Data	3
Summer 2		
MAT 500	Topics in Applied Mathematics	4
Fall 2		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 514	Data Mining and Machine Learning	3
Spring 2		
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		34

Sample Progression, Part-time Study - Humanities, Social Sciences, or Education Background

The following example is for a student with an undergraduate degree, but no programming background, or mathematics beyond a college Calculus 1 course.

Code	Title	Credits
Summer 1		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
Fall 1		
DAT 501	Statistics and Econometrics	3
DAT 521	Applied Integrative Projects in Data Analytics I	2
Spring 1		
CSC 610 & 610L	Database Management and Database Management Lab	3
One Domain Course		3
Summer 2		
MAT 500	Topics in Applied Mathematics	4
One Domain Course		3
Fall 2		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 514	Data Mining and Machine Learning	3
Spring 2		
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Fall 3		
DAT 512	Statistical Approaches to Big Data	3
Total Credits		40

Advanced Certificate in Data Analytics

The Certificate in Data Analytics will enhance your ability work as a data specialist across a range of industries and organizations. This program is intended for professionals in related fields who want to utilize Data Analytics methods in their work, extending their existing skills but not completing a

graduate degree. Students will learn how to work with and analyze large data sets, and how to apply data knowledge within a field of specialization. You'll gain the effective teamwork and communication skills that are essential to working within diverse, multidisciplinary organizations. And you'll get a solid grounding in the ethics of data stewardship, training that is highly relevant in an age where the accumulation and storage of personal data is ever increasing.

A total of 5 courses are required for the certificate. A minimum of 12 credits beyond those taken to fulfill the requirements for an undergraduate degree must be completed as part of the certificate.

Code	Title	Credits
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Required Courses

The following three courses are required, students with equivalent undergraduate courses may substitute courses from the electives list below, a total of 5 courses must be completed. Note that the CSC courses do have a required lab associated with them, which carries no graduate credit hours.

MAT 500	Topics in Applied Mathematics	4
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3

Elective Courses

A minimum of 2 are required, up to five if a student does not need to repeat the material in the required courses

CSC 610 & 610L	Database Management and Database Management Lab	
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	
DAT 512	Statistical Approaches to Big Data	
DAT 514	Data Mining and Machine Learning	
DAT 515	Visualization and Presentation of Advanced Analytics	
DAT 521	Applied Integrative Projects in Data Analytics I	

Total Credits		16
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Note: Students without prior knowledge of the R programming language should take DAT 511.

Students who begin the program with the equivalent of MAT 500, will take an additional elective in lieu of MAT 500. These students may complete the certificate in 15 credits.

Preparation

Students interested in this degree will need specific skills to be successful.

The following courses will help prepare you for the program, prior to the start of a formal cohort in the summer. We are providing the following advisement based on Canisius College courses. If you are considering taking courses elsewhere, please contact Michael Seaman (716-888-2545 or seamanm@canisius.edu) about courses at your institution that would provide appropriate backgrounds.

- To satisfy DAT 501 Statistics and Econometrics, student may complete either ECO 455 or ECO 609.
- MAT 500 Topics in Applied Mathematics can be waived for some majors, such as math, physics, or engineering. For other majors, MAT 211 or MAT 219 will NOT satisfy the MAT 500 requirement, but may help students prepare for the course.

- Students may take CSC 111 and CSC 111L to satisfy CSC 511 and CSC 511L.
- Students who have already completed CSC 111, may take CSC 112 and CSC 112L to satisfy the CSC 512 and CSC 512L requirement.
- The following courses could be used to satisfy a domain course requirement: FIN 608, FIN 617, FIN 619, FIN 620, FIN 623, or FIN 628. Other graduate level courses may also satisfy the domain course requirements, please consult the program director.

Learning Goals & Objectives

For the Master of Science degree

Student Learning Goal 1: *Multi-disciplinary analytic capabilities.*

- Objective A: *Domain Knowledge:* Students will be able to apply the computational and statistical methods and analytical tools to strategic and tactical decision making for at least one domain area. In business, for example, this might be: accounting, economics, finance, management, or marketing.
- Objective B: *Adaptable grounding in applied statistics.* Students will be able to use the basic principles of probability theory in a variety of contexts, including both classical statistical approaches and computational based methods. Students will be familiar with one modern statistical software platform and will be able to readily adapt to others.
- Objective C: *Flexible computational skills.* Students will have a strong working knowledge of at least one general purpose programming language, and will be able to work with a range of data structures within those languages. Students will also be familiar with databases and the programming techniques needed to work with Big Data.

Student Learning Goal 2: *Effective teamwork.*

- Objective A: Students will demonstrate the ability to work in multi-disciplinary teams to address real-world problems.
- Objective B: Students will understand the current theoretical ideas related to the formation of effective collaborative teams.

Student Learning Goal 3: *Effective business communication.*

- Objective A: Students will be able to identify the needs of different audiences, and effectively present complex information in ways that suit the needs of multiple audiences.
- Objective B: Students will be able to write effectively to convey data analytic results in business or other domain contexts.
- Objective C: Students will be able to create and deliver effective oral presentations, as well as present ideas in less formal oral settings.
- Objective D: Students will be able to create effective graphics, both static and real-time active displays, that convey results to business or other domain audiences.

Student Learning Goal 4: *Ethical data stewardship.*

- Objective A: Students will have an awareness of the ethic and moral issues that arise in working with large data sets, and understand the steps that need to be taken to protect the rights and privacy of the individuals involved.

For the Advanced Certificate

Student Learning Goal 1: To develop multi-disciplinary analytic capabilities of the students.

- Objective A: Students will be able to apply a broad range of computational and statistical methods, including both exploratory methods and predictive analytic tools to large data sets, using both local and distributed computer systems.

- Objective B: Students will possess a broad understanding of the principles of statistical reasoning, which will allow them to understand and assess the utility of new statistical tools as they become available, and to put those tools to practical use. *Adaptable grounding in applied statistics.*
- Objective C: Students will develop flexible computational skills. The students will be proficient in at least one general purpose programming language, and at least one modern statistical package. Students will be able to rapidly learn new languages and packages and maintain their own professional capabilities as new technology and procedures appear.

Student Learning Goal 2: To develop interdisciplinary teamwork skills and effective communication skills.

- Objective A: Students will be comfortable and effective working in multidisciplinary teams to address complex real-world problems.
- Objective B: Students will effectively communicate statistical and computational results, to a wide range of different audiences with different needs, using verbal, written, and visual modes of communication.

Student Learning Goal 3: To obtain knowledge and develop skills in ethical use of big data.

- Objective A: Students will have a strong grounding in the ethical use of big data.

Courses

Computer Science

CSC 501 Introduction to Programming 3 Credits

This foundational course will teach you the basics of computer programming using the Python language. You will design, code, test, and debug computer programs for textual and graphical applications.

Offered: every fall, spring, & summer.

CSC 511 Introduction to Programming 3 Credits

This foundational course will teach you the basics of computer programming using the Python language. You will design, code, test, and debug computer programs for textual and graphical applications.

Corequisite: CSC 511L.

Offered: every fall, spring, & summer.

CSC 511L Introduction to Programming Lab 0 Credits

Required lab for CSC 511.

Corequisite: CSC 511.

Offered: every fall, spring, & summer.

CSC 512 Data Structures and Algorithms 3 Credits

The primary focus of this course is data structures and their accompanying algorithms, including recursive algorithms. In order to judge between competing algorithms or alternative data structures, we will use analysis to discover the time and memory bounds of various approaches. We will also use object oriented programming as a useful way of constructing abstract data types and in general structuring complex programs. Several debugging tools and approaches will be explored, especially hand tracing of algorithms. The Python programming language will be our main vehicle.

Prerequisite: CSC 511 or CSC 111. **Corequisite:** CSC 512L.

Offered: every fall, spring, & summer.

CSC 512L Data Structures and Algorithms Lab 0 Credits

Required lab for CSC 512.

Corequisite: CSC 512.

Offered: every fall, spring, & summer.

CSC 530 Operating System Design 3 Credits

The design of operating system software, including processor scheduling, memory management, storage and resource allocation, and security issues.

Prerequisite: A minimum grade of C in CSC 512 & CSC 512L.

Offered: every fall.

CSC 530L Operating System Design and Distributed Computing Laboratory 0 Credits

Required lab for CSC 530.

Prerequisite: A minimum grade of C in CSC 502 & CSC 502L. **Corequisite:** CSC 530L.

Offered: every fall.

CSC 610 Database Management 3 Credits

This course presents an introduction to the design and use of database systems. Traditional databases will be the primary focus, centering on the relational model (SQL and related tools). There will be some discussion of large-scale information retrieval in the form of the NoSQL movement and data mining. Ethical, social and security issues will also be covered in an introductory fashion.

Prerequisite: CSC 112 or CSC 512; may be taken concurrently.

Offered: every fall & spring.

CSC 610L Database Management Lab 0 Credits

Required lab for CSC 610.

Prerequisite: CSC 512L. **Corequisite:** CSC 610.

Offered: every fall & spring.

Data Analytics

DAT 111 Introduction to Reporting and Analysis 3 Credits

An introduction to the methods and tools for reporting quantitative data for decision support in a wide range of fields. This course is meant as an introductory course in the Data Science program, and for students in other disciplines preparing for decision support roles in a range of commercial, educational or research roles. Both the general theories and approaches to the presentation of data for decision support in tabular and graphic forms, and practical technical methods will be covered in the course. Most of the course time will be spent using Excel for these tasks, but Tableau and/or PowerBI as well as some basic SQL queries will also be covered. Whenever possible, "real-world" data drawn from a wide range of fields and disciplines will be used to illustrate problems and approaches to reporting of data.

Offered: every spring.

DAT 211 Advanced Statistics with R 3 Credits

This course is designed to introduce students to the programming language R. We will begin by talking about the benefits of R from a practical to an ethical level. Students will learn to install R and load packages. Students will then identify a data set they want to work with over the semester and preregister their project rationale, hypotheses, and analytic plan with OSF. Students will spend the majority of their time learning to execute their analytic plan in R. Students will present their project at Ignatian Scholarship Day. After their ISD presentation, students will archive their materials on OSF and update their preregistration to reflect any modifications made to the plan as they conducted their research, changes they would make if they were going to do the project again, and future analyses they would like to conduct with the data set.

Offered: once a year.

DAT 411 Econometrics 3 Credits

Econometrics is the science in which the tools of economic theory, mathematics, and statistical inference are applied to the analysis of economic phenomena. Econometric modeling is an important research tool in Economics, Finance, and many other academic disciplines. The goal of this course is to provide you with a basic understanding of Econometric theory and practice. We will focus on model specification, estimation, and testing, using a "hands on" approach. Throughout the course, we will use EXCEL, R, and SAS. We will cover most of Chapters 1-10 of the textbook, followed by some selected special topics as time permits. You should read through each chapter as we cover it. Special emphasis will be placed on conceptual understanding and application of econometric methods. For those who are interested in more involved discussions of the theoretical framework and/or the statistical or mathematical derivation behind any of the ideas discussed in class, feel free to meet with me outside of class.

Prerequisite: MAT 111 and CSC 111.

Offered: once a year.

DAT 412 Machine Learning 3 Credits

A foundational development of the core ideas and concepts in machine learning, with emphasis on the statistical foundations of machine learning but also applied work in Python, or a comparable language. Topics covered will include feature engineering and basis sets, gradient descent model fitting, kernel methods, Model selection methods, bootstrapping and other permutation methods, model inference and averaging, tree based methods with boosting and bagging, neural nets and deep learning and graph based methods.

Prerequisite: MAT 219 and CSC 112.

Offered: once a year.

DAT 500 Interactive Graphical Case Studies in Big Data 1 Credit

Students will be introduced to Data Analytics via the study of a variety of case studies of published studies, or successful commercial applications of methods. Students will also learn to replicate the graphical presentations used in these studies, and develop alternative visual representations of the data used in the studies. The R statistical language will be used, as students learn how to produce publication grade graphics that can be used throughout other courses and in their career.

Offered: every summer.

DAT 501 Statistics and Econometrics 3 Credits

Econometrics is the science in which the tools of economic theory, mathematics and statistical inference are applied to the analysis of economic phenomena. Econometric modeling is an important research tool in Economics, Finance, and many other academic disciplines. The goal of this course is to provide you with a basic understanding of Econometric theory and practice. We will focus on model specification, estimation, and testing, using a "hands on" approach. Both EXCEL and EViews software will be used throughout this course.

Offered: every fall & occasionally spring.

DAT 511 Data Stewardship: Preparation, Exploration and Handling of Big Data 3 Credits

Data stewardship refers to the process of managing collections of data in an ethical and effective manner, so that business objectives can be achieved efficiently while respecting the rights of individuals. This course will thus cover the substantial ethical issues related to Big Data, but will also address many technical issues related to working with large data sets. Establishing and maintaining quality data poses surprisingly large challenges and can be very time consuming, so that knowledge of effective data cleaning is a key capability for Data Analytics. Students will learn how to download, clean, and prepare data for future analysis, and document the process, as well as understanding how seemingly harmless actions can pose threats to the information security of others.

Prerequisite: CSC 511 or CSC 111.

Offered: every fall.

DAT 512 Statistical Approaches to Big Data 3 Credits

This course is a Core course in the Data Analytics program. It starts with a brief review of univariate statistics and then covers selected topics usually taught in courses in multivariate statistical analysis and regression analysis. It is assumed that every student in this course has completed at least one college-level statistics course. The theoretical knowledge and analytical skills gained in this course are an essential component of the Data Analytics program.

Prerequisite: DAT 501 or equivalent, CSC 512 or equivalent, & MAT 500 or equivalent.

Offered: every spring.

DAT 514 Data Mining and Machine Learning 3 Credits

This course is a Core course in the Data Analytics program. It starts with a brief introduction to Data Mining and Statistical Learning, includes a brief summary of relevant methods covered in a much greater detail in other courses in this program, such as Data Stewardship and Statistical approaches to Big Data, and then covers a number of methods essential in the modern Data Mining and Statistical Learning.

Prerequisites: MAT 500, CSC 511, and CSC 512 or equivalents.

Offered: every spring.

DAT 515 Visualization and Presentation of Advanced Analytics 3 Credits

Students will develop the ability to present complex results from Data Analytics to a range of audiences. The course will cover both real time interactive displays and tools, such as graphic user interface and dashboard design, as well as written, oral and graphical communication of analytic results. Students will complete a range of projects in each of these areas.

Prerequisites: DAT 511 & DAT 521 (courses may be taken concurrently) and the ability to program in Python.

Offered: every spring.

DAT 521 Applied Integrative Projects in Data Analytics I 2 Credits

In this course, students would learn SAS. Since the focus is on hands-on, all lectures would be conducted in a computer lab. Students learn how to input various types of data into SAS, such as text, csv, binary and sas7bdat. How to clean data is an important skill students are expected to master. Students learn how to deal with missing variables and run basic sample statistics such as mean, standard deviation, minimum and maximum. Many visualization techniques would be taught. In addition, students learn how to run some basic statistical functions, such as linear regression. Since this course is a preparation for the next course (DAT 522) titled "Applied Integrative Projects in Data Analytics II", students could start to think about their next big projects.

Offered: every fall.

DAT 522 Applied Integrative Projects in Data Analytics II 3 Credits

This course is supervised internship or project course. Students may choose to apply for a competitive internship position in Data Analytics with a local corporation, government or not-for-profit agency, or may apply to carry out a data analytics project with an employer or on-campus research sponsor.

Prerequisites: DAT 500, DAT 514, DAT 521.

Offered: every fall, spring, & summer.

DAT 555 Seminar on Deep Learning 1 Credit

Deep Learning is a computational and mathematical approach to building "deep" or many layer neural network architectures for solving complex machine learning tasks, such as image processing, audio processing, complex time series, natural language processing and other big data problems. This course would teach students to build and training deep learning models using current state of the art tools.

Prerequisite: CSC 112 or CSC 512 and MAT 500 or MAT 211 or MAT 219.

Offered: occasionally.

Mathematics**MAT 500 Topics in Applied Mathematics** 4 Credits

This course provides a brief overview of the basic tools from Linear Algebra and Multivariable calculus, with particular attention given to topics that are needed in Data Science. To facilitate students' understanding of the concepts, rigor and proofs will be de-emphasized while numerous examples will be discussed, including the use of computer software like MATLAB.

Prerequisites: One semester of Calculus (MAT 111 or MAT 115 at Canisius, or equivalent).

Offered: every summer.

MAT 591 Discrete Mathematics 3 Credits

Fundamental topics with computer science applications. Sets and logic, propositional and predicate calculus, elements of combinatorics and counting, elementary discrete probability, functions and relations, and graphs.

Offered: every fall.

Integrated Marketing Communication (Advanced Certificate)

Co-directors: John S. Dahlberg, Ph.D and Gregory R. Wood, Ph.D

The Certificate in Integrated Marketing Communication (IMC) will enhance your ability to work in marketing communication across a range of industries and organizations, both inside the marketer or outside in advertising, public relations and/or social media. This program is intended for professionals in related fields who want to integrate marketing communication strategies and tactics in their work, extending their existing skills, short of completing a graduate degree. Students will learn how to implement marketing and media plans and develop tactics for advertising, public relations and related digital marketing communication. Students will develop and hone the effective teamwork and communication skills essential to working within a corporate marketing communication environment and/or an advertising agency, public relations firm or digital communication company.

Courses used for this certificate may be used to fulfill requirements for an MBA.

Admissions Requirements

- Students from any undergraduate major are welcome to apply, as long as they have acquired a bachelor's degree prior to the start of classes.

- Cumulative GPA of 2.8 or higher.
- Students may apply at any time. We have rolling admissions.

Materials to be Submitted

- Free Online Application (<https://www.canisius.edu/admissions/apply-canisius/>), with essay
- An official transcript from each college attended

Curriculum

Students must take 5 courses from the lists below (at least two must from COM and at least two from MKT):

Code	Title	Credits
Take two courses from the following MKT electives:		6
MKT 634	Consumer Behavior	
MKT 648	Digital Marketing Strategies	
MKT 664	Search Marketing	
Take two courses from the following COM electives:		6
COM 511	Principles of Advertising	
COM 512	Public Relations: Principles and Practices	
COM 520	Advertising Writing	
COM 530	Public Relations Writing	
COM 551	Advertising Campaigns	
Take one additional course from either of the COM or MKT courses above		3
Total Credits		15

Learning Goals & Objectives

1. Students will demonstrate an understanding of the theory and application of principles of integrated marketing communication including:
 - Objective A: How the various functions of marketing, advertising, public relations, and media (both traditional and digital) interrelate.
 - Objective B: How best practices of these functions can be selected and applied to help achieve marketing and marketing communication goals.
 - Objective C: How to evaluate the success of those applications.
2. Students will demonstrate an understanding of strategic planning for integrated marketing communication including:
 - Objective A: how to conduct and interpret basic primary and secondary market research
 - Objective B: how to manipulate and explain simple data analytics involved in the integrated marketing communication environment.
 - Objective C: how to use research to develop/create a workable integrated marketing communication plan.
3. Students will demonstrate an understanding of the tactical skills necessary to implement an integrated marketing communication plan including:
 - Objective A: how to identify and understand a primary and secondary target market.
 - Objective B: how to create messages, both visual and verbal, traditional and digital, that will effectively promote a brand to a target market.
 - Objective C: how to evaluate the effectiveness of an integrated tactical plan.

Richard J. Wehle School of Business

Dr. Denise Rotondo, Dean of the Richard J. Wehle School of Business

Laura McEwen, Associate Dean and Director of Graduate Business Programs

our mission

The Richard J. Wehle School of Business (WSB) develops career ready-business leaders who are prepared to make ethical business decisions that reflect the interests of multiple stakeholders.

With our partners in the Western New York business community, we emphasize immersive, experience-based learning activities that reflect the interconnected and global nature of business.

Faculty are committed to excellence in teaching, scholarship, and professional engagement with an emphasis on improving and informing business practices.

In accordance with our Jesuit tradition, we are committed to educating the whole person, to using our skills in the service of others, and to a business work ethic of doing more and going beyond what is expected.

OUR VISION

Leveraging our national rankings in accounting and finance, we will be recognized as the premier business school in Western New York by combining innovative learning activities involving real business problems with intensive leadership development rooted in Jesuit values. We will be recognized as thought leaders in the transformation of business in our region, and we will be a provider of choice among our alumni and the business community for continued professional development.

OUR LEARNING GOALS

We are committed to developing professionals who have depth of expertise in business functions combined with breadth of leadership and professional skills for success in today's dynamic business environment. Our graduates will:

- Understand ethical behavior and sustainability concepts.
 - Canisius graduates will be able to identify principled and ethical solutions to business problems.
 - Canisius graduates will be able to assess the potential social, economics, and environmental impact of business decisions on relevant stakeholders.
- Make well-informed business decisions by demonstrating the ability to identify and solve business problems through quantitative reasoning, and evaluate and interpret contextual/qualitative information in the decision process.
 - Canisius graduates will be able to interpret data, employ quantitative reasoning, and apply appropriate analytical tools to derive data-driven decisions.
 - Canisius graduates will be able to evaluate and incorporate contextual information in the decision-making process [and generate positive solutions].
- Understand how functional areas of business impact business strategy.
 - Canisius graduates will apply knowledge of functional areas to evaluate business strategy goals that are designed to improve organizational performance and positively impact all stakeholders.
- Be career-ready professionals who are prepared to lead.

- Canisius graduates will be able to practice and assess their leadership capacity to influence others, collaborate on teams, and encourage cooperation towards organizational goals.

For more information on the Graduate Business Programs visit the Richard J Wehle School of Business website (<https://www.canisius.edu/academics/our-schools/richard-j-wehle-school-business/>).

AACSB Accreditation

The Richard J. Wehle School of Business is accredited by the Association to Advance Collegiate Schools of Business International (<http://www.aacsb.edu/>) (AACSB). Accreditation by AACSB is the hallmark of excellence in management education, and has been earned by less than five percent of the world's business programs. It represents the highest standard of achievement for business schools worldwide. Programs receiving AACSB International accreditation have superior faculty, high-caliber teaching, and meaningful interaction between students and faculty. All students earning degrees in business are required to participate in assessment exercises appropriate for meeting accreditation requirements.

GRADUATE BUSINESS LEADERSHIP & PROFESSIONAL DEVELOPMENT PROGRAM (LPD)

In addition to a graduate degree from Canisius' Wehle School of Business, students also will earn a Leadership & Professional Development Certificate and digital badge. This unique program offers students personal and professional development experiences to evaluate their competencies as well as personalized coaching to define their personal brand and chart a career path.

The LPD Program consists of three courses: My Personal Brand, My Leadership Plan, and My Path Forward. These are not academic in the traditional sense as there are no textbooks, exams, or weekly class meetings. Students will earn one academic credit for the certificate. The LPD has a significant impact on students both during their studies and after graduation, whether a young professional or an emerging executive. Completion of the LPD is a requirement for degree completion and conferral.

Admission

The graduate programs in business are open to any qualified holder of a bachelor's degree from a recognized college or university regardless of the undergraduate major field of study. The goal of the admission policy is the selection of those candidates who indicate the greatest potential for academic and professional achievement. The candidate for admission to graduate study must present evidence of qualifications to participate successfully in a graduate level academic endeavor.

Please review degree pages for admission requirements for individual programs.

Graduation

Students must ordinarily complete all requirements within five years of their first semester of attendance. Extensions may be granted upon the petition of the student to the Director of Graduate Business Programs. Student can complete degree requirements in fall, spring, and summer. The graduation ceremony is in May. Students that complete degree requirements in Fall will be invited to the May ceremony. Students that complete the program in summer, may petition the Director of Graduate Business Program to participate in the May ceremony prior to completion of the program.

Transfer Credit

Graduate business course work completed by a student at another AACSB accredited college or university may be accepted for transfer credit. Students desiring transfer credit should submit a written request to the program director for evaluation.

Transfer students in the Graduate Business Programs must complete more than 50% of their program at Canisius.

Graduate business students at Canisius College who wish to transfer graduate course work at another institution must have the prior written permission from the director of Graduate Business Programs.

The Jesuit Consortium (JEBNET), of which Canisius is a member, allows MBA students from another Jesuit institution to readily transfer coursework upon approval of the program director.

Waivers

Students may qualify for waivers of preparatory courses based upon their undergraduate or graduate coursework, at the discretion of the program director. Waivers will be indicated at the time of admission.

Beta Gamma Sigma

The Wehle School of Business at Canisius College houses a chapter of Beta Gamma Sigma (<https://www.betagamma.org/>). Beta Gamma Sigma is the premier honor society recognizing achievement in business education. Lifetime members of the Society have earned the right to be considered the "Best in Business." Students who graduate in the top 20 percent of their class are eligible for membership.

External Business Programs

The Women's Business Center

Located in Science Hall, the Women's Business Center (WBC) empowers entrepreneurs to succeed through education, connections and community by developing leaders, fostering opportunities and building collaboration. The WBC was established by the Richard J. Wehle School of Business in 2003 to support the success of entrepreneurs and small business owners with a focus on women in Erie County and the surrounding region including Buffalo, Rochester, Jamestown and Niagara Falls. The WBC provides services in small business development: training, counseling, coaching, and networking. Networking serves as a major component of all programs to ensure that every participant has made appropriate connections with business and community resources. Faculty and students at Canisius frequently connect with area entrepreneurs and small businesses through programs offered by the Women's Business Center. These connections often result in mutually beneficial relationships that contribute to the economic strength of the local and regional economy. The WBC is directed by Sara Vescio. For additional information and a listing of WBC programs and upcoming events, visit the official WBC website (<http://thewomensbusinesscenter.com/>).

Degrees

The Richard J. Wehle School of Business offers graduate programs leading to the following master's degrees:

- Master of Business Administration (MBA) (p. 65)
 - Flexible Program (part-time or accelerated full-time with the option of day classes)
- Master of Business Administration in (p. 73) Professional Accounting

- Master of Business Administration in Accounting (MBAA) (p. 80) - Canisius undergraduate accounting students only
- Master of Science in Finance (p. 90)
- Master of Science in Business Analytics (p. 89)

The Richard J. Wehle School of Business also offers graduate-level advanced certificates (p. 94) in the following areas:

- Advanced Certificate in Business (p. 94)
- Advanced Certificate in Finance (p. 94)
- Advanced Certificate in Global Supply Chain Management (p. 95)
- Advanced Certificate in Marketing (p. 95)
- Advanced Certificate in Business Analytics

All programs are professional in nature and are designed to prepare forward-looking leaders for business, industry and government. They are all registered with the New York State Education Department. The programs are fully accredited by AACSB-International, the Association to Advance Collegiate Schools of Business. The professional accounting program (MBAPA) is for those who enter on the graduate level without an accounting background. The MBAA is for those who begin as accounting undergraduates at Canisius College. The MBAA is designed to meet the 150-hour requirement of the American Institute of CPAs. The MBAPA and MBAA programs qualify students to sit for the CPA examination in New York State. Graduates of the MBAPA and MBAA are required to complete one year of experience for certification in the State of New York.

Master of Business Administration (MBA)

The MBA is designed for either full or part-time study. Working adults can complete their program of studies on a part time basis. Students attending full-time can take up to 15 credit hours a semester and complete in 12 months. Students select the pace that works with their schedule.

Master of Business Administration in Professional Accounting (MBAPA)

In addition to enabling them to earn an MBA degree, this program makes it possible for holders of undergraduate and graduate degrees with majors other than accounting to:

1. Complete a major in accounting.
2. Prepare to enter the accounting profession.
3. Acquire the educational requirements to take the NYS CPA examination leading to professional licensing.

Master of Business Administration in Accounting (MBAA)

This program is designed for undergraduate accounting majors at Canisius College. It meets the 150-hour requirement of the American Institute of CPAs and qualifies students for CPA Licensure. Graduates are required to complete one year of work experience for certification.

Master of Science in Finance (M.S.)

The Master of Science in Finance program provides advanced knowledge of general finance in the areas of investments, quantitative analysis, financial institutions and markets. Grounded in our Jesuit tradition, the program's holistic approach emphasizes both technical expertise and ethical decision-making. Instructional methods focus on the care and personal

growth of each individual finance professional. Classroom projects and activities advance the highest standards of professional conduct as well as communication and teamwork. To meet the demands of today's emerging business needs and financial markets, students can choose one of four concentrations: investment research, risk management, data analytics or general finance. Students from any undergraduate major are welcome to apply, as long as they have acquired a bachelor's degree prior to the start of classes.

- Students without the following prerequisites will be required to complete them prior to beginning the MS Finance classes:
 - Calculus I or Calculus for Business (MAT 111 or MAT 115 at Canisius)
 - Financial Accounting (ACC 201 or ACC 505 at Canisius)
 - Business Statistics (ECO 255, MAT 351, or ECO 503 at Canisius)
 - Business Analytics (ECO 256, MAT 352, or ECO 503 at Canisius)
 - Information Systems or Excel proficiency (e.g. ISB 101 or MS Excel certification)
 - Managerial Economics (ECO 606 at Canisius)

MASTER OF SCIENCE IN BUSINESS ANALYTICS (M.S.)

The Master's program in Business Analytics at Canisius College prepares highly competent professionals in a growing field of analytics. Through courses offering interdisciplinary approaches to business and data analysis, the students will obtain a graduate-level education that prepares them to fill critical roles in regional organizations. The overarching goal is to develop graduates who solve problems and identify opportunities derived from data but guided by keen business insights.

The Business Analytics program draws upon courses in Accounting, Economics, Management, Marketing, Finance, Computer Science, and Data Analytics.

The Western New York region offers extensive opportunities for employment. The need for employees with the skill set developed in this program is quite high, as confirmed by a market analysis and an advisory group representing key employer stakeholders

Advanced Certificates

Graduate-level certificate in:

- Advanced Certificate in Business (p. 94)
- Advanced Certificate in Finance (p. 94)
- Advanced Certificate in Global Supply Chain Management (p. 95)
- Advanced Certificate in Marketing (p. 95)
- Advanced Certificate in Business Analytics (p. 94)

Courses used for this certificate may be used to fulfill requirements for an MBA.

ADMISSION

The Advanced Certificate Programs are open to any qualified holder of a bachelor's degree from a recognized college or university regardless of the undergraduate major field of study. The goal of the admission policy is the selection of those candidates who indicate the greatest potential for academic and professional achievement. The candidate for admission

to graduate study must present evidence of qualifications to participate successfully in a graduate level academic endeavor.

WAIVERS

Relevant course work completed by a student at another AACSB accredited college or university may waive up to 6 credit hours. Students will be evaluated for waivers at the time of acceptance.

MBA in Business Administration Master of Business Administration (MBA)

The Flexible MBA (<https://www.canisius.edu/academics/programs/mba/>) is designed for either full or part-time study. Working adults can complete their program of study on a part-time basis with courses in the evening only. Students attending full-time can take up to 15 credit hours a semester and complete the program in 16 months. The majority of students come from the Western New York area and they have a variety of undergraduate majors. Students may be eligible for a waiver of an MBA Foundation course with two courses in similar content at the undergraduate level with a B or better in the last five years.

ADMISSION

The MBA Program is open to any qualified holder of a bachelor's degree from a recognized college or university regardless of the undergraduate major field of study. The goal of the admission policy is the selection of those candidates who indicate the greatest potential for academic and professional achievement. The candidate for admission to graduate study must present evidence of qualifications to participate successfully in a graduate level academic endeavor.

The Admissions Committee, in its decisions, takes into consideration the undergraduate QPA (and any graduate QPA) and the scores on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE).

The average Cumulative GPA of an accepted student is a 3.0 and a 500 on the GMAT. Applicants should plan to take the GMAT/GRE at the earliest opportunity. Information is available online about the GMAT (<http://www.mba.com>) and the GRE (<http://www.ets.org/gre/>). Applicants with 4+ years of professional work experience or a degree in business/science or in a STEM program with a QPA > 3.2 are evaluated for a waiver of the GMAT. Applicants must submit a resume.

In rare cases, applicants requiring the GMAT or GRE can be accepted in provisional status for one semester. Provisional status allows for a student to take one semester of coursework before the GMAT or GRE must be on file.

Each applicant must submit: (1) a completed application form, (2) an official transcript of all college work, (3) other information as requested by the Admissions Committee, (4) Resume. In addition, the applicant must arrange for an official score on the GMAT or GRE to be submitted by the Graduate Management Admission Council or by Educational Testing Service.

Academic Standing

Students must have a CGPA of 2.8 to graduate.

MBA

A student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.00 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 2.80.

A student may be dismissed from the program if:

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 2.80. A student may be dismissed without having been placed on probation first.

TRANSFER CREDIT

MBA course work completed by a student at another AACSB accredited college or university may be accepted for transfer credit. Students desiring transfer credit should submit a written request to the program director for evaluation.

No transfer credit will be awarded for courses with grades below "B" and not more than 18 credit hours of transfer credit will be accepted. Transfer credit is usually not allowed for the One-Year MBA program.

Transfer students in the MBA Program must complete more than 50% of their program at Canisius.

MBA students at Canisius College who wish to transfer graduate course work from another institution must have the prior written permission from the director of MBA Programs.

The Jesuit Consortium (JEBNET), of which Canisius is a member, allows MBA students from another Jesuit institution to readily transfer coursework upon approval of the program director.

Flexible MBA Curriculum (Full- or Part-Time)

Students may take classes during the day depending on availability. All students are required to complete the Leadership & Professional Development Program. Upon completion of the courses students will receive a LPD certificate and electronic badge.

Code	Title	Credits
Leadership & Professional Development Courses		
BUS 601	My Personal Brand ¹	.5
BUS 602	My Personal Leadership Plan ¹	.5
BUS 603	My Path Forward ¹	0
Foundation Courses		
ECO 503	Statistics for Managers with Excel	3
ACC 505	Financial Accounting	3
ECO 511	Macroeconomics	1.5
MGT 512	Principles of Management	1.5
Core Area Courses		
ACC 610	Managerial Accounting	3
ECO 606	Managerial Economics	3
ECO 609	Business Analytics	3

FIN 608	Corporate Finance	3
LAW 603	Legal Environment & Ethics	3
MKT 604	Marketing Management	3
MGT 605	Organizational Behavior	3
MGT 607	Operations Management & Sustainability	3
Electives or Concentration Courses		9
Select three additional MBA courses. ²		
Capstone		
MGT 690	Strategic Management and Leadership	3
Total Credits		46

- ¹
- BUS 601 must be taken first semester
 - BUS 602 must be taken second semester
 - BUS 603 must be taken third semester

- ² Electives are listed in "courses (p. 68)" tab. Other courses may be approved by program director.

Concentrations

Accounting

Code	Title	Credits
Students must secure Graduate Business Director approval to pursue this concentration. Accounting courses are offered day only.		
Must complete ACC 711 and ACC 715		
ACC 711	Intermediate Financial Reporting I	3
ACC 715	Basic Taxation	3
Choose one of the following courses:		3
ACC 707	Accounting Systems and Analytics	
ACC 712	Intermediate Financial Reporting II	
ACC 716	Advanced Taxation	
Total Credits		9

Note that this concentration does **not** qualify a student to sit for the CPA exam. Students interested in doing so should consider the MBA in professional accounting program, which would also satisfy the accounting core in the MBA program.

Financial Services

Code	Title	Credits
Select three courses from the following:		
FIN 617	Portfolio Analysis	
FIN 619	Financial Modeling	
FIN 620	Investment Management	
FIN 623	Fixed Income Securities	
FIN 626	International Finance	
FIN 628	Derivative Securities	
Students can take either ECO 621 or FIN 622, but not both.		
ECO 621	Money, Banking and the Economy	
FIN 622	Financial Institutions and Markets	
Total Credits		9

Other courses to be determined by the department.

Food Marketing (offered through Saint Joseph's University)

Code	Title	Credits
Students must select 3 courses from the following:		
FMK 711	Food Industry Overview & Food Marketing Management	9
FMK 713	Food Marketing Strategy	
FMK 722	Food Marketing Research	
FMK 726	Innovation and New Product Development	

Global Supply Chain Management

Code	Title	Credits
Student must complete the following 2 courses		
MGT 642	Global Supply Chain Management	3
MKT 633	Global Logistics and Transportation	3
Select one of the following:		3
FIN 626	International Finance	
ACC 707	Accounting Systems and Analytics	
MGT 699	Management Independent Study	
BUS 698	Internship	
Total Credits		9

International Business

This concentration is being discontinued and will not accept new students after September 30, 2020. Students who have declared this concentration prior to September 30, 2020 will use these standards to complete the program requirements.

Code	Title	Credits
Select three of the following:		
FIN 626	International Finance	3
MGT 642	Global Supply Chain Management	3
MGT 645	Fundamentals of International Business	3
MGT 669	Multicultural Leadership	3
MGT 673	Comparative Management	3

Marketing Concentration

Code	Title	Credits
Select three of the following:		
MKT 614	Retailing	
MKT 637	Social Media Marketing	
MKT 634	Consumer Behavior	
MKT 648	Digital Marketing Strategies	
MKT 664	Search Marketing	
Students can take either MGT 642 or MKT 633, but not both.		
MKT 633	Global Logistics and Transportation	
MGT 642	Global Supply Chain Management	

Security Analysis

Code	Title	Credits
Students must complete the following 4 courses below. Security Analysis Concentration requires students to apply for concentration.		
FIN 620	Investment Management	3
FIN 624	Golden Griffin Fund I	3

FIN 629	Golden Griffin Fund II	3
FIN 812	Equity Analysis	3

Roadmap

Flexible MBA Program (Full-Time with Foundation Courses)

Students may be eligible for a waiver of an MBA Foundation course with two courses in similar content at the undergraduate level with a B or better in the last five years. For those without the foundation course waiver, they can begin with the following roadmap for students without a business background:

Foundation Courses

Summer

These preparatory courses are prerequisites for the MBA program. Students with a business undergraduate degree may have some or all of these courses waived. Students without a business background will need to take the following prior to starting at Canisius:

MKT 604
ECO 511 & MGT 512
ECO 503
ECO 606
In addition, students can get begin to take the following during this term:
BUS 601
Elective

MBA Courses

First Year	
Fall	Spring
MGT 605	ACC 610
ACC 505	FIN 608
ECO 609	MGT 607
LAW 603	MGT 690
BUS 602	BUS 603
Elective	Elective

Flexible MBA Program (Full-Time without Foundation Courses)

Students may be eligible for a waiver of an MBA Foundation course with two courses in similar content at the undergraduate level with a B or better in the last five years. Those student can begin with the following courses:

First Year			
Fall	Spring	Summer	
ACC 610	ECO 609	ECO 606	
FIN 608	LAW 603	MGT 690	
MGT 605	MGT 607	BUS 603	
MKT 604	BUS 602	Elective	
BUS 601	Elective		
Elective			

Flexible MBA Program (Part-Time)

This part-time roadmap includes the Foundation Courses. Those part-time students with business backgrounds may have one or more of these courses waived. If so, your roadmap may look different. Please consult your program director.

First Year		
Fall	Spring	Summer
ECO 503	ACC 505	FIN 608
ECO 511 & MGT 512	MGT 605	LAW 603
	BUS 602	
Second Year		
Fall	Spring	Summer
MGT 607	ACC 610	ECO 609
MKT 604	Elective	Elective
Third Year		
Fall	Spring	
ECO 606	MGT 690	
BUS 603	BUS 603	
Elective		

Learning Goals & Objectives

Student Learning Goal 1

MBA graduates will understand global operations management and marketing concepts.

Students will:

- Objective A: Explain how value is created and managed throughout the product lifecycle, using marketing strategy and supply chain management in a dynamic environment;
- Objective B: Demonstrate a capacity to apply business knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

Student Learning Goal 2

MBA graduates will apply quantitative methods in accounting, finance and statistics.

Students will:

- Objective A: Apply and interpret quantitative methods and statistical analyses;
- Objective B: Perform and interpret standard accounting and financial computations, including cash flow and time-value-of-money calculations, cost-benefit analysis, and capital budgeting to evaluate the merits of a proposed investment;
- Objective C: Develop and reinforce critical thinking and argumentation skills with emphasis on problem identification from various viewpoints, causal diagnosis, and solution development.

Student Learning Goal 3

MBA graduates will have a fundamental knowledge of human behavior and market structures in a global context.

Students will:

- Objective A: Demonstrate an understanding of how cultural differences and human diversity impact business decisions;
- Objective B: Demonstrate an understanding of market structure, macroeconomic, and international environments within which businesses operate, including the roles of financial institutions, the central bank, and central governments.

Student Learning Goal 4

MBA graduates will understand ethical frame works in managerial decision-making and leadership.

Students will:

- Objective A: Demonstrate knowledge of multiple frameworks for ethical decision making, and how they apply to different business situations in a socially responsible manner;
- Objective B: Demonstrate knowledge of corporate governance issues and the responsibilities of business in society and the fiduciary responsibilities of managers, including ethical reporting;
- Objective C: Describe issues pertaining to social responsibility;
- Objective D: Identify situations when ethical leadership is required.

Student Learning Goal 5

MBA graduates will understand how Information Technology supports business strategy and operations.

Students will:

- Objective A: Have the information literacy skills necessary to effectively research, locate, extract, structure, and organize the information needed to assist in management planning, decision making and execution;
- Objective B: Demonstrate proficiency with data management software.

Student Learning Goal 6

MBA graduates will understand and effectively apply elements of leadership to individuals and group dynamics.

Students will:

- Objective A: Demonstrate awareness of conventional and innovative approaches to leadership and motivation;
- Objective B: Gain experience in teamwork and communication through involvement in experiential exercises including group presentation of case studies.

Courses

Accounting (ACC) Courses (p. 68), Leadership & Professional Development Business (BUS) Courses (p. 69), Economics (ECO) Courses (p. 69), Finance (FIN) Courses (p. 70), Business Law (LAW) Courses (p. 71), Management (MGT) Courses (p. 71), Marketing (MKT) Courses. (p. 73)

Accounting (ACC) Courses

ACC 505 Financial Accounting 3 Credits

Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.

Offered: every fall & spring.

ACC 610 Managerial Accounting 3 Credits

Preparation and analysis of data used by management in planning, budgeting, decision making, product costing, inventory valuation and performance evaluation.

Prerequisite: MBA 505 or ACC 505.

Offered: Fall & summer.

ACC 707 Accounting Systems and Analytics 3 Credits

Development, organization, and implementation of manual and electronic accounting information systems. Emphasis on flow charts and analysis, modification, and improvement of existing systems.

Prerequisite: ACC 505.

Offered: every fall & spring.

ACC 711 Intermediate Financial Reporting I 3 Credits

First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows. Prerequisite: MBA 701

Prerequisite: ACC 701 OR MBA 701.

Offered: every fall & spring.

ACC 712 Intermediate Financial Reporting II 3 Credits

Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.

Prerequisite: MBA 711 OR ACC 711 grade of C-.

Offered: every fall & spring.

ACC 715 Basic Taxation 3 Credits

Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax reseach and communication skills.

Prerequisite: MBA 701 OR ACC 701.

Offered: every fall.

ACC 716 Advanced Taxation 3 Credits

Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.

Prerequisite: MBA 715 OR ACC 715.

Offered: every spring.

ACC 721 Advanced Financial Reporting 3 Credits

Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.

Prerequisite: MBA 712 OR ACC 712.

Offered: every fall.

ACC 725 Auditing Theory and Practice 3 Credits

Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.

Prerequisite: MBA 712 OR ACC 712.

Offered: every fall.

ACC 726 Information Systems Auditing 3 Credits

Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.

Prerequisite: C- or better in MBA 725 OR ACC 725.

Offered: every fall.

ACC 727 Advanced Audit 3 Credits

This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.

Prerequisite: MBA 725 OR ACC 725.

Offered: every spring.

ACC 731 Data Analytics in Accounting 3 Credits

Data analytics theories and concepts applied to accounting settings. Emphasis on business intelligence, data analytics models, data visualization, data storytelling, and descriptive, predictive, and prescriptive analytics. Students apply data analytic concepts through data storytelling and the use of analytics software.

Prerequisite: ACC 707 or BAN707.

Offered: every fall & spring.

ACC 751 Seminar in Accounting Theory 3 Credits

Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.

Prerequisite: MBA 711 or ACC 711.

Offered: every fall.

ACC 752 Strategic Performance Analytics 3 Credits

Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management. **Prerequisite:** MBA 707

Prerequisite: MBA 707 OR ACC 707.

Offered: every spring.

Leadership & Professional Development Business (BUS) Courses (p. 69)

BUS 601 My Personal Brand 0.5 Credits

This course is about you and your leadership journey and career goals. Specifically this course is designed to help you discover more about yourself, your leadership skills, and what competencies are most critical to achieving your professional career goals. Central to the theme of the LPD program is your personal leadership plan, which will be developed in this course and submitted by the end of the semester. The activities in the course will also give you hands-on experience with goal setting, a critical skill to developing and empowering others. Finally, you will have the benefit of working with a Canisius alumnus who has been specially trained in coaching, mentoring, and helping to develop your leadership plan.

Offered: every fall & spring.

BUS 602 My Personal Leadership Plan 0.5 Credits

Students will identify their value proposition and how to best present their talents across multiple mediums and channels.

Prerequisite: BUS 601.

Offered: every fall, spring, & summer.

BUS 603 My Path Forward 0 Credits

Student will reflect on leadership plan and chart their path forward beyond graduation.

Prerequisite: BUS 602.

Offered: every fall, spring, & summer.

BUS 698 Internship 1-3 Credits

Student works in an organization to gain work experience. As the internship is for academic credit, a student will have to secure a faculty supervisor and will have to complete academic assignments. Approval of an internship requires the completion of an application located in the student's portal.

Offered: every fall, spring, & summer.

Economics (ECO) Courses

ECO 503 Statistics for Managers with Excel 3 Credits

This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.

Offered: every fall, spring, & summer.

ECO 511 Macroeconomics 1.5 Credits

This course is designed to acquaint the student who has had no previous macroeconomic training with the body of knowledge, methods of analysis related to the global macroeconomic environment. The underlying models and their impacts on decision-makers is the focus of the course.

Offered: every fall, spring, & summer.

ECO 606 Managerial Economics 3 Credits

This course is designed to acquaint students with market forces that affect the decision making process of managers. It provides the analytic framework to understand consumer behavior, production technology, and input costs. Students will also learn how markets and the global environment influence managers, set prices and respond to the strategies of their competitors for long term firm sustainability.

Offered: every fall, spring, & summer.

ECO 609 Business Analytics 3 Credits

This course builds on the tools of statistical inference developed in MBA 503 to address issues of estimation and hypothesis testing encountered in regression analysis and forecasting. A comprehensive introduction to econometric modeling and forecasting will be provided. Emphasis will be placed on application, interpretation and evaluation of forecasts.

Offered: every fall, spring, & summer.

ECO 611 Financing State & Local Government 3 Credits

Municipal credit risk and municipal bonds analysis of revenue sources for state and local governments. Public/private sector interaction in urban areas, city-suburban fiscal disparity and competition, state/local government structure, inter-governmental relations. This course also serves as a Finance elective.

Prerequisite: MBA 526 or ECO 526.

Offered: occasionally.

ECO 612 Geographical Info Sys for Bus 3 Credits

An applied introduction to Geographic Information Systems (GIS), a mapping and spatial analysis tool that is widely used in education, government, and industry to solve spatial problems. This course combines lectures and hands-on exercises and provides students the opportunity to use ArcGIS software.

Prerequisite: MBA 504 or ECO 504.

Offered: occasionally.

ECO 615 Economics Research Methodology 3 Credits

Economic Research Methodology is a course where the tools of microeconomics, macroeconomics and statistics are applied to analysis of economic data at both the national and local levels. The course will focus on Bureau of the Census and Bureau of Labor Statistics data in the analysis of labor markets and other behavioral economic issues.

Prerequisite: ECO 504, MBA 504, MBA 503, ECO 503.

Offered: every spring.

ECO 621 Money, Banking and the Economy 3 Credits

The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy.

Prerequisite: MBA 504 or ECO 504.

Offered: every fall.

Finance (FIN) Courses**FIN 608 Corporate Finance 3 Credits**

This course provides the basic tools of Financial Management. It introduces you to the goal of Financial Management, analysis of financial statements, the concepts of cash flow, financial planning, time value of money, capital budgeting, the principles of valuation, the concepts of return and risk, the use of financial leverage, the cost of capital, dividend policy and working capital management.

Prerequisite: ACC 505 and ECO 503.

Offered: every fall, spring, & summer.

FIN 617 Portfolio Analysis 3 Credits

An introduction to modern portfolio theory and management. Strategies underlying portfolio construction and evaluation. Implications of market efficiency on portfolio management.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

FIN 619 Financial Modeling 3 Credits

Programming in EXCEL via construction of custom functions and macros using Visual Basic. These techniques are applied to a variety of financial models.

Prerequisite: MBA 508 or FIN 508.

Offered: every fall.

FIN 620 Investment Management 3 Credits

This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry.

Prerequisite: MBA 508 or FIN 508.

Offered: every fall, spring, & summer.

FIN 622 Financial Institutions and Markets 3 Credits

This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry.

Prerequisite: MBA 508 or FIN 508.

Offered: every spring.

FIN 623 Fixed Income Securities 3 Credits

This course discusses the various types of fixed income securities and the markets in which they are traded. Emphasis is placed on contact evaluation, extracting term/risk structure information from pricing, evaluating, investment opportunities and interest rate risk management.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

FIN 624 Golden Griffin Fund I 3 Credits

This course is the first of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the fall semester, students begin the process of stock selection and analysis, leading to recommendations for investment by the GGF. Students follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Students serve on committees, including: Accounting and Finance; Legal and Compliance; Marketing; Public Relations and Portfolio Management. Each committee will have certain responsibilities throughout the fall and spring semesters. Students taking MBA 624 are expected to continue into the spring semester in MBA 629. Student must apply in early spring before the upcoming fall semester Offered; fall

Prerequisite: MBA 620 or FIN 620 concurrent with MBA 812 or FIN 812.

Offered: every fall.

FIN 625 Advanced Corporate Finance 3 Credits

This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions.

Prerequisite: MBA 508.

Offered: occasionally.

FIN 626 International Finance 3 Credits

International Finance (also known as 'Open-Economy Macroeconomics') is the study of the monetary and economic linkages among countries. The main goal of this course is to equip students with an understanding of the global macroeconomic environment. The following topics will be covered: purchasing power parity, interest rate parity, exchange rate determination, international capital flows. MBA 504, MBA 508

Prerequisite: MBA 508 or FIN 508 and MBA 504 or ECO 504.

Offered: Occasionally.

FIN 628 Derivative Securities 3 Credits

This course discusses forward and futures contracts, swaps and options. Markets for these securities are described and analyzed. Modern techniques for identifying over and undervalued contracts are presented. The use of derivative securities in risk management is discussed.

Prerequisite: MBA 620 or FIN 620.

Offered: occasionally.

FIN 629 Golden Griffin Fund II 3 Credits

This course is the second of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the spring semester, students begin the process of original equity research, leading to recommendations for investment by the GGF. Students continue to follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Committee work started in the fall semester continues as well.

Prerequisite: either MBA 624 or FIN 624 and either MBA 812 or FIN 812.

Offered: every spring.

FIN 650 Introduction to Financial Planning 3 Credits

Survey of topics in wealth management and personal financial planning. Review development of the wealth management industry, including the evolution of the high-net-worth investor segment. Various approaches to asset management, benchmarks for evaluating portfolio performance, risk tolerance, and tax and estate planning issues will be explored.

Prerequisite: MBA 620 or FIN 620.

Offered: fall.

FIN 657 Financial Modeling with SAS 3 Credits

Building financial models for forecasting and analyzing investment and financial products using the SAS programming language. Models in the areas of corporate finance, equities, bonds, portfolio management and derivative securities will be explored.

Offered: every fall & spring.

FIN 658 Risk Management & Financial Institutions 3 Credits

This course covers market risk including interest rate risk, credit risk, and operational risk, and how these are managed/hedged. We will model credit risk and value at risk metrics using historical simulation and scenario analysis. Relevant regulations are also covered

Prerequisite: FIN 508, FIN 620 and either FIN 621 or FIN 622.

Offered: every spring.

FIN 674 Business Analytics Using R 3 Credits

This course introduces students to the open source software language R. Students will access publicly available financial data, process and analyze the data using R code. Analysis of financial ratios, investment portfolios, options, CAPM, Monte Carlo simulation, Value at Risk modeling and market microstructure will be explored.

Prerequisite: MBA 508 or FIN 508.

Offered: occasionally.

FIN 691 Supervised Applied Integrative Project 3 Credits

Special project or internship experience designed and supervised by a faculty member in conjunction with program professional partners. Intended primarily for the Risk Management or Data Analytics concentrations to be fully integrative with business applications. Examples may include risk management or big data projects for or within investment firms or financial institutions.

Offered: every fall, spring, & summer.

FIN 698 Finance Internship 1-4 Credits

Internship experience.

Offered: every fall, spring, & summer.

FIN 812 Equity Analysis 3 Credits

The analysis and valuation of equity securities is developed in stages using a case approach based on live publicly traded companies. Valuation models and the concept of value creation follows preliminary analysis of financial statements and market based financial information on risk and return.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

Business Law (LAW) Courses**LAW 509 Legal Environment and Ethics** 3 Credits

Threshold knowledge for managers of the law in areas of contract, product liability, corporations, partnerships, employment and environment.

Offered: every fall, spring, & summer.

LAW 603 Legal Environment & Ethics 3 Credits

This course is designed to be an introduction to the basic rules of law and the ethical responsibilities of business decision makers. This course is not intended to make you lawyers or to give legal advice. Almost every chapter/subject covered is a semester or longer in law school. We will address important legal aspects of relating to business transactions and business entities.

Offered: every fall, spring, & summer.

Management (MGT) Courses**MGT 512 Principles of Management** 1.5 Credits

Overview of key management principles and frameworks in planning, organizing, leading and controlling an organization. Topics covered include, but are not limited to: developing a strategy, ethical decision-making, innovation and change management, managing in a global environment, organizational structures and authority, managing teams and human resources, theories on leadership, motivation and communication, and operations processes, will be introduced

Offered: every fall, spring, & summer.

MGT 605 Organizational Behavior 3 Credits

As individuals who are working or expect to work in organizations, and those potentially interested in management positions, exploring and understanding the multitude of ways employees behave in organizations is vital. As noted in our textbook, "the people make the place" (section 1.1). As a current and/or future decision maker in an organization, improving your managerial skills is critical. In fact, Peter Drucker has written that as individuals move up the organizational ladder, human relations skills (leadership, teamwork, motivation, etc.) become paramount. This course will sharpen your knowledge about how to become a better manager/leader by helping you understand yourself and the behaviors of employees within organizations. We accomplish this by concentrating on three different perspectives: individuals in the organization, groups in the organization, and the organizational system.

Offered: every fall, spring, & summer.

MGT 607 Operations Management & Sustainability 3 Credits

Operations management involves the planning, coordinating and executing of all activities that create goods and services while taking into account the Triple Bottom Line. This course will examine the economic, environmental, and social impacts of decision-making in the following areas: operations strategy, process strategy, quality management, facilities layout, inventory management, lean systems, and demand and capacity planning.

Offered: every fall, spring, & summer.

MGT 620 Global Management Strategy 3 Credits

Global Management Strategy is about strategic challenges confronting managers and firms expanding their horizons from local to global markets and resources. Its objective is to help students to understand the various aspects of strategic management that are specific to the global context. This course is designed to provide students with the knowledge and skills needed for creating, sustaining and renewing competitive advantages within a global context. Global Management Strategy introduces the key concepts, frameworks and principles required for an MNC (multinational company) to successfully engage in business activities in several, often disparate countries, cultures and markets.

Offered: occasionally.

MGT 641 Human Resource Management 3 Credits

This course examines the critical functions and roles of human resource management (HRM) in complex organizations. Topics include the legal implications of HRM, job analysis and design, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective.

Prerequisite: MBA 502 or MGT 502.

Offered: every fall & spring.

- MGT 642 Global Supply Chain Management** 3 Credits
Supply Chain Management addresses the integrated management of the set of value-added activities from product development, through material procurement from vendors, through manufacturing and distribution of the good to the final customer. The course will address inventory movement within the supply chain, network configuration and location, capacity and demand management, the value of information, strategic alliance, new product development and technology and information impact in a global environment.
Prerequisite: MBA 507 or MGT 507.
Offered: every fall.
- MGT 645 Fundamentals of International Business** 3 Credits
This course introduces students to the aspects of business that change when an international border is crossed. Students examine the functional areas of business -- accounting, finance, economics, marketing and management -- and develop an understanding of the nature of competition in this complex environment.
Offered: fall.
- MGT 651 Corporate Entrepreneurship** 3 Credits
Corporate Entrepreneurship.
Offered: occasionally.
- MGT 664 Global Marketing Strategy** 3 Credits
This course provides students the opportunity to deepen their understanding of the design and implementation of a global strategy by concentrating on the decision areas most impacted by a firm's activities in the global marketplace. The course first explores how decisions on product, pricing, promotion and distribution are shaped by the international environments. Those decision areas are then integrated into an overall global strategy.
Offered: occasionally.
- MGT 667 Negotiation Theory and Practice** 3 Credits
Explores formal and informal ways that managers negotiate differences. The course considers negotiation with peers, supervisors, subordinates, suppliers, customers, outside agencies and others as a key managerial process and a component of effective leadership. It takes a broad view of negotiations, examining the links between effective negotiation processes and influence, communication and relationship-management. We will examine research and concepts developed in a number of academic fields, and look closely at personal skills and experiences. The course requires intense involvement in negotiation simulation exercises, and thoughtful application of theory and research.
Offered: occasionally.
- MGT 668 IT Tools & Supply Chain Management** 3 Credits
The course is intended to provide the graduate business student with an understanding of key concepts and range of automated tools employed in solving supply change management problems. MS Excel is stressed.
Prerequisite: MBA 506 or MKT 506.
Offered: occasionally.
- MGT 669 Multicultural Leadership** 3 Credits
This course emphasizes the understanding of the skills that ethical and effective global business leaders need to have in order to manage the multiple cultural environments of international corporations. Students are tasked with the design of global leadership development programs for Graduate Business Programs and Corporations in order to demonstrate their understanding of the skills sets required.
Offered: every summer.
- MGT 673 Comparative Management** 3 Credits
This course emphasizes the students' development as international managers and their understanding of the various environments within which they will be competing. Students study the impact of culture and value differences on the functional aspects of management -- communication, negotiation, decision making, control, and human resources -- and develop strategies for managing them in the international marketplace.
Offered: every spring.
- MGT 686 Doing Business in the European Union** 3 Credits
This course is designed to prepare students to do business in the EU. Students examine the forces leading to the development and the implementation of the unique economic and political unit called the European Union. Students use their understanding of the history and the current issues impacting the continuing development of the European Union to develop strategies for doing business in the European Union.
Restriction: includes a one-week field experience in Europe during spring break.
Offered: every spring.
- MGT 690 Strategic Management and Leadership** 3 Credits
Strategic Management can be characterized as a set of managerial decisions and actions that determines the long run performance of a corporation. It includes environmental scanning (external and internal to the corporation), strategy formulation, strategy implementation and evaluation and control. Using cases drawn from actual business situations, the course develops skills in (1) diagnosing the overall condition of a company or organization, with emphasis on its financial situation; (2) perceiving and analyzing evolving environmental trends, seeking new opportunities for the organization and new threats against it; (3) understanding those specific company skills that give it advantages over the competition and weaknesses that hinder its competitive position; (4) identifying and evaluating the strategic alternatives that are feasible for a given situation; (5) matching skills with opportunities, and relating them to one or more strategic alternatives in determining strategy and setting objectives; and (6) developing detailed policies and plans, and implementing them. The study of strategic management, therefore, emphasizes the monitoring and evaluating the external opportunities and threats in light of a corporation's strengths and weaknesses. We will build on insights developed in other courses, such as Understanding General Management, Managerial Economics, Managing Organizational Behavior, Finance and Marketing Strategy. We will explore and apply tools developed by world-renowned scholars that are taught at business schools all over the world, and add our own unique Jesuit perspective, to arrive at insights that are both applicable in the business world and deeply rooted in a thorough academic understanding. Hence, this is an integrative course in that the tools and skills learned in other required courses are needed to develop practical company-wide general management decisions. Since few students become general managers immediately upon graduation, Strategic Management includes a series of cases, simulations, and/or consulting projects on the role of the new functional, business and corporate/global managers in formulating and implementing strategies.
Prerequisite: ACC 505, ECO 511, MGT 512, MGT 605, MKT 604, FIN 608, MGT 607, BUS 601, BUS 602.
Offered: every fall, spring, & summer.
- MGT 699 Management Independent Study** 3 Credits
Management Independent Study
Offered: occasionally.

Marketing (MKT) Courses

MKT 604 Marketing Management 3 Credits

This course provides a survey of the various factors that affect marketing strategy decisions as well as the variety of strategic marketing decisions themselves. An emphasis is placed on coverage of a range of the most important concepts used in the practice of Marketing Management.

Offered: every fall, spring, & summer.

MKT 614 Retailing 3 Credits

The retailing industry is undergoing tremendous disruption with the explosive growth of e-commerce. Multi-channel retailing is becoming the norm and the marketing challenges are many, including delivery of omni-channel customer experiences. This course is a study of the many challenges in retail management today using one of the leading textbooks on the topic. Student activities in the course include midterm and final exams, assignments and discussions.

Prerequisite: MBA 506 or MKT 506.

Offered: every summer.

MKT 632 Marketing Data Analytics 3 Credits

This course is an introduction to big data and data analytics for business, data visualization, business intelligence (BI), data and text mining, and sentiment analysis. Students learn to use data visualization, dashboard, and data analytics software.

Prerequisite: MBA 506 or MKT 506.

Offered: every fall & spring.

MKT 633 Global Logistics and Transportation 3 Credits

Organization of export and import operations in support of marketing, distribution, production and other global business functions, freight forwarding, shipping procedures and selecting transportation modes and documentation. Special attention is given to the logistics of humanitarian relief and the efforts of Catholic Relief Services and other global agencies.

Prerequisite: MBA 507 or MGT 507 and MBA 506 and MKT 506.

Offered: every spring.

MKT 634 Consumer Behavior 3 Credits

This course focuses on the application of information from the behavioral sciences (e.g. psychology, sociology, anthropology) to help understand consumer behavior. Emphasis is placed on understanding the factors that influence consumer behavior and developing the ability to apply this information to the practice of marketing. Additionally, students are encouraged to consider their own personal consumption behavior and to identify ways they can improve their consumption decision outcomes and reduce their susceptibility to undesirable external influences. Course topics include perception, memory, learning, persuasion, attitudes, materialism, behavioral decision theory, family and cultural influences.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 637 Social Media Marketing 3 Credits

In a world where almost 60% of new marketing jobs are in digital marketing, this Social Media Marketing course prepares students to understand and apply the essential skills required for monitoring, managing and measuring social media programs. The course introduces the key concepts of social media marketing on Facebook, Instagram, Snapchat, Twitter, Pinterest, YouTube, TikTok, Blogs, Vlogs, Webinars, and LinkedIn. Also covered are critical social media topics such as employee advocacy, social media policies, and social selling. Because not all social media programs are the same, the course provides a firm understanding of the difference between organic and paid social media strategies and uses real-life examples and simulations, so students walk away with career-ready skills.

Prerequisite: MKT 604.

Offered: occasionally.

MKT 648 Digital Marketing Strategies 3 Credits

Exact topics to be covered depend on recent advances and applications in digital marketing and social media.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 664 Search Marketing 3 Credits

Search Engine Marketing (SEM) has become one of the most important marketing strategies for business organizations. SEM involves a variety of techniques designed to increase a company's visibility on popular search engines like Google, Yahoo and Bing. The course will cover Search Engine Optimization (SEO) strategies involving website development and web analytics as well as Pay-Per-Click (PPC) strategies using advertising programs like Google AdWords. As companies increasingly compete to drive customers to their websites, the skills covered in the course are becoming essential for modern marketing professionals and web designers.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 675 Service Marketing 3 Credits

Excelling in service management, from delivery to recovery, is the foundation for success in many industries today. The focus of this course is on the knowledge needed to develop and maintain strong customer relationships that improve customer satisfaction and retention. Customer satisfaction and retention are drivers of success for industries such as financial services, professional services, transportation, healthcare and hospitality industries.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MBA in Professional Accounting

In addition to enabling students to earn an MBA, this program makes it possible for those with undergraduate and graduate degrees in majors other than accounting to earn an accounting degree and prepare to enter the accounting profession. **Students who complete the MBAPA Program meet the educational requirements to complete the New York State CPA Exam and the 150 hour educational requirement for NYS CPA Licensure.**

In addition to the 150 hour educational requirements candidates for NYS CPA Licensure must have at least one-year of full-time or the part-time equivalent of providing accounting services or advice involving skills in accounting, attest, compilation, management advisory, financial advisory, tax or consulting services under the supervision of a licensed NYS CPA in a U.S. jurisdiction or a public accountant in New York State.

For more information on the MBA In Professional Accounting visit the degree webpage (<https://www.canisius.edu/academics/programs/mba-professional-accounting/>).

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Admission

The MBA Program is open to any qualified holder of a bachelor's degree from a recognized college or university regardless of the undergraduate

major field of study. The goal of the admission policy is the selection of those candidates who indicate the greatest potential for academic and professional achievement. The candidate for admission to graduate study must present evidence of qualifications to participate successfully in a graduate level academic endeavor.

The Admissions Committee, in its decisions, takes into consideration the undergraduate QPA (and any graduate QPA) and the scores on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE). The average Cumulative GPA of an accepted student is a 3.0 and a 500 on the GMAT. Applicants should plan to take the GMAT/GRE at the earliest opportunity. Information is available online for both the GMAT (<http://www.mba.com>) and the GRE (<http://www.ets.org/gre/>). Applicants with 4+ years of professional work experience are evaluated for a waiver of the GMAT. Applicants must submit a resume.

In rare cases, applicants requiring the GMAT or GRE can be accepted in provisional status for one semester. Provisional status will allow a student to take one semester of coursework before the GMAT or GRE must be on file.

Each applicant must submit: (1) a completed application form, (2) an official transcript of all college work, (3) other information as requested by the Admissions Committee. In addition, the applicant must arrange for an official score on the GMAT or GRE to be submitted by the Graduate Management Admission Council or by Educational Testing Service.

Academic Standing

Students must have a CGPA of 2.8 to graduate.

A student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.00 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 2.80.

A student may be dismissed from the program if:

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 2.80. A student may be dismissed without having been placed on probation first.

Transfer Credit

MBA course work completed by a student at another AACSB accredited college or university may be accepted for transfer credit. Students desiring transfer credit should submit a written request to the program director for evaluation.

No transfer credit will be awarded for courses with grades below "B" and not more than 18 credit hours of transfer credit will be accepted. Transfer credit is not allowed for Accounting courses..

Transfer students in the MBA Program must complete more than 50% of their program at Canisius.

MBA students at Canisius College who wish to transfer graduate course work from another institution must have the prior written permission from the director of MBA Programs.

The Jesuit Consortium (JEBNET), of which Canisius is a member, allows MBA students from another Jesuit institution to readily transfer coursework upon approval of the program director.

Curriculum

Students are required to complete the Leadership & Professional Development Program. Upon completion of the courses students will receive a LPD certificate and electronic badge.

Code	Title	Credits
Leadership and Professional Development Program		
BUS 601	My Personal Brand ¹	.5
BUS 602	My Personal Leadership Plan ¹	.5
BUS 603	My Path Forward ¹	0
Accounting Requirements		
ACC 505	Financial Accounting	3
ACC 610	Managerial Accounting	3
ACC 711	Intermediate Financial Reporting I	3
ACC 712	Intermediate Financial Reporting II	3
ACC 715	Basic Taxation	3
ACC 716	Advanced Taxation	3
ACC 721	Advanced Financial Reporting	3
ACC 725	Auditing Theory and Practice	3
ACC 726	Information Systems Auditing	3
ACC 727	Advanced Audit	3
ACC 751	Seminar in Accounting Theory	3
MBA Preparatory courses		
ECO 503	Statistics for Managers with Excel	3
ECO 511	Macroeconomics	1.5
MGT 512	Principles of Management	1.5
General MBA courses		
ACC 707	Accounting Systems and Analytics	3
ECO 606	Managerial Economics	3
ECO 609	Business Analytics	3
FIN 608	Corporate Finance	3
MGT 605	Organizational Behavior	3
MGT 607	Operations Management & Sustainability	3
MKT 604	Marketing Management	3
One MBA elective ²		3
Business Law		
LAW 603	Legal Environment & Ethics	3
Capstone		
MGT 690	Strategic Management and Leadership	3
Total Credits		70

- ¹
- BUS 601 must be taken during first semester
 - BUS 602 must be taken during second semester
 - BUS 603 must be taken in third semester

- ² Select your elective from any MBA course (p. 68) not already taken or required.

Learning Goals & Objectives

Learning Goal 1

Graduates will know how financial information is measured and reported to external users.

Students will:

- Objective A: Calculate financial ratios and performance measures and analyze the results;
- Objective B: Apply current principles of accounting to the measurement and reporting of financial accounting information;
- Objective C: Apply taxation regulations in the measurement and reporting of information to governmental entities;
- Objective D: Explain the processes/principles related to providing assurance as to the integrity of the reporting process.

Learning Goal 2

Graduates will know how companies evaluate internal controls for the aggregation of financial information, and compare/contrast the impact of alternative business decisions on future company performance.

Students will:

- Objective A: Explain the budgeting process and analyze business decisions related to the budgets prepared;
- Objective B: Apply concepts related to accounting system controls.

Courses

Accounting (ACC) Courses (p. 75), Leadership & Professional Development Business (BUS) Courses (p. 69), Economics (ECO) Courses (p. 76), Finance (FIN) Courses (p. 77), Business Law (LAW) Courses (p. 78), Management (MGT) Courses (p. 78), Marketing (MKT) Courses. (p. 79)

Accounting (ACC) Courses

ACC 505 Financial Accounting 3 Credits

Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.

Offered: every fall & spring.

ACC 610 Managerial Accounting 3 Credits

Preparation and analysis of data used by management in planning, budgeting, decision making, product costing, inventory valuation and performance evaluation.

Prerequisite: MBA 505 or ACC 505.

Offered: Fall & summer.

ACC 707 Accounting Systems and Analytics 3 Credits

Development, organization, and implementation of manual and electronic accounting information systems. Emphasis on flow charts and analysis, modification, and improvement of existing systems.

Prerequisite: ACC 505.

Offered: every fall & spring.

ACC 711 Intermediate Financial Reporting I 3 Credits

First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows. **Prerequisite:** MBA 701

Prerequisite: ACC 701 OR MBA 701.

Offered: every fall & spring.

ACC 712 Intermediate Financial Reporting II 3 Credits

Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.

Prerequisite: MBA 711 OR ACC 711 grade of C-.

Offered: every fall & spring.

ACC 715 Basic Taxation 3 Credits

Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.

Prerequisite: MBA 701 OR ACC 701.

Offered: every fall.

ACC 716 Advanced Taxation 3 Credits

Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.

Prerequisite: MBA 715 OR ACC 715.

Offered: every spring.

ACC 721 Advanced Financial Reporting 3 Credits

Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.

Prerequisite: MBA 712 OR ACC 712.

Offered: every fall.

ACC 725 Auditing Theory and Practice 3 Credits

Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.

Prerequisite: MBA 712 OR ACC 712.

Offered: every fall.

ACC 726 Information Systems Auditing 3 Credits

Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.

Prerequisite: C- or better in MBA 725 OR ACC 725.

Offered: every fall.

ACC 727 Advanced Audit 3 Credits

This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.

Prerequisite: MBA 725 OR ACC 725.

Offered: every spring.

ACC 731 Data Analytics in Accounting 3 Credits

Data analytics theories and concepts applied to accounting settings. Emphasis on business intelligence, data analytics models, data visualization, data storytelling, and descriptive, predictive, and prescriptive analytics. Students apply data analytic concepts through data storytelling and the use of analytics software.

Prerequisite: ACC 707 or BAN707.

Offered: every fall & spring.

ACC 751 Seminar in Accounting Theory 3 Credits

Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.

Prerequisite: MBA 711 or ACC 711.

Offered: every fall.

ACC 752 Strategic Performance Analytics 3 Credits

Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management. **Prerequisite:** MBA 707

Prerequisite: MBA 707 OR ACC 707.

Offered: every spring.

Leadership & Professional Development Business (BUS) Courses**BUS 601 My Personal Brand** 0.5 Credits

This course is about you and your leadership journey and career goals. Specifically this course is designed to help you discover more about yourself, your leadership skills, and what competencies are most critical to achieving your professional career goals. Central to the theme of the LPD program is your personal leadership plan, which will be developed in this course and submitted by the end of the semester. The activities in the course will also give you hands-on experience with goal setting, a critical skill to developing and empowering others. Finally, you will have the benefit of working with a Canisius alumnus who has been specially trained in coaching, mentoring, and helping to develop your leadership plan.

Offered: every fall & spring.

BUS 602 My Personal Leadership Plan 0.5 Credits

Students will identify their value proposition and how to best present their talents across multiple mediums and channels.

Prerequisite: BUS 601.

Offered: every fall, spring, & summer.

BUS 603 My Path Forward 0 Credits

Student will reflect on leadership plan and chart their path forward beyond graduation.

Prerequisite: BUS 602.

Offered: every fall, spring, & summer.

BUS 698 Internship 1-3 Credits

Student works in an organization to gain work experience. As the internship is for academic credit, a student will have to secure a faculty supervisor and will have to complete academic assignments. Approval of an internship requires the completion of an application located in the student's portal.

Offered: every fall, spring, & summer.

Economics (ECC) Courses**ECO 503 Statistics for Managers with Excel** 3 Credits

This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.

Offered: every fall, spring, & summer.

ECO 511 Macroeconomics 1.5 Credits

This course is designed to acquaint the student who has had no previous macroeconomic training with the body of knowledge, methods of analysis related to the global macroeconomic environment. The underlying models and their impacts on decision-makers is the focus of the course.

Offered: every fall, spring, & summer.

ECO 606 Managerial Economics 3 Credits

This course is designed to acquaint students with market forces that affect the decision making process of managers. It provides the analytic framework to understand consumer behavior, production technology, and input costs. Students will also learn how markets and the global environment influence managers, set prices and respond to the strategies of their competitors for long term firm sustainability.

Offered: every fall, spring, & summer.

ECO 609 Business Analytics 3 Credits

This course builds on the tools of statistical inference developed in MBA 503 to address issues of estimation and hypothesis testing encountered in regression analysis and forecasting. A comprehensive introduction to econometric modeling and forecasting will be provided. Emphasis will be placed on application, interpretation and evaluation of forecasts.

Offered: every fall, spring, & summer.

ECO 611 Financing State & Local Government 3 Credits

Municipal credit risk and municipal bonds analysis of revenue sources for state and local governments. Public/private sector interaction in urban areas, city-suburban fiscal disparity and competition, state/local government structure, inter-governmental relations. This course also serves as a Finance elective.

Prerequisite: MBA 526 or ECO 526.

Offered: occasionally.

ECO 612 Geographical Info Sys for Bus 3 Credits

An applied introduction to Geographic Information Systems (GIS), a mapping and spatial analysis tool that is widely used in education, government, and industry to solve spatial problems. This course combines lectures and hands-on exercises and provides students the opportunity to use ArcGIS software.

Prerequisite: MBA 504 or ECO 504.

Offered: occasionally.

ECO 615 Economics Research Methodology 3 Credits

Economic Research Methodology is a course where the tools of microeconomics, macroeconomics and statistics are applied to analysis of economic data at both the national and local levels. The course will focus on Bureau of the Census and Bureau of Labor Statistics data in the analysis of labor markets and other behavioral economic issues.

Prerequisite: ECO 504, MBA 504, MBA 503, ECO 503.

Offered: every spring.

ECO 621 Money, Banking and the Economy 3 Credits

The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy.

Prerequisite: MBA 504 or ECO 504.

Offered: every fall.

Finance (FIN) Courses**FIN 608 Corporate Finance 3 Credits**

This course provides the basic tools of Financial Management. It introduces you to the goal of Financial Management, analysis of financial statements, the concepts of cash flow, financial planning, time value of money, capital budgeting, the principles of valuation, the concepts of return and risk, the use of financial leverage, the cost of capital, dividend policy and working capital management.

Prerequisite: ACC 505 and ECO 503.

Offered: every fall, spring, & summer.

FIN 617 Portfolio Analysis 3 Credits

An introduction to modern portfolio theory and management. Strategies underlying portfolio construction and evaluation. Implications of market efficiency on portfolio management.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

FIN 619 Financial Modeling 3 Credits

Programming in EXCEL via construction of custom functions and macros using Visual Basic. These techniques are applied to a variety of financial models.

Prerequisite: MBA 508 or FIN 508.

Offered: every fall.

FIN 620 Investment Management 3 Credits

This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry.

Prerequisite: MBA 508 or FIN 508.

Offered: every fall, spring, & summer.

FIN 622 Financial Institutions and Markets 3 Credits

This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry.

Prerequisite: MBA 508 or FIN 508.

Offered: every spring.

FIN 623 Fixed Income Securities 3 Credits

This course discusses the various types of fixed income securities and the markets in which they are traded. Emphasis is placed on contact evaluation, extracting term/risk structure information from pricing, evaluating, investment opportunities and interest rate risk management.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

FIN 624 Golden Griffin Fund I 3 Credits

This course is the first of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the fall semester, students begin the process of stock selection and analysis, leading to recommendations for investment by the GGF. Students follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Students serve on committees, including: Accounting and Finance; Legal and Compliance; Marketing; Public Relations and Portfolio Management. Each committee will have certain responsibilities throughout the fall and spring semesters. Students taking MBA 624 are expected to continue into the spring semester in MBA 629. Student must apply in early spring before the upcoming fall semester **Offered;** fall

Prerequisite: MBA 620 or FIN 620 concurrent with MBA 812 or FIN 812.

Offered: every fall.

FIN 625 Advanced Corporate Finance 3 Credits

This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions.

Prerequisite: MBA 508.

Offered: occasionally.

FIN 626 International Finance 3 Credits

International Finance (also known as 'Open-Economy Macroeconomics') is the study of the monetary and economic linkages among countries. The main goal of this course is to equip students with an understanding of the global macroeconomic environment. The following topics will be covered: purchasing power parity, interest rate parity, exchange rate determination, international capital flows. MBA 504, MBA 508

Prerequisite: MBA 508 or FIN 508 and MBA 504 or ECO 504.

Offered: Occasionally.

FIN 628 Derivative Securities 3 Credits

This course discusses forward and futures contracts, swaps and options. Markets for these securities are described and analyzed. Modern techniques for identifying over and undervalued contracts are presented. The use of derivative securities in risk management is discussed.

Prerequisite: MBA 620 or FIN 620.

Offered: occasionally.

FIN 629 Golden Griffin Fund II 3 Credits

This course is the second of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the spring semester, students begin the process of original equity research, leading to recommendations for investment by the GGF. Students continue to follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Committee work started in the fall semester continues as well.

Prerequisite: either MBA 624 or FIN 624 and either MBA 812 or FIN 812.

Offered: every spring.

FIN 650 Introduction to Financial Planning 3 Credits

Survey of topics in wealth management and personal financial planning. Review development of the wealth management industry, including the evolution of the high-net-worth investor segment. Various approaches to asset management, benchmarks for evaluating portfolio performance, risk tolerance, and tax and estate planning issues will be explored.

Prerequisite: MBA 620 or FIN 620.

Offered: fall.

FIN 657 Financial Modeling with SAS 3 Credits

Building financial models for forecasting and analyzing investment and financial products using the SAS programming language. Models in the areas of corporate finance, equities, bonds, portfolio management and derivative securities will be explored.

Offered: every fall & spring.

FIN 658 Risk Management & Financial Institutions 3 Credits

This course covers market risk including interest rate risk, credit risk, and operational risk, and how these are managed/hedged. We will model credit risk and value at risk metrics using historical simulation and scenario analysis. Relevant regulations are also covered

Prerequisite: FIN 508, FIN 620 and either FIN 621 or FIN 622.

Offered: every spring.

FIN 674 Business Analytics Using R 3 Credits

This course introduces students to the open source software language R. Students will access publicly available financial data, process and analyze the data using R code. Analysis of financial ratios, investment portfolios, options, CAPM, Monte Carlo simulation, Value at Risk modeling and market microstructure will be explored.

Prerequisite: MBA 508 or FIN 508.

Offered: occasionally.

FIN 691 Supervised Applied Integrative Project 3 Credits

Special project or internship experience designed and supervised by a faculty member in conjunction with program professional partners. Intended primarily for the Risk Management or Data Analytics concentrations to be fully integrative with business applications. Examples may include risk management or big data projects for or within investment firms or financial institutions.

Offered: every fall, spring, & summer.

FIN 698 Finance Internship 1-4 Credits

Internship experience.

Offered: every fall, spring, & summer.

FIN 812 Equity Analysis 3 Credits

The analysis and valuation of equity securities is developed in stages using a case approach based on live publicly traded companies. Valuation models and the concept of value creation follows preliminary analysis of financial statements and market based financial information on risk and return.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

Business Law (LAW) Courses**LAW 371 Business and Commercial Law 3 Credits**

American legal system and substantive law relating to business. This course focuses on the Constitution, Torts, Criminal, Cyber, Intellectual Property, Contracts, UCC Sales, International law and ethics and accountants professional responsibility.

Offered: fall.

Management (MGT) Courses**MGT 512 Principles of Management 1.5 Credits**

Overview of key management principles and frameworks in planning, organizing, leading and controlling an organization. Topics covered include, but are not limited to:; developing a strategy, ethical decision-making, innovation and change management, managing in a global environment, organizational structures and authority, managing teams and human resources, theories on leadership, motivation and communication, and operations processes, will be introduced

Offered: every fall, spring, & summer.

MGT 605 Organizational Behavior 3 Credits

As individuals who are working or expect to work in organizations, and those potentially interested in management positions, exploring and understanding the multitude of ways employees behave in organizations is vital. As noted in our textbook, "the people make the place" (section 1.1). As a current and/or future decision maker in an organization, improving your managerial skills is critical. In fact, Peter Drucker has written that as individuals move up the organizational ladder, human relations skills (leadership, teamwork, motivation, etc.) become paramount. This course will sharpen your knowledge about how to become a better manager/leader by helping you understand yourself and the behaviors of employees within organizations. We accomplish this by concentrating on three different perspectives: individuals in the organization, groups in the organization, and the organizational system.

Offered: every fall, spring, & summer.

MGT 607 Operations Management & Sustainability 3 Credits

Operations management involves the planning, coordinating and executing of all activities that create goods and services while taking into account the Triple Bottom Line. This course will examine the economic, environmental, and social impacts of decision-making in the following areas: operations strategy, process strategy, quality management, facilities layout, inventory management, lean systems, and demand and capacity planning.

Offered: every fall, spring, & summer.

MGT 620 Global Management Strategy 3 Credits

Global Management Strategy is about strategic challenges confronting managers and firms expanding their horizons from local to global markets and resources. Its objective is to help students to understand the various aspects of strategic management that are specific to the global context. This course is designed to provide students with the knowledge and skills needed for creating, sustaining and renewing competitive advantages within a global context. Global Management Strategy introduces the key concepts, frameworks and principles required for an MNC (multinational company) to successfully engage in business activities in several, often disparate countries, cultures and markets.

Offered: occasionally.

MGT 641 Human Resource Management 3 Credits

This course examines the critical functions and roles of human resource management (HRM) in complex organizations. Topics include the legal implications of HRM, job analysis and design, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective.

Prerequisite: MBA 502 or MGT 502.

Offered: every fall & spring.

MGT 642 Global Supply Chain Management 3 Credits

Supply Chain Management addresses the integrated management of the set of value-added activities from product development, through material procurement from vendors, through manufacturing and distribution of the good to the final customer. The course will address inventory movement within the supply chain, network configuration and location, capacity and demand management, the value of information, strategic alliance, new product development and technology and information impact in a global environment.

Prerequisite: MBA 507 or MGT 507.

Offered: every fall.

MGT 645 Fundamentals of International Business 3 Credits

This course introduces students to the aspects of business that change when an international border is crossed. Students examine the functional areas of business -- accounting, finance, economics, marketing and management -- and develop an understanding of the nature of competition in this complex environment.

Offered: fall.

MGT 651 Corporate Entrepreneurship 3 Credits

Corporate Entrepreneurship.

Offered: occasionally.

MGT 664 Global Marketing Strategy 3 Credits

This course provides students the opportunity to deepen their understanding of the design and implementation of a global strategy by concentrating on the decision areas most impacted by a firm's activities in the global marketplace. The course first explores how decisions on product, pricing, promotion and distribution are shaped by the international environments. Those decision areas are then integrated into an overall global strategy.

Offered: occasionally.

MGT 667 Negotiation Theory and Practice 3 Credits

Explores formal and informal ways that managers negotiate differences. The course considers negotiation with peers, supervisors, subordinates, suppliers, customers, outside agencies and others as a key managerial process and a component of effective leadership. It takes a broad view of negotiations, examining the links between effective negotiation processes and influence, communication and relationship-management. We will examine research and concepts developed in a number of academic fields, and look closely at personal skills and experiences. The course requires intense involvement in negotiation simulation exercises, and thoughtful application of theory and research.

Offered: occasionally.

MGT 668 IT Tools & Supply Chain Management 3 Credits

The course is intended to provide the graduate business student with an understanding of key concepts and range of automated tools employed in solving supply change management problems. MS Excel is stressed.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MGT 669 Multicultural Leadership 3 Credits

This course emphasizes the understanding of the skills that ethical and effective global business leaders need to have in order to manage the multiple cultural environments of international corporations. Students are tasked with the design of global leadership development programs for Graduate Business Programs and Corporations in order to demonstrate their understanding of the skills sets required.

Offered: every summer.

MGT 673 Comparative Management 3 Credits

This course emphasizes the students' development as international managers and their understanding of the various environments within which they will be competing. Students study the impact of culture and value differences on the functional aspects of management -- communication, negotiation, decision making, control, and human resources -- and develop strategies for managing them in the international marketplace.

Offered: every spring.

MGT 686 Doing Business in the European Union 3 Credits

This course is designed to prepare students to do business in the EU.

Students examine the forces leading to the development and the implementation of the unique economic and political unit called the European Union. Students use their understanding of the history and the current issues impacting the continuing development of the European Union to develop strategies for doing business in the European Union.

Restriction: includes a one-week field experience in Europe during spring break.

Offered: every spring.

MGT 690 Strategic Management and Leadership 3 Credits

Strategic Management can be characterized as a set of managerial decisions and actions that determines the long run performance of a corporation. It includes environmental scanning (external and internal to the corporation), strategy formulation, strategy implementation and evaluation and control. Using cases drawn from actual business situations, the course develops skills in (1) diagnosing the overall condition of a company or organization, with emphasis on its financial situation; (2) perceiving and analyzing evolving environmental trends, seeking new opportunities for the organization and new threats against it; (3) understanding those specific company skills that give it advantages over the competition and weaknesses that hinder its competitive position; (4) identifying and evaluating the strategic alternatives that are feasible for a given situation; (5) matching skills with opportunities, and relating them to one or more strategic alternatives in determining strategy and setting objectives; and (6) developing detailed policies and plans, and implementing them. The study of strategic management, therefore, emphasizes the monitoring and evaluating the external opportunities and threats in light of a corporation's strengths and weaknesses. We will build on insights developed in other courses, such as Understanding General Management, Managerial Economics, Managing Organizational Behavior, Finance and Marketing Strategy. We will explore and apply tools developed by world-renowned scholars that are taught at business schools all over the world, and add our own unique Jesuit perspective, to arrive at insights that are both applicable in the business world and deeply rooted in a thorough academic understanding. Hence, this is an integrative course in that the tools and skills learned in other required courses are needed to develop practical company-wide general management decisions. Since few students become general managers immediately upon graduation, Strategic Management includes a series of cases, simulations, and/or consulting projects on the role of the new functional, business and corporate/global managers in formulating and implementing strategies.

Prerequisite: ACC 505, ECO 511, MGT 512, MGT 605, MKT 604, FIN 608, MGT 607, BUS 601, BUS 602.

Offered: every fall, spring, & summer.

MGT 699 Management Independent Study 3 Credits

Management Independent Study

Offered: occasionally.

Marketing (MKT) Courses**MKT 604 Marketing Management 3 Credits**

This course provides a survey of the various factors that affect marketing strategy decisions as well as the variety of strategic marketing decisions themselves. An emphasis is placed on coverage of a range of the most important concepts used in the practice of Marketing Management.

Offered: every fall, spring, & summer.

MKT 614 Retailing 3 Credits

The retailing industry is undergoing tremendous disruption with the explosive growth of e-commerce. Multi-channel retailing is becoming the norm and the marketing challenges are many, including delivery of omni-channel customer experiences. This course is a study of the many challenges in retail management today using one of the leading textbooks on the topic. Student activities in the course include midterm and final exams, assignments and discussions.

Prerequisite: MBA 506 or MKT 506.

Offered: every summer.

MKT 632 Marketing Data Analytics 3 Credits

This course is an introduction to big data and data analytics for business, data visualization, business intelligence (BI), data and text mining, and sentiment analysis. Students learn to use data visualization, dashboard, and data analytics software.

Prerequisite: MBA 506 or MKT 506.

Offered: every fall & spring.

MKT 633 Global Logistics and Transportation 3 Credits

Organization of export and import operations in support of marketing, distribution, production and other global business functions, freight forwarding, shipping procedures and selecting transportation modes and documentation. Special attention is given to the logistics of humanitarian relief and the efforts of Catholic Relief Services and other global agencies.

Prerequisite: MBA 507 or MGT 507 and MBA 506 and MKT 506.

Offered: every spring.

MKT 634 Consumer Behavior 3 Credits

This course focuses on the application of information from the behavioral sciences (e.g. psychology, sociology, anthropology) to help understand consumer behavior. Emphasis is placed on understanding the factors that influence consumer behavior and developing the ability to apply this information to the practice of marketing. Additionally, students are encouraged to consider their own personal consumption behavior and to identify ways they can improve their consumption decision outcomes and reduce their susceptibility to undesirable external influences. Course topics include perception, memory, learning, persuasion, attitudes, materialism, behavioral decision theory, family and cultural influences.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 637 Social Media Marketing 3 Credits

In a world where almost 60% of new marketing jobs are in digital marketing, this Social Media Marketing course prepares students to understand and apply the essential skills required for monitoring, managing and measuring social media programs. The course introduces the key concepts of social media marketing on Facebook, Instagram, Snapchat, Twitter, Pinterest, YouTube, TikTok, Blogs, Vlogs, Webinars, and LinkedIn. Also covered are critical social media topics such as employee advocacy, social media policies, and social selling. Because not all social media programs are the same, the course provides a firm understanding of the difference between organic and paid social media strategies and uses real-life examples and simulations, so students walk away with career-ready skills.

Prerequisite: MKT 604.

Offered: occasionally.

MKT 648 Digital Marketing Strategies 3 Credits

Exact topics to be covered depend on recent advances and applications in digital marketing and social media.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 664 Search Marketing 3 Credits

Search Engine Marketing (SEM) has become one of the most important marketing strategies for business organizations. SEM involves a variety of techniques designed to increase a company's visibility on popular search engines like Google, Yahoo and Bing. The course will cover Search Engine Optimization (SEO) strategies involving website development and web analytics as well as Pay-Per-Click (PPC) strategies using advertising programs like Google AdWords. As companies increasingly compete to drive customers to their websites, the skills covered in the course are becoming essential for modern marketing professionals and web designers.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 675 Service Marketing 3 Credits

Excelling in service management, from delivery to recovery, is the foundation for success in many industries today. The focus of this course is on the knowledge needed to develop and maintain strong customer relationships that improve customer satisfaction and retention. Customer satisfaction and retention are drivers of success for industries such as financial services, professional services, transportation, healthcare and hospitality industries.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MBA in Accounting

Candidates must be pursuing a Canisius BS in Accounting to be eligible for this program.

The Master Business Administration in Accounting (150 hour program) meets the NYS educational requirement for 150 hours for certification as a NYS CPA. Under present education requirements of the State of New York, students are eligible to sit for the NYS CPA examination upon completing their 120 hour program (BS in Accounting) with the completion of Auditing. Students must have 150 hours to secure the educational requirements for NYS CPA Licensure with the completion of Auditing.

Students will apply for the MBAA 150 hour program in the fall semester of their junior year. In their senior year, students will start taking classes at the MBA level. After graduating with a BS in Accounting, with a minimum QPA of 2.0 in all courses and the required 2.0 in accounting/business law courses, students will start the graduate portion of their program (MBAA). Students will be graduate students and pay student graduate tuition rates. Graduate tuition is charged per credit hour.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Admission Requirements

Students are admitted into the BS/MBAA program as Freshman. In their junior year, students who maintain a 2.5 GPA overall for all Accounting Courses and a 2.8 Overall GPA can AUTOMATICALLY continue in the BS/MBAA.

Students who do not meet that criteria will be evaluated on a case by case basis and may have additional requirements, including the GMAT.

Student continuing in the BS/MBAA will start taking graduate classes in their senior year. Students not wishing to pursue the BS/MBAA should have a conversation with an advisor on their options.

REGISTRATION FOR COURSES IN THE MBAA

Students continuing in the BS/MBAA will be contacted by the Graduate Business Office in the spring semester of their junior year to register as seniors in graduate courses. Students will still secure advising for the courses to complete in fall of their senior year.

Students must take the following courses in their senior year:

Accounting requirements:

ACC 715 for ACC 415 (fall only)

ACC 716 for ACC 416 (spring only)

ACC 725 for ACC 425 (fall only)

ACC 427 for ACC 427 (spring only)

Students with advanced standing may be able to add the following course to their senior year:

ACC 721 (fall only)

Business requirements:

MGT 607 for MGT 325 (fall or spring)

MGT 690 for MGT 446 (fall or spring)

Please note, D grades are not awarded at the graduate level.

Academic Standing

For the undergraduate portion of the MBAA 150 hour program students should review the probationary and dismissal policies in the undergraduate catalog for BS/BA candidates.

For the graduation portion of the program students can be

Students must have CGPA of 2.8 GPA to graduate

A student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.0 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is below a 3.0 or lower.

A student may be dismissed from the program if:

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 3.0. A student may be dismissed without having been placed on probation first.

Curriculum

Please note that the following is the complete curriculum for the 5-year program that leads to a BS in Accounting and an MBA in Accounting.

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/core-curriculum/>) or the All-College Honors Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/all-college-honors-program/>). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

Major Requirements

Code	Title	Credits
Core Curriculum or Honors Curriculum and Free Electives ¹		36
Business Core Curriculum ²		49-51
Accounting requirements at the Undergraduate Level		
ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 303	Cost Accounting	3
ACC 307	Accounting Systems and Analytics	3
LAW 371	Business and Commercial Law	3
LAW 372	Business Organizations and Commercial Paper	3
ENG 389	Business Communication	3
Courses taken in senior year at the graduate level. All courses except ACC 716 will be applied to undergraduate requirements. ACC 716 will be applied toward graduate requirements.		
MGT 690	Strategic Management and Leadership	3
MGT 607	Operations Management & Sustainability	3
ACC 715	Basic Taxation	3
ACC 716	Advanced Taxation	3
ACC 725	Auditing Theory and Practice	3
ACC 727	Advanced Audit	3
Graduate Year- courses taken in 5th year and applied toward graduate requirements. Students with availability at the undergraduate level can move 5th year graduate courses to senior year.		
ACC 721	Advanced Financial Reporting	3
ACC 726	Information Systems Auditing	3
ACC 751	Seminar in Accounting Theory	3
ECO 609	Business Analytics	3
MKT 604	Marketing Management	3
MGT 605	Organizational Behavior	3
FIN 608	Corporate Finance	3
Three MBA Electives ³		9

¹ Must satisfy liberal arts requirements (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/liberal-arts-sciences/>).

² Required courses (<http://catalog.canisius.edu/undergraduate/wehle-school-business/business-core/>) for all business majors.

³ MBA electives can be used to take courses to fulfill one of the tracks listed below.

Please note that this curriculum fulfills the 120 credits required for a BS degree and 33 graduate credits required for the MBAA, meeting the requirement for 150+ hours for the educational requirements for NYS CPA Certification.

Accounting Information Systems Track

Code	Title	Credits
ACC 726	Information Systems Auditing	3
ISB 610	Database Management Systems	3
ACC 752	Strategic Performance Analytics	3
ACC 731	Data Analytics in Accounting	3

Finance

Code	Title	Credits
FIN 608	Corporate Finance	3
FIN 620	Investment Management	3
FIN 617 or FIN 622	Portfolio Analysis Financial Institutions and Markets	3

Roadmap

Group 1

First Year

Fall	Spring
ACC 751	ECO 609
ACC 721	Elective
ACC 726	Elective
MGT 605	Elective
MKT 604	
FIN 608	

Group 2

First Year

Fall	Spring
ACC 751	FIN 608
ACC 721	MKT 604
ACC 726	Elective
MGT 605	Elective
ECO 609	
Elective	

Learning Goals & Objectives

Learning Goal 1

Graduates will know how financial information is measured and reported to external users.

Students will:

- Objective A: Calculate financial ratios and performance measures and analyze the results;

- Objective B: Apply current principles of accounting to the measurement and reporting of financial accounting information;
- Objective C: Apply taxation regulations in the measurement and reporting of information to governmental entities;
- Objective D: Explain the processes/principles related to providing assurance as to the integrity of the reporting process.

Learning Goal 2

Graduates will know how companies evaluate internal controls for the aggregation of financial information, and compare/contrast the impact of alternative business decisions on future company performance.

Students will:

- Objective A: Explain the budgeting process and analyze business decisions related to the budgets prepared;
- Objective B: Apply concepts related to accounting system controls.

Courses

Undergraduate

Accounting (ACC), (p. 82) Business Law (LAW) (p. 83), English (ENG) (p. 84)

Graduate

Accounting (ACC) Courses (p. 84), Leadership & Professional Development Business (BUS) Courses (p. 69), Economics (ECO) Courses (p. 85), Finance (FIN) Courses (p. 86), Business Law (LAW) Courses (p. 87), Management (MGT) Courses (p. 87), Marketing (MKT) Courses (p. 88)

Accounting Courses (UG)

ACC 201 Financial Accounting 3 Credits

Introduction to accounting concepts for external financial reporting. Accounting theories and principles relative to asset and liability valuations, and income determination.

Offered: fall & spring.

ACC 202 Managerial Accounting 3 Credits

For Non-Accounting Majors. Introduction to accounting concepts for internal reporting and control. Cash budgeting, decision making, breakeven analysis, and performance evaluation.

Prerequisite: ACC 201.

Offered: fall & spring.

ACC 212 Principles of Accounting II 3 Credits

For Accounting Majors. Fundamental concepts and procedures of financial and managerial accounting with emphasis on asset funding, including debt and equity and cash flows. Accounting applications of present value concepts, introduction to budgeting and product costing. During the Spring semester the course has a mandatory 1 hour non-credit recitation section for preparation for the intermediate accounting series.

Prerequisite: minimum grade of C- in ACC 201.

Offered: spring & summer

ACC 301 Intermediate Accounting I 3 Credits

First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.

Prerequisite: minimum grade of C- in both ACC 201 & ACC 212, junior standing, & overall GPA of 2.0.

Offered: fall & spring.

- ACC 302 Intermediate Accounting II** 3 Credits
Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.
Prerequisite: minimum grade of C- in ACC 301, junior standing, an overall GPA of 2.0.
Offered: spring & summer
- ACC 303 Cost Accounting** 3 Credits
Preparation and analysis of data utilized by management in planning and control decisions. Inventory valuation and reporting methods. Establishment and use of standards and budgets. The department offers ACC 303PD sections. These sections have a mandatory professional development lab attached to them. Their objective is to guide students as they develop the communication and leadership skills valued by the accounting profession. The course has a mandatory 3 hour non-credit recitation section.
Prerequisite: ACC 212, junior standing, & an overall GPA of 2.0.
Offered: fall & spring.
- ACC 307 Accounting Systems and Analytics** 3 Credits
Development, organization, and implementation of accounting and management information systems. Emphasis on data analytics, enterprise risk management..."
Prerequisite: ACC 201 & ISB 101.
Offered: every spring.
- ACC 331 Data Analytics in Accounting** 3 Credits
Data analytics theories and concepts applied to accounting settings. Emphasis on business intelligence, data analytics models, data visualization, data storytelling, and descriptive, predictive, and prescriptive analytics. Students apply data analytic concepts through data storytelling and the use of analytics software.
Prerequisite: ACC 307 (may register concurrently).
Offered: every spring.
- ACC 415 Basic Taxation** 3 Credits
Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.
Prerequisite: minimum grade of C- in both ACC 201 & ACC 212.
Offered: fall.
- ACC 416 Advanced Taxation** 3 Credits
Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.
Prerequisite: minimum grade of C- in ACC 415.
Offered: spring.
- ACC 421 Advanced Accounting Problems** 3 Credits
Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.
Prerequisite: minimum grade of C- in ACC 302.
Offered: fall.
- ACC 425 Auditing Theory and Practice** 3 Credits
Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.
Prerequisite: minimum grade of C- in ACC 302.
Offered: every fall.
- ACC 426 Information Systems Auditing** 3 Credits
Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.
Prerequisite: minimum grade of C- in each of ACC 307 & one of the following: ACC 331, ACC 452, or ACC 425.
Offered: fall.
- ACC 427 Advanced Auditing** 3 Credits
This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.
Prerequisite: ACC 425.
Offered: every spring.
- ACC 429 Governmental and Not for Profit Accounting** 3 Credits
Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances.
Prerequisites: ACC 302
Offered: spring.
- ACC 451 Accounting Theory and Research** 3 Credits
Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.
Prerequisite: minimum grade of C- in ACC 302.
Offered: fall.
- ACC 452 Strategic Performance in Analytics** 3 Credits
Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management.
Prerequisite: minimum grade of C- in ACC 307.
Offered: spring.
- ACC 496 Internship** 1-3 Credits
Internships require an application and approval by the associate dean.
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.
- ACC 499 Independent Research in Accounting** 1-3 Credits
Undertaking of a significant piece of independent research. By appointment with chairperson. Independent studies require an application and approval by the associate dean.
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.
Offered: fall & spring.

Business Law Courses (UG)

- LAW 371 Business and Commercial Law** 3 Credits
American legal system and substantive law relating to business. This course focuses on the Constitution, Torts, Criminal, Cyber, Intellectual Property, Contracts, UCC Sales, International law and ethics and accountants professional responsibility.
Offered: fall.

LAW 372 Business Organizations and Commercial Paper 3 Credits

The American Legal System and substantive law relating to business focusing on the law relating to: negotiable instruments, banking, debtor creditor relationships, bankruptcy, secured transactions, agency, partnerships and LLCs, securities regulation, employment, environmental, anti-trust, property and wills and trusts.

Prerequisite: minimum grade of C in LAW 371.

Offered: spring.

LAW 509 Legal Environment and Ethics 3 Credits

Threshold knowledge for managers of the law in areas of contract, product liability, corporations, partnerships, employment and environment.

Offered: every fall, spring, & summer.

LAW 603 Legal Environment & Ethics 3 Credits

This course is designed to be an introduction to the basic rules of law and the ethical responsibilities of business decision makers. This course is not intended to make you lawyers or to give legal advice. Almost every chapter/subject covered is a semester or longer in law school. We will address important legal aspects of relating to business transactions and business entities.

Offered: every fall, spring, & summer.

English

ENG 389 Business Communication 3 Credits

Practice in writing letters, memos and reports, with models and strategies offered for each form.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

Fulfills College Core: Advanced Writing-Intensive

Offered: every fall, spring, & summer.

Accounting Courses (Grad)

ACC 505 Financial Accounting 3 Credits

Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.

Offered: every fall & spring.

ACC 610 Managerial Accounting 3 Credits

Preparation and analysis of data used by management in planning, budgeting, decision making, product costing, inventory valuation and performance evaluation.

Prerequisite: MBA 505 or ACC 505.

Offered: Fall & summer.

ACC 707 Accounting Systems and Analytics 3 Credits

Development, organization, and implementation of manual and electronic accounting information systems. Emphasis on flow charts and analysis, modification, and improvement of existing systems.

Prerequisite: ACC 505.

Offered: every fall & spring.

ACC 711 Intermediate Financial Reporting I 3 Credits

First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows. **Prerequisite:** MBA 701

Prerequisite: ACC 701 OR MBA 701.

Offered: every fall & spring.

ACC 712 Intermediate Financial Reporting II 3 Credits

Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.

Prerequisite: MBA 711 OR ACC 711 grade of C-.

Offered: every fall & spring.

ACC 715 Basic Taxation 3 Credits

Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.

Prerequisite: MBA 701 OR ACC 701.

Offered: every fall.

ACC 716 Advanced Taxation 3 Credits

Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.

Prerequisite: MBA 715 OR ACC 715.

Offered: every spring.

ACC 721 Advanced Financial Reporting 3 Credits

Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.

Prerequisite: MBA 712 OR ACC 712.

Offered: every fall.

ACC 725 Auditing Theory and Practice 3 Credits

Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.

Prerequisite: MBA 712 OR ACC 712.

Offered: every fall.

ACC 726 Information Systems Auditing 3 Credits

Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.

Prerequisite: C- or better in MBA 725 OR ACC 725.

Offered: every fall.

ACC 727 Advanced Audit 3 Credits

This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.

Prerequisite: MBA 725 OR ACC 725.

Offered: every spring.

ACC 731 Data Analytics in Accounting 3 Credits

Data analytics theories and concepts applied to accounting settings. Emphasis on business intelligence, data analytics models, data visualization, data storytelling, and descriptive, predictive, and prescriptive analytics. Students apply data analytic concepts through data storytelling and the use of analytics software.

Prerequisite: ACC 707 or BAN707.

Offered: every fall & spring.

ACC 751 Seminar in Accounting Theory 3 Credits

Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.

Prerequisite: MBA 711 or ACC 711.

Offered: every fall.

ACC 752 Strategic Performance Analytics 3 Credits

Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management. **Prerequisite:** MBA 707

Prerequisite: MBA 707 OR ACC 707.

Offered: every spring.

Leadership & Professional Development Business (BUS) Courses

BUS 601 My Personal Brand 0.5 Credits

This course is about you and your leadership journey and career goals.

Specifically this course is designed to help you discover more about yourself, your leadership skills, and what competencies are most critical to achieving your professional career goals. Central to the theme of the LPD program is your personal leadership plan, which will be developed in this course and submitted by the end of the semester. The activities in the course will also give you hands-on experience with goal setting, a critical skill to developing and empowering others. Finally, you will have the benefit of working with a Canisius alumnus who has been specially trained in coaching, mentoring, and helping to develop your leadership plan.

Offered: every fall & spring.

BUS 602 My Personal Leadership Plan 0.5 Credits

Students will identify their value proposition and how to best present their talents across multiple mediums and channels.

Prerequisite: BUS 601.

Offered: every fall, spring, & summer.

BUS 603 My Path Forward 0 Credits

Student will reflect on leadership plan and chart their path forward beyond graduation.

Prerequisite: BUS 602.

Offered: every fall, spring, & summer.

BUS 698 Internship 1-3 Credits

Student works in an organization to gain work experience. As the internship is for academic credit, a student will have to secure a faculty supervisor and will have to complete academic assignments. Approval of an internship requires the completion of an application located in the student's portal.

Offered: every fall, spring, & summer.

Economics (ECC) Courses

ECO 503 Statistics for Managers with Excel 3 Credits

This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.

Offered: every fall, spring, & summer.

ECO 511 Macroeconomics 1.5 Credits

This course is designed to acquaint the student who has had no previous macroeconomic training with the body of knowledge, methods of analysis related to the global macroeconomic environment. The underlying models and their impacts on decision-makers is the focus of the course.

Offered: every fall, spring, & summer.

ECO 606 Managerial Economics 3 Credits

This course is designed to acquaint students with market forces that affect the decision making process of managers. It provides the analytic framework to understand consumer behavior, production technology, and input costs. Students will also learn how markets and the global environment influence managers, set prices and respond to the strategies of their competitors for long term firm sustainability.

Offered: every fall, spring, & summer.

ECO 609 Business Analytics 3 Credits

This course builds on the tools of statistical inference developed in MBA 503 to address issues of estimation and hypothesis testing encountered in regression analysis and forecasting. A comprehensive introduction to econometric modeling and forecasting will be provided. Emphasis will be placed on application, interpretation and evaluation of forecasts.

Offered: every fall, spring, & summer.

ECO 611 Financing State & Local Government 3 Credits

Municipal credit risk and municipal bonds analysis of revenue sources for state and local governments. Public/private sector interaction in urban areas, city-suburban fiscal disparity and competition, state/local government structure, inter-governmental relations. This course also serves as a Finance elective.

Prerequisite: MBA 526 or ECO 526.

Offered: occasionally.

ECO 612 Geographical Info Sys for Bus 3 Credits

An applied introduction to Geographic Information Systems (GIS), a mapping and spatial analysis tool that is widely used in education, government, and industry to solve spatial problems. This course combines lectures and hands-on exercises and provides students the opportunity to use ArcGIS software.

Prerequisite: MBA 504 or ECO 504.

Offered: occasionally.

ECO 615 Economics Research Methodology 3 Credits

Economic Research Methodology is a course where the tools of microeconomics, macroeconomics and statistics are applied to analysis of economic data at both the national and local levels. The course will focus on Bureau of the Census and Bureau of Labor Statistics data in the analysis of labor markets and other behavioral economic issues.

Prerequisite: ECO 504, MBA 504, MBA 503, ECO 503.

Offered: every spring.

ECO 621 Money, Banking and the Economy 3 Credits

The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy.

Prerequisite: MBA 504 or ECO 504.

Offered: every fall.

Finance (FIN) Courses

- FIN 608 Corporate Finance** 3 Credits
This course provides the basic tools of Financial Management. It introduces you to the goal of Financial Management, analysis of financial statements, the concepts of cash flow, financial planning, time value of money, capital budgeting, the principles of valuation, the concepts of return and risk, the use of financial leverage, the cost of capital, dividend policy and working capital management.
Prerequisite: ACC 505 and ECO 503.
Offered: every fall, spring, & summer.
- FIN 617 Portfolio Analysis** 3 Credits
An introduction to modern portfolio theory and management. Strategies underlying portfolio construction and evaluation. Implications of market efficiency on portfolio management.
Prerequisite: MBA 620 or FIN 620.
Offered: every fall.
- FIN 619 Financial Modeling** 3 Credits
Programming in EXCEL via construction of custom functions and macros using Visual Basic. These techniques are applied to a variety of financial models.
Prerequisite: MBA 508 or FIN 508.
Offered: every fall.
- FIN 620 Investment Management** 3 Credits
This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry.
Prerequisite: MBA 508 or FIN 508.
Offered: every fall, spring, & summer.
- FIN 622 Financial Institutions and Markets** 3 Credits
This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry.
Prerequisite: MBA 508 or FIN 508.
Offered: every spring.
- FIN 623 Fixed Income Securities** 3 Credits
This course discusses the various types of fixed income securities and the markets in which they are traded. Emphasis is placed on contact evaluation, extracting term/risk structure information from pricing, evaluating, investment opportunities and interest rate risk management.
Prerequisite: MBA 620 or FIN 620.
Offered: every fall.
- FIN 624 Golden Griffin Fund I** 3 Credits
This course is the first of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the fall semester, students begin the process of stock selection and analysis, leading to recommendations for investment by the GGF. Students follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Students serve on committees, including: Accounting and Finance; Legal and Compliance; Marketing; Public Relations and Portfolio Management. Each committee will have certain responsibilities throughout the fall and spring semesters. Students taking MBA 624 are expected to continue into the spring semester in MBA 629. Student must apply in early spring before the upcoming fall semester
Offered: fall
Prerequisite: MBA 620 or FIN 620 concurrent with MBA 812 or FIN 812.
Offered: every fall.
- FIN 625 Advanced Corporate Finance** 3 Credits
This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions.
Prerequisite: MBA 508.
Offered: occasionally.
- FIN 626 International Finance** 3 Credits
International Finance (also known as 'Open-Economy Macroeconomics') is the study of the monetary and economic linkages among countries. The main goal of this course is to equip students with an understanding of the global macroeconomic environment. The following topics will be covered: purchasing power parity, interest rate parity, exchange rate determination, international capital flows. MBA 504, MBA 508
Prerequisite: MBA 508 or FIN 508 and MBA 504 or ECO 504.
Offered: Occasionally.
- FIN 628 Derivative Securities** 3 Credits
This course discusses forward and futures contracts, swaps and options. Markets for these securities are described and analyzed. Modern techniques for identifying over and undervalued contracts are presented. The use of derivative securities in risk management is discussed.
Prerequisite: MBA 620 or FIN 620.
Offered: occasionally.
- FIN 629 Golden Griffin Fund II** 3 Credits
This course is the second of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the spring semester, students begin the process of original equity research, leading to recommendations for investment by the GGF. Students continue to follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Committee work started in the fall semester continues as well.
Prerequisite: either MBA 624 or FIN 624 and either MBA 812 or FIN 812.
Offered: every spring.
- FIN 650 Introduction to Financial Planning** 3 Credits
Survey of topics in wealth management and personal financial planning. Review development of the wealth management industry, including the evolution of the high-net-worth investor segment. Various approaches to asset management, benchmarks for evaluating portfolio performance, risk tolerance, and tax and estate planning issues will be explored.
Prerequisite: MBA 620 or FIN 620.
Offered: fall.

FIN 657 Financial Modeling with SAS 3 Credits

Building financial models for forecasting and analyzing investment and financial products using the SAS programming language. Models in the areas of corporate finance, equities, bonds, portfolio management and derivative securities will be explored.

Offered: every fall & spring.

FIN 658 Risk Management & Financial Institutions 3 Credits

This course covers market risk including interest rate risk, credit risk, and operational risk, and how these are managed/hedged. We will model credit risk and value at risk metrics using historical simulation and scenario analysis. Relevant regulations are also covered

Prerequisite: FIN 508, FIN 620 and either FIN 621 or FIN 622.

Offered: every spring.

FIN 674 Business Analytics Using R 3 Credits

This course introduces students to the open source software language R. Students will access publicly available financial data, process and analyze the data using R code. Analysis of financial ratios, investment portfolios, options, CAPM, Monte Carlo simulation, Value at Risk modeling and market microstructure will be explored.

Prerequisite: MBA 508 or FIN 508.

Offered: occasionally.

FIN 691 Supervised Applied Integrative Project 3 Credits

Special project or internship experience designed and supervised by a faculty member in conjunction with program professional partners. Intended primarily for the Risk Management or Data Analytics concentrations to be fully integrative with business applications. Examples may include risk management or big data projects for or within investment firms or financial institutions.

Offered: every fall, spring, & summer.

FIN 698 Finance Internship 1-4 Credits

Internship experience.

Offered: every fall, spring, & summer.

FIN 812 Equity Analysis 3 Credits

The analysis and valuation of equity securities is developed in stages using a case approach based on live publicly traded companies. Valuation models and the concept of value creation follows preliminary analysis of financial statements and market based financial information on risk and return.

Prerequisite: MBA 620 or FIN 620.

Offered: every fall.

Business Law (LAW) Courses (Grad)**LAW 371 Business and Commercial Law** 3 Credits

American legal system and substantive law relating to business. This course focuses on the Constitution, Torts, Criminal, Cyber, Intellectual Property, Contracts, UCC Sales, International law and ethics and accountants professional responsibility.

Offered: fall.

Management (MGT) Courses**MGT 512 Principles of Management** 1.5 Credits

Overview of key management principles and frameworks in planning, organizing, leading and controlling an organization. Topics covered include, but are not limited to: developing a strategy, ethical decision-making, innovation and change management, managing in a global environment, organizational structures and authority, managing teams and human resources, theories on leadership, motivation and communication, and operations processes, will be introduced

Offered: every fall, spring, & summer.

MGT 605 Organizational Behavior 3 Credits

As individuals who are working or expect to work in organizations, and those potentially interested in management positions, exploring and understanding the multitude of ways employees behave in organizations is vital. As noted in our textbook, "the people make the place" (section 1.1). As a current and/or future decision maker in an organization, improving your managerial skills is critical. In fact, Peter Drucker has written that as individuals move up the organizational ladder, human relations skills (leadership, teamwork, motivation, etc.) become paramount. This course will sharpen your knowledge about how to become a better manager/leader by helping you understand yourself and the behaviors of employees within organizations. We accomplish this by concentrating on three different perspectives: individuals in the organization, groups in the organization, and the organizational system.

Offered: every fall, spring, & summer.

MGT 607 Operations Management & Sustainability 3 Credits

Operations management involves the planning, coordinating and executing of all activities that create goods and services while taking into account the Triple Bottom Line. This course will examine the economic, environmental, and social impacts of decision-making in the following areas: operations strategy, process strategy, quality management, facilities layout, inventory management, lean systems, and demand and capacity planning.

Offered: every fall, spring, & summer.

MGT 620 Global Management Strategy 3 Credits

Global Management Strategy is about strategic challenges confronting managers and firms expanding their horizons from local to global markets and resources. Its objective is to help students to understand the various aspects of strategic management that are specific to the global context. This course is designed to provide students with the knowledge and skills needed for creating, sustaining and renewing competitive advantages within a global context. Global Management Strategy introduces the key concepts, frameworks and principles required for an MNC (multinational company) to successfully engage in business activities in several, often disparate countries, cultures and markets.

Offered: occasionally.

MGT 641 Human Resource Management 3 Credits

This course examines the critical functions and roles of human resource management (HRM) in complex organizations. Topics include the legal implications of HRM, job analysis and design, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective.

Prerequisite: MBA 502 or MGT 502.

Offered: every fall & spring.

MGT 642 Global Supply Chain Management 3 Credits

Supply Chain Management addresses the integrated management of the set of value-added activities from product development, through material procurement from vendors, through manufacturing and distribution of the good to the final customer. The course will address inventory movement within the supply chain, network configuration and location, capacity and demand management, the value of information, strategic alliance, new product development and technology and information impact in a global environment.

Prerequisite: MBA 507 or MGT 507.

Offered: every fall.

MGT 645 Fundamentals of International Business 3 Credits

This course introduces students to the aspects of business that change when an international border is crossed. Students examine the functional areas of business -- accounting, finance, economics, marketing and management -- and develop an understanding of the nature of competition in this complex environment.

Offered: fall.

MGT 651 Corporate Entrepreneurship 3 Credits

Corporate Entrepreneurship.

Offered: occasionally.

MGT 664 Global Marketing Strategy 3 Credits

This course provides students the opportunity to deepen their understanding of the design and implementation of a global strategy by concentrating on the decision areas most impacted by a firm's activities in the global marketplace. The course first explores how decisions on product, pricing, promotion and distribution are shaped by the international environments. Those decision areas are then integrated into an overall global strategy.

Offered: occasionally.

MGT 667 Negotiation Theory and Practice 3 Credits

Explores formal and informal ways that managers negotiate differences. The course considers negotiation with peers, supervisors, subordinates, suppliers, customers, outside agencies and others as a key managerial process and a component of effective leadership. It takes a broad view of negotiations, examining the links between effective negotiation processes and influence, communication and relationship-management. We will examine research and concepts developed in a number of academic fields, and look closely at personal skills and experiences. The course requires intense involvement in negotiation simulation exercises, and thoughtful application of theory and research.

Offered: occasionally.

MGT 668 IT Tools & Supply Chain Management 3 Credits

The course is intended to provide the graduate business student with an understanding of key concepts and range of automated tools employed in solving supply change management problems. MS Excel is stressed.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MGT 669 Multicultural Leadership 3 Credits

This course emphasizes the understanding of the skills that ethical and effective global business leaders need to have in order to manage the multiple cultural environments of international corporations. Students are tasked with the design of global leadership development programs for Graduate Business Programs and Corporations in order to demonstrate their understanding of the skills sets required.

Offered: every summer.

MGT 673 Comparative Management 3 Credits

This course emphasizes the students' development as international managers and their understanding of the various environments within which they will be competing. Students study the impact of culture and value differences on the functional aspects of management -- communication, negotiation, decision making, control, and human resources -- and develop strategies for managing them in the international marketplace.

Offered: every spring.

MGT 686 Doing Business in the European Union 3 Credits

This course is designed to prepare students to do business in the EU.

Students examine the forces leading to the development and the implementation of the unique economic and political unit called the European Union. Students use their understanding of the history and the current issues impacting the continuing development of the European Union to develop strategies for doing business in the European Union.

Restriction: includes a one-week field experience in Europe during spring break.

Offered: every spring.

MGT 690 Strategic Management and Leadership 3 Credits

Strategic Management can be characterized as a set of managerial decisions and actions that determines the long run performance of a corporation. It includes environmental scanning (external and internal to the corporation), strategy formulation, strategy implementation and evaluation and control. Using cases drawn from actual business situations, the course develops skills in (1) diagnosing the overall condition of a company or organization, with emphasis on its financial situation; (2) perceiving and analyzing evolving environmental trends, seeking new opportunities for the organization and new threats against it; (3) understanding those specific company skills that give it advantages over the competition and weaknesses that hinder its competitive position; (4) identifying and evaluating the strategic alternatives that are feasible for a given situation; (5) matching skills with opportunities, and relating them to one or more strategic alternatives in determining strategy and setting objectives; and (6) developing detailed policies and plans, and implementing them. The study of strategic management, therefore, emphasizes the monitoring and evaluating the external opportunities and threats in light of a corporation's strengths and weaknesses. We will build on insights developed in other courses, such as Understanding General Management, Managerial Economics, Managing Organizational Behavior, Finance and Marketing Strategy. We will explore and apply tools developed by world-renowned scholars that are taught at business schools all over the world, and add our own unique Jesuit perspective, to arrive at insights that are both applicable in the business world and deeply rooted in a thorough academic understanding. Hence, this is an integrative course in that the tools and skills learned in other required courses are needed to develop practical company-wide general management decisions. Since few students become general managers immediately upon graduation, Strategic Management includes a series of cases, simulations, and/or consulting projects on the role of the new functional, business and corporate/global managers in formulating and implementing strategies.

Prerequisite: ACC 505, ECO 511, MGT 512, MGT 605, MKT 604, FIN 608, MGT 607, BUS 601, BUS 602.

Offered: every fall, spring, & summer.

MGT 699 Management Independent Study 3 Credits

Management Independent Study

Offered: occasionally.

Marketing (MKT) Courses

MKT 604 Marketing Management 3 Credits

This course provides a survey of the various factors that affect marketing strategy decisions as well as the variety of strategic marketing decisions themselves. An emphasis is placed on coverage of a range of the most important concepts used in the practice of Marketing Management.

Offered: every fall, spring, & summer.

MKT 614 Retailing 3 Credits

The retailing industry is undergoing tremendous disruption with the explosive growth of e-commerce. Multi-channel retailing is becoming the norm and the marketing challenges are many, including delivery of omni-channel customer experiences. This course is a study of the many challenges in retail management today using one of the leading textbooks on the topic. Student activities in the course include midterm and final exams, assignments and discussions.

Prerequisite: MBA 506 or MKT 506.

Offered: every summer.

MKT 632 Marketing Data Analytics 3 Credits

This course is an introduction to big data and data analytics for business, data visualization, business intelligence (BI), data and text mining, and sentiment analysis. Students learn to use data visualization, dashboard, and data analytics software.

Prerequisite: MBA 506 or MKT 506.

Offered: every fall & spring.

MKT 633 Global Logistics and Transportation 3 Credits

Organization of export and import operations in support of marketing, distribution, production and other global business functions, freight forwarding, shipping procedures and selecting transportation modes and documentation. Special attention is given to the logistics of humanitarian relief and the efforts of Catholic Relief Services and other global agencies.

Prerequisite: MBA 507 or MGT 507 and MBA 506 and MKT 506.

Offered: every spring.

MKT 634 Consumer Behavior 3 Credits

This course focuses on the application of information from the behavioral sciences (e.g. psychology, sociology, anthropology) to help understand consumer behavior. Emphasis is placed on understanding the factors that influence consumer behavior and developing the ability to apply this information to the practice of marketing. Additionally, students are encouraged to consider their own personal consumption behavior and to identify ways they can improve their consumption decision outcomes and reduce their susceptibility to undesirable external influences. Course topics include perception, memory, learning, persuasion, attitudes, materialism, behavioral decision theory, family and cultural influences.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 637 Social Media Marketing 3 Credits

In a world where almost 60% of new marketing jobs are in digital marketing, this Social Media Marketing course prepares students to understand and apply the essential skills required for monitoring, managing and measuring social media programs. The course introduces the key concepts of social media marketing on Facebook, Instagram, Snapchat, Twitter, Pinterest, YouTube, TikTok, Blogs, Vlogs, Webinars, and LinkedIn. Also covered are critical social media topics such as employee advocacy, social media policies, and social selling. Because not all social media programs are the same, the course provides a firm understanding of the difference between organic and paid social media strategies and uses real-life examples and simulations, so students walk away with career-ready skills.

Prerequisite: MKT 604.

Offered: occasionally.

MKT 648 Digital Marketing Strategies 3 Credits

Exact topics to be covered depend on recent advances and applications in digital marketing and social media.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 664 Search Marketing 3 Credits

Search Engine Marketing (SEM) has become one of the most important marketing strategies for business organizations. SEM involves a variety of techniques designed to increase a company's visibility on popular search engines like Google, Yahoo and Bing. The course will cover Search Engine Optimization (SEO) strategies involving website development and web analytics as well as Pay-Per-Click (PPC) strategies using advertising programs like Google AdWords. As companies increasingly compete to drive customers to their websites, the skills covered in the course are becoming essential for modern marketing professionals and web designers.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

MKT 675 Service Marketing 3 Credits

Excelling in service management, from delivery to recovery, is the foundation for success in many industries today. The focus of this course is on the knowledge needed to develop and maintain strong customer relationships that improve customer satisfaction and retention. Customer satisfaction and retention are drivers of success for industries such as financial services, professional services, transportation, healthcare and hospitality industries.

Prerequisite: MBA 506 or MKT 506.

Offered: occasionally.

*Students are required to complete one MBA Finance Elective and two MBA electives. MBA electives should be 600 level courses for a list of MBA elective available course descriptions please visit courses page in the MBA program (p. 68).

MS in Business Analytics (MS) Curriculum

Code	Title	Credits
Foundation Courses ¹		
ACC 505	Financial Accounting	3
ECO 503	Statistics for Managers with Excel	3
ECO 511	Macroeconomics	1.5
MGT 512	Principles of Management	1.5
Required Courses		
BAN 707	Business Systems and Analytics	3
BAN 731	Business Analytics, Data Visualization & Modeling	3
BAN 752	Strategic Performance Analytics	3
BAN 609	Business Analytics	3
MKT 604	Marketing Management	3
CSC 511 & 511L	Introduction to Programming and Introduction to Programming Lab	3
CSC 512 & 512L	Data Structures and Algorithms and Data Structures and Algorithms Lab	3
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
BUS 601	My Personal Brand	.5
BUS 602	My Personal Leadership Plan	.5
BUS 603	My Path Forward	0
Business Analytics Internship		3
Elective Courses		
Select one of the following courses:		3
MKT 632	Marketing Data Analytics	
MKT 648	Digital Marketing Strategies	

MKT 675	Service Marketing
MKT 633	Global Logistics and Transportation
MGT 642	Global Supply Chain Management
FIN 619	Financial Modeling
FIN 620	Investment Management
Total Credits	40

¹ These four foundation classes can be waived depending on prior coursework. Please work with the Program Director.

Learning Goals & Objectives

Upon the completion of the MS in Business Analytics, graduates will develop the following skills and knowledge:

Quantitative and Analytical Skills:

- the ability to analyze, interpret, and communicate information for effective decision support (in both written and oral form);
- the ability to identify problems, diagnose causes, and develop positive solutions

Technical Skills:

- the ability to use at least one general programming language
- the ability to work with a range of data structures
- familiarity with databases and the programming techniques needed to work with Big Data

Ethical Data Stewardship

- Develop a strong awareness of the ethical and moral issues that arise in work with large data sets and the steps needed to be taken to protect rights and privacy of individuals

Decision Support

- Develop a solid understanding of business processes and how they contribute to organizational goals and objectives
- Understand and apply enterprise risk management concepts
- Identify critical data and analyze and communicate information in an appropriate format to the decision maker

ROADMAP

MS in Finance (MS)

Program Director: Jeffrey Oxman, Ph.D. (oxmanj@canisius.edu)

The Master of Science in Finance program at Canisius College is offered full- or part-time in a non-cohort model allowing students to enter the program three times per year. It is a 30 credit hour program which may be completed in as little as 12 months. The program combines a solid theoretical grounding in the fundamentals of finance with applied quantitative and qualitative training to prepare graduates for careers in finance.

The undergraduate finance program at Canisius College is widely respected and was recognized as one of the top undergraduate business programs in the nation. Graduates of this program go on to work in equity research, banking, risk management, and other diverse finance functions locally, nationally, and beyond. The MS in Finance program was created to offer this top-ranking curriculum to students with an undergraduate degree in a quantitative discipline who have discovered an interest in the exciting and fast-paced world of banking and finance. Students will work closely with faculty in the program, including the academic director, to ensure effective

progress through the program. Applied projects will help the students hone their quantitative skills and improve their oral and written communication abilities as deliverables will mimic the expectations of a professional work environment. It is the goal of the program to place as many graduates of possible on a strong career path in financial services.

The MS in Finance offers four track options, depending on students' backgrounds and career interests. Investment Research is for students who want to combine quantitative and qualitative analysis to conduct analysis of various investments at the institutional level. The Risk Management option is for students with a more quantitative mindset that are interested in the growing field of measuring and managing risk to protect banks and other financial institutions from disaster. Data Analytics is for students who enjoy programming and working with big data sets and who want to do so in a finance setting. The General Finance track is for students without a finance background and who want a focused graduate degree to advance their career.

admission

The Admissions Committee, in its decisions, takes into consideration the undergraduate QPA (and any graduate QPA) and the scores on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE). The average Cumulative GPA of an accepted student is a 3.0 and a 500 on the GMAT. Applicants should plan to take the GMAT/GRE at the earliest opportunity. Information is available online about the GMAT (<http://www.mba.com/>) and the GRE (<http://www.ets.org/gre/>). Applicants with 4+ years of professional work experience or a degree in business/science or STEM program with a QPA > 3.2 are evaluated for a waiver of the GMAT. Applicants must submit a resume.

In rare cases, applicants requiring the GMAT or GRE can be accepted in provisional status for one semester. Provisional status allows for a student to take one semester of coursework before the GMAT or GRE must be on file.

Each applicant must submit: (1) a completed application form, (2) an official transcript of all college work, (3) other information as requested by the Admissions Committee, (4) Resume. In addition, the applicant must arrange for an official score on the GMAT or GRE to be submitted by the Graduate Management Admission Council or by Educational Testing Service.

Admission Requirements

Applicants are required to have completed the following preparatory courses or prerequisites. Students lacking the preparatory courses in economics, statistics, and accounting can complete those courses at Canisius in the MBA Program.

- Math/Calculus (e.g. MAT 111 or MAT 115)
- Economics (macro/micro) (e.g. ECO 101/ ECO 102 or ECO 606)
- Financial Accounting (e.g. ACC 201/ACC 202 or ACC 505)
- Statistics (e.g. ECO 255/ECO 256, MAT 351/MAT 352 or ECO 503)
- Information Systems or Excel proficiency (e.g. ISB 101 or MS Excel certification)

Academic Standing

Students must have CGPA of 2.8 to graduate.

A student is placed on academic probation if:

1. After completion of six hours of course work, the student's cumulative grade point average is 2.0 or lower,

- Any time after completion of nine or more hours of course work, the cumulative grade point average is below a 3.0 or lower

A student may be dismissed from the program if:

- After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
- After completion of at least 18 hours of course work, the cumulative grade point average is less than 3.0. A student may be dismissed without having been placed on probation first.

Curriculum

Code	Title	Credits
Leadership & Professional Development Courses ¹		
BUS 601	My Personal Brand	.5
BUS 602	My Personal Leadership Plan	.5
BUS 603	My Path Forward	0
Preparatory Courses ²		
ACC 505	Financial Accounting	3
ECO 503	Statistics for Managers with Excel	3
ECO 606	Managerial Economics	3
Required Finance Core		
FIN 608	Corporate Finance	3
FIN 620	Investment Management	3
FIN 622	Financial Institutions and Markets	3
or ECO 621	Money, Banking and the Economy	
FIN 617	Portfolio Analysis	3
Electives ³		
Select 6 elective courses below		18
Total Credits		40

¹ Students are required to complete the Leadership & Professional Development Program. Upon completion of the courses students will receive a LPD certificate and electronic badge.

- BUS 601 must be taken first semester
- BUS 602 must be taken second semester
- BUS 603 must be taken in third semester

² Students with equivalent undergraduate content will be waived out of the preparatory courses.

³ Students are encouraged to select their elective courses from one of the four options listed below.

Finance Core

Students who can demonstrate waiver of one or more Finance Core courses (FIN 608, FIN 620, FIN 622 or ECO 621, and FIN 617) will substitute additional courses in the General Finance Track or even to add a second concentration if possible in order to reach the minimum program requirement of 30 credit hours.

General Finance Track (18 credits)

Code	Title	Credits
Select 4 finance electives from any of the tracks below		12
Select 2 graduate-level electives ¹		

¹ Graduate electives must be from a related field (Accounting (<http://catalog.canisius.edu/graduate/courses/acc/>), Economics (<http://catalog.canisius.edu/graduate/courses/eco/>), Management (<http://catalog.canisius.edu/graduate/courses/mgt/>), Marketing (<http://catalog.canisius.edu/graduate/courses/mkt/>), or Data Analytics (<http://catalog.canisius.edu/graduate/courses/dat/>)) or approved by program director.

Investment Research Concentration

Code	Title	Credits
FIN 623	Fixed Income Securities	3
FIN 624	Golden Griffin Fund I ¹	3
FIN 629	Golden Griffin Fund II	3
FIN 812	Equity Analysis	3
FIN 628	Derivative Securities	3
Select 1 finance elective from list below		3
Total Credits		18

¹ Please note, the Golden Griffin Fund course sequence includes a supervised applied integrative project experience.

Risk Management Concentration

Code	Title	Credits
Select 5 of the following courses:		15
ECO 609	Business Analytics	
or DAT 501	Statistics and Econometrics	
FIN 619	Financial Modeling	
FIN 623	Fixed Income Securities	
FIN 674	Business Analytics Using R	
Risk Management & Financial Institutions		
Risk Management & Insurance		
Supervised Applied Integrative Project		3
Total Credits		18

Data Analytics Concentration

Students will select from the following menu to complete the three-course minimum programming requirement. Additional courses taken in this menu over the three-course minimum will be counted toward the 18-credit concentration minimum:

Code	Title	Credits
CSC 511	Introduction to Programming ¹	3
CSC 512	Data Structures and Algorithms ¹	3
Select 3 of the following electives:		8-9
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	
CSC 610	Database Management	
DAT 521	Applied Integrative Projects in Data Analytics I	
FIN 619	Financial Modeling	
FIN 674	Business Analytics Using R	
Select 1 or more of the following electives to complete 18-credit minimum for track		4
DAT 501	Statistics and Econometrics	
DAT 512	Statistical Approaches to Big Data	
MAT 500	Topics in Applied Mathematics	

Supervised Applied Integrative Project

Total Credits 18-19

¹ A minimum of three programming courses required depending on prior preparation. For students with no prior programming background, CSC 511 and CSC 512 are required toward the minimum of three programming courses and will count toward the 18-credit concentration minimum. Students who demonstrate prior programming credit for one or more of these courses will substitute additional courses to meet the 18-credit concentration minimum.

Learning Goals & Objectives

Student Learning Goal 1

Graduates of the MS Finance Program will demonstrate an understanding of theory and practice of corporate finance, investments, and financial institutions and markets.

Student Learning Goal 2

Graduates will identify principled, ethical financial decisions and understand their duties as described in the *Code of Ethics and Professional Conduct*.

Student Learning Goal 3

Graduates will be able to assess their leadership capacities and professionally present their value propositions in a range of situations; and apply skills in the three competency areas of engaging communications, empowering teams, and inspiring innovation.

Courses

Accounting (ACC) Course (p. 92), Leadership & Professional Development Business (BUS) Courses (p. 92), Economics (ECO) Courses (p. 92), Finance (FIN) Courses (p. 92)

Accounting (ACC) Course

ACC 505 Financial Accounting 3 Credits
Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.
Offered: every fall & spring.

Leadership & Professional Development Business (BUS) Courses

BUS 601 My Personal Brand 0.5 Credits
This course is about you and your leadership journey and career goals. Specifically this course is designed to help you discover more about yourself, your leadership skills, and what competencies are most critical to achieving your professional career goals. Central to the theme of the LPD program is your personal leadership plan, which will be developed in this course and submitted by the end of the semester. The activities in the course will also give you hands-on experience with goal setting, a critical skill to developing and empowering others. Finally, you will have the benefit of working with a Canisius alumnus who has been specially trained in coaching, mentoring, and helping to develop your leadership plan.
Offered: every fall & spring.

BUS 602 My Personal Leadership Plan 0.5 Credits
Students will identify their value proposition and how to best present their talents across multiple mediums and channels.
Prerequisite: BUS 601.
Offered: every fall, spring, & summer.

BUS 603 My Path Forward 0 Credits
Student will reflect on leadership plan and chart their path forward beyond graduation.

Prerequisite: BUS 602.
Offered: every fall, spring, & summer.

BUS 698 Internship 1-3 Credits
Student works in an organization to gain work experience. As the internship is for academic credit, a student will have to secure a faculty supervisor and will have to complete academic assignments. Approval of an internship requires the completion of an application located in the student's portal.
Offered: every fall, spring, & summer.

Economics (ECO) Courses

ECO 606 Managerial Economics 3 Credits
This course is designed to acquaint students with market forces that affect the decision making process of managers. It provides the analytic framework to understand consumer behavior, production technology, and input costs. Students will also learn how markets and the global environment influence managers, set prices and respond to the strategies of their competitors for long term firm sustainability.
Offered: every fall, spring, & summer.

ECO 621 Money, Banking and the Economy 3 Credits
The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy.
Prerequisite: MBA 504 or ECO 504.
Offered: every fall.

Finance (FIN) Courses

FIN 608 Corporate Finance 3 Credits
This course provides the basic tools of Financial Management. It introduces you to the goal of Financial Management, analysis of financial statements, the concepts of cash flow, financial planning, time value of money, capital budgeting, the principles of valuation, the concepts of return and risk, the use of financial leverage, the cost of capital, dividend policy and working capital management.
Prerequisite: ACC 505 and ECO 503.
Offered: every fall, spring, & summer.

FIN 617 Portfolio Analysis 3 Credits
An introduction to modern portfolio theory and management. Strategies underlying portfolio construction and evaluation. Implications of market efficiency on portfolio management.
Prerequisite: MBA 620 or FIN 620.
Offered: every fall.

FIN 619 Financial Modeling 3 Credits
Programming in EXCEL via construction of custom functions and macros using Visual Basic. These techniques are applied to a variety of financial models.
Prerequisite: MBA 508 or FIN 508.
Offered: every fall.

FIN 620 Investment Management 3 Credits
This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry.
Prerequisite: MBA 508 or FIN 508.
Offered: every fall, spring, & summer.

- FIN 622 Financial Institutions and Markets** 3 Credits
This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry.
Prerequisite: MBA 508 or FIN 508.
Offered: every spring.
- FIN 623 Fixed Income Securities** 3 Credits
This course discusses the various types of fixed income securities and the markets in which they are traded. Emphasis is placed on contact evaluation, extracting term/risk structure information from pricing, evaluating, investment opportunities and interest rate risk management.
Prerequisite: MBA 620 or FIN 620.
Offered: every fall.
- FIN 624 Golden Griffin Fund I** 3 Credits
This course is the first of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the fall semester, students begin the process of stock selection and analysis, leading to recommendations for investment by the GGF. Students follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Students serve on committees, including: Accounting and Finance; Legal and Compliance; Marketing; Public Relations and Portfolio Management. Each committee will have certain responsibilities throughout the fall and spring semesters. Students taking MBA 624 are expected to continue into the spring semester in MBA 629. Student must apply in early spring before the upcoming fall semester. **Offered:** fall
Prerequisite: MBA 620 or FIN 620 concurrent with MBA 812 or FIN 812.
Offered: every fall.
- FIN 625 Advanced Corporate Finance** 3 Credits
This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions.
Prerequisite: MBA 508.
Offered: occasionally.
- FIN 626 International Finance** 3 Credits
International Finance (also known as 'Open-Economy Macroeconomics') is the study of the monetary and economic linkages among countries. The main goal of this course is to equip students with an understanding of the global macroeconomic environment. The following topics will be covered: purchasing power parity, interest rate parity, exchange rate determination, international capital flows. MBA 504, MBA 508
Prerequisite: MBA 508 or FIN 508 and MBA 504 or ECO 504.
Offered: Occasionally.
- FIN 628 Derivative Securities** 3 Credits
This course discusses forward and futures contracts, swaps and options. Markets for these securities are described and analyzed. Modern techniques for identifying over and undervalued contracts are presented. The use of derivative securities in risk management is discussed.
Prerequisite: MBA 620 or FIN 620.
Offered: occasionally.
- FIN 629 Golden Griffin Fund II** 3 Credits
This course is the second of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the spring semester, students begin the process of original equity research, leading to recommendations for investment by the GGF. Students continue to follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Committee work started in the fall semester continues as well.
Prerequisite: either MBA 624 or FIN 624 and either MBA 812 or FIN 812.
Offered: every spring.
- FIN 650 Introduction to Financial Planning** 3 Credits
Survey of topics in wealth management and personal financial planning. Review development of the wealth management industry, including the evolution of the high-net-worth investor segment. Various approaches to asset management, benchmarks for evaluating portfolio performance, risk tolerance, and tax and estate planning issues will be explored.
Prerequisite: MBA 620 or FIN 620.
Offered: fall.
- FIN 657 Financial Modeling with SAS** 3 Credits
Building financial models for forecasting and analyzing investment and financial products using the SAS programming language. Models in the areas of corporate finance, equities, bonds, portfolio management and derivative securities will be explored.
Offered: every fall & spring.
- FIN 658 Risk Management & Financial Institutions** 3 Credits
This course covers market risk including interest rate risk, credit risk, and operational risk, and how these are managed/hedged. We will model credit risk and value at risk metrics using historical simulation and scenario analysis. Relevant regulations are also covered
Prerequisite: FIN 508, FIN 620 and either FIN 621 or FIN 622.
Offered: every spring.
- FIN 674 Business Analytics Using R** 3 Credits
This course introduces students to the open source software language R. Students will access publicly available financial data, process and analyze the data using R code. Analysis of financial ratios, investment portfolios, options, CAPM, Monte Carlo simulation, Value at Risk modeling and market microstructure will be explored.
Prerequisite: MBA 508 or FIN 508.
Offered: occasionally.
- FIN 691 Supervised Applied Integrative Project** 3 Credits
Special project or internship experience designed and supervised by a faculty member in conjunction with program professional partners. Intended primarily for the Risk Management or Data Analytics concentrations to be fully integrative with business applications. Examples may include risk management or big data projects for or within investment firms or financial institutions.
Offered: every fall, spring, & summer.
- FIN 698 Finance Internship** 1-4 Credits
Internship experience.
Offered: every fall, spring, & summer.
- FIN 812 Equity Analysis** 3 Credits
The analysis and valuation of equity securities is developed in stages using a case approach based on live publicly traded companies. Valuation models and the concept of value creation follows preliminary analysis of financial statements and market based financial information on risk and return.
Prerequisite: MBA 620 or FIN 620.
Offered: every fall.

Advanced Certificates

Program Director: Laura McEwen, MBA (mcewenl@canisius.edu)

Advanced Certificates

Graduate-level certificate in:

- Advanced Certificate in Business (p. 94)
- Advanced Certificate in Business Analytics (p. 94)
- Advanced Certificate in Finance (p. 94)
- Advanced Certificate in Global Supply Chain Management (p. 95)
- Advanced Certificate in Marketing (p. 95)

Courses used for this certificate may be used to fulfill requirements for an MBA.

ADMISSION

The Advanced Certificate Programs are open to any qualified holder of a bachelor's degree from a recognized college or university regardless of the undergraduate major field of study. The goal of the admission policy is the selection of those candidates who indicate the greatest potential for academic and professional achievement. The candidate for admission to graduate study must present evidence of qualifications to participate successfully in a graduate level academic endeavor.

course waivers

Students may be eligible for up to 6 cr hrs of course waivers based on previous course work. Waivers will be evaluated at the time of admission.

Business (Advanced Certificate)

This advanced business certificate program provides foundational knowledge of business and essential business skills, and it is designed for individuals with little or no prior academic background in business or management. Students will learn the fundamentals of accounting, economics, management, and marketing. Upon completion, the courses and credit hours earned can also be applied to the requirements for the Master of Business Administration program.

Upon completion of the advanced business certificate, students will:

- Understand economic indicators and how fiscal and monetary policy impact business and industry.
- Understand statistical concepts, and use Excel to analyze data and solve business problems.
- Understand the principles of management and the behavior of groups and individuals in organizations.
- Understand the role of marketing in the production, sale, and distribution of goods and services.
- Understand the recording, reconciliation, and reporting of financial transactions.

Curriculum

Code	Title	Credits
ACC 505	Financial Accounting	3
ECO 503	Statistics for Managers with Excel	3
ECO 511	Macroeconomics	1.5
MGT 512	Principles of Management	1.5

MGT 605	Organizational Behavior	3
MKT 604	Marketing Management	3
Total Credits		15

Roadmap

First Year

Fall	Spring
ECO 503	ECO 511
ACC 505	MGT 605
MGT 512	MKT 604

Business Analytics (Advanced Certificate)

This advanced certificate program provides foundational knowledge of business and essential analytic skills for those interested in careers in analytics or business intelligence. Students will learn the fundamentals of how data can be used to capitalize on strategic priorities and solve business problems. Upon completion, the courses and credit hours earned can also be applied to the requirements for the Master of Science in Business Analytics program or the Master of Business Administration program.

Code	Title	Credits
ECO 503	Statistics for Managers with Excel	3
ACC 505	Financial Accounting	3
BAN 609	Business Analytics	3
BAN 707	Business Systems and Analytics	3
BAN 731 or BAN 752	Business Analytics, Data Visualization & Modeling Strategic Performance Analytics	3
Total Credits		15

First Year

	Summer
	ECO 503
	ACC 505

Second Year

Fall	Spring
BAN 609	BAN 731
BAN 707	BAN 752

Finance (Advanced Certificate)

The finance industry has undergone a significant transformation in the sophistication of its product offerings and how it manages those products with regard to customer/investor requirements. The days of basic banking and insurance products have given way to portfolio management, financial analysis, hedging with derivatives, and fundamentals of risk management. Students who complete the Finance Certificate will gain the conceptual knowledge and quantitative skills needed to enter or advance their careers in the financial services industry. Upon completion, the courses and credit hours earned can also be applied to the requirements for the Master of Business Administration program.

Students completing the Finance Certificate will:

- Develop an integrated understanding of financial markets, investments, portfolio management, and risk management

- Develop an understanding of how firms make investment decisions and finance assets
- Develop strong quantitative skills and advanced capabilities with Excel

Curriculum

Code	Title	Credits
Preparatory Courses ¹		
ACC 505	Financial Accounting	3
ECO 503	Statistics for Managers with Excel	3
Required Courses		
FIN 608	Corporate Finance ²	3
FIN 620	Investment Management	3
FIN 622	Financial Institutions and Markets	3
Total Credits		15

¹ Up to 6 credit hours of preparatory courses can be waived depending on prior course work. The Director of Graduate Business Programs will evaluate student transcripts for waivers.

² Students can be waived out of FIN 608 and will take FIN 617 or FIN 622.

First Year	
Fall	Spring
ACC 505	FIN 608
ECO 503	
Second Year	
Fall	Spring
FIN 622	
FIN 312	

Global Supply Chain Management (Advanced Certificate)

Supply chain management addresses the integrated management of the set of value-added activities from product development, through material procurement from vendors, through manufacturing and distribution of the good to the final customer. Global Logistics is one of the sectors designated by the State of New York as critical to the economic development of Western New York. Students who complete the Global Supply Chain Management Certificate will gain theoretical, integration, and conceptual skills that can help advance their career. Upon completion, the courses and credit hours earned can also be applied to the requirements for the Master of Business Administration program.

Upon completion of the Certificate in Global Supply Chain Management, students will:

- Develop an integrated understanding an organization’s supply chain and how careful management of the value chain can lead to a competitive advantage.
- Obtain knowledge about the movement of products, goods, and services and how logistical planning supports the marketing and management functions.
- Develop quantitative analytical skills and advanced capabilities with Excel

Curriculum

Code	Title	Credits
Preparatory Courses ¹		
ECO 503	Statistics for Managers with Excel	3
MKT 604	Marketing Management	3
Required Courses		
MGT 607	Operations Management & Sustainability ²	3
MGT 642	Global Supply Chain Management	3
MKT 633	Global Logistics and Transportation	3
Total Credits		15

¹ Up to 6 credit hours of preparatory courses can be waived depending upon prior course work. Student transcripts will be evaluated by the Director of Graduate Business Programs.

² Students can be waived out of MGT 607 and can substitute the following courses: ACC 707, ECO 609, FIN 622, MGT 668, MGT 645, MGT 673, or MKT 632. However, the students cannot substitute for MGT 607 a course that they completed as part of the Canisius MBA.

Roadmap

First Year	
Fall	Spring
ECO 503	MGT 607
MKT 604	
Second Year	
Fall	Spring
MGT 642	MKT 633

Marketing (Advanced Certificate)

Marketing managers need an understanding of how to successfully manage products, services, supply chain systems, marketing communications, customers and the sales process. This certificate is designed to provide a set of courses that help marketing managers make decisions and manage operations to increase revenue and reduce costs. Individuals completing this certificate who are or become marketing managers will have insights as to how best to achieve a higher return on their marketing investments.

Students completing the Marketing Certificate will:

- Understand marketing concepts and be able to identify the stages of the product lifecycle.
- Make data driven decisions to improve the quality of products and marketing strategies.
- Apply knowledge about differences between buyers on culture, perceptions, preferences and behaviors for marketing decisions.
- Apply new, emerging technology and media in marketing strategies.

Curriculum

Code	Title	Credits
Preparatory Courses ¹		
ECO 503	Statistics for Managers with Excel	3
MKT 604	Marketing Management	3
Required Courses		
MKT 634	Consumer Behavior	3
MKT 648	Digital Marketing Strategies	3

Choose one of the following courses	3
MKT 632 Marketing Data Analytics	3
MKT 675 Service Marketing	3
Total Credits	21

¹ Up to 6 credit hours of preparatory courses can be waived depending upon prior course work. Students' transcripts will be evaluated by the Director of Graduate Business Programs.

First Year

Fall	Spring
ECO 503	MKT 675
MKT 604	

Second Year

Fall
MKT 634
MKT 648

School of Education and Human Services

Nancy Wallace, Ph.D., Interim Dean; Lorrei DiCamillo, PhD., Associate Dean; Virginia Carver, Administrative & Data Assistant.

Mission Statement

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school/community partners, alumni, and the community, seek to prepare highly effective, socially committed professionals who value the Jesuit traditions demonstrated through their own cura personalis, work towards social justice, and leadership through service. The mission of the unit is to prepare professionals who possess content, pedagogical, and professional **knowledge**; use their gifts in the **service** of others; and demonstrate **professionalism** and **leadership** in their field.

Accreditation

Full accreditation of all educator preparation programs in the School of Education and Human Services was obtained through the Council for the Accreditation of Educator Preparation (CAEP) in 2017.

Canisius is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Canisius College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Degrees

Master of Science (MS), Master of Science in Education (MSEd)

The School of Education and Human Services offers graduate-level programs leading to the master of science (MS) or the master of science in education (MSEd) degree in a variety of fields.

- **MSEd in Adolescence Education (Grades 7-12)** (Initial/Professional)
- **MSEd in Adolescence/SWD Generalist 7-12** (p. 113) (Initial/Professional)
- **MS in Applied Nutrition** (online only)
- **MSEd in Business and Marketing (Grades K-12)** (Initial/Professional)
- **MSEd in Childhood 1-6/Special Education 1-6** (p. 119) (Initial/Professional)
- **MSEd in Childhood 1-6/TESOL K-12** (p. 120) (Initial/Professional)
- **MS in Clinical Mental Health Counseling**
- **MSEd in Differentiated Instruction** (Initial/Professional; Gifted and Talented Extension)
- **MSEd in Education (General)** (not for certification)
- **MS in Educational Leadership and Supervision** (online only) (SBL Initial/Professional and SDL Professional)
- **MS in Instructional Technologies and Curriculum Design** (online only) (may include Initial/Professional)
- **MS in Health and Human Performance**
- **MS in Higher Education and Student Affairs Administration**
- **MSEd in Literacy Education (Birth-6) or (Grades 5-12)** (online only) (Initial/Professional)
- **MSEd in Physical Education** (Initial Certification)
- **MSEd in Physical Education** (p. 138) (online only) (Initial/Professional)
- **MS in Physical Education and Athletics** (online only) (Initial/Professional)
- **MS in School Counseling**
- **MSEd in Advanced Special Education** (Professional)
- **MS in Sport Administration** (available either on campus or online)
- **MS in Sport Product Development** (online only)
- **MS in Teaching English to Speakers of Other Languages (TESOL)** (online) (Initial/Professional but requires prior certification in another area)
- **MS in Teaching Students with Disabilities** (Childhood (p. 143) or Adolescence (p. 141)) (Initial/Professional but usually requires prior certification in childhood or adolescence) (It is now possible to pursue SWD Adolescent Generalist 7-12 without prior certification)
- **MS in TESOL: Non-Certification** (online only)

Advanced Certificates

The School of Education and Human Services also offers several graduate level Advanced Certificate Programs including:

- **Bilingual Education** (online only)
- **Coaching Advanced Certificate**
- **Instructional Technologies and Curriculum Design** (online only)
- **Gifted Education**
- **Mental Health Counseling**
- **Middle Childhood** (Grades 5-6 or 7-9 Extension Only)
- **School Building Leader** (online only) (Initial/Professional)
- **School Counseling**
- **School District Leader** (online only) (Professional only)
- **Teaching English to Speakers of Other Languages (TESOL)**
- **TESOL Advanced Certificate** (not for teacher certification)

Dual degree Programs (p. 125)

- BA/BS programs in English, Mathematics, Biology, Chemistry, Physics, and History combine with a MSEd in Teaching Students with Disabilities

Adolescent Generalist 7-12 to provide both general and special education certifications in one dual undergraduate/graduate degree program.

Instruction in Child Abuse; Prevention of School Violence; Dignity for All Students, Fingerprinting

New York State requires that all persons applying for an initial or professional certificate or license in the areas of administrative or supervisory service, classroom teaching service and school service complete two clock hours of coursework or training on the identification and reporting of suspected child abuse or maltreatment. In addition, all candidates for certification must attend a mandatory two-hour course on the prevention of school violence and a six hour course on dignity for all students and submit fingerprints for law enforcement clearance.

Graduation

Degrees are awarded three times a year:

- *August 31st* for students completing their degree requirements during the summer;
- *February 1st* for students completing their requirements during the fall semester;
- and at the annual commencement program in May on the date designated in the College's academic calendar.

All students, regardless of when the requirements are completed (May, August, or December), must file a graduation application.

Teacher Education Conceptual Framework

Canisius' teacher education programs focus on knowledge, service, leadership and professionalism, the foundational tenets of our conceptual framework. Academic programs offer candidates the content, pedagogical and professional knowledge, skills and dispositions necessary for quality performance in their field of study. Candidates will demonstrate the ability to reflect on their instructional practice, apply knowledge, exhibit skills and develop dispositions essential for success in P-12 schools. In coursework and in practice, candidates will display a clear understanding of the historical, philosophical, sociological, legal and psychological bases of education and educational policy. Candidates must be committed to the education of the whole person and to the belief that all individuals can learn. Within the contexts of their work, candidates promote authentic learning, social and emotional development and a commitment to service and social justice in environments that foster respect for diversity and the dignity of all. Candidates are encouraged to participate in the urban community in which the college is located and, through a variety of field experiences and service-learning opportunities, to interact with an ethnically, racially, culturally, religiously and intellectually diverse population. Collaborative projects allow candidates to learn from others, develop a professional orientation and assume positions of responsibility and leadership. Candidates develop the ability to reflect thoughtfully on their experience in order to guide professional development and to improve practice and are encouraged to join professional organizations and actively participate in professional conferences.

Central to our conceptual framework is a symbol of infinity, representing four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the

overarching Ignatian vision and Jesuit educational principles. These values include:

- *Cura personalis*, concern for individuals, and desire to educate the whole person;
- *Magis*, or seeking the greater good, striving for excellence and desire to have our candidates reach one's full potential;
- Sharing one's gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, that is being a reflective learner & educator striving for ethical decision-making and mindful creative solutions to today's issues in Education.

To this end, with a vision of P-16 partnership, we strive to engage our students in their chosen field of study. As stated by Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus (2000), "Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively" (p. 8).

Performance Outcomes

Performance outcomes aligned with knowledge, service and professionalism, and leadership are:

1. Knowledge

The acquisition, creation and dissemination of knowledge is a continuing, transformational process.

Knowledge Outcomes

The competent professional:

- Applies theory and research in practice.
- Applies effective teacher/counselor/administrator principles.
- Demonstrates appropriate dispositions, emphasizing student responsibility for behavior and achievement.

2. Service

Each individual has gifts and talents that should be developed to the highest level.

Service Outcomes

The competent professional:

- Is committed to diversity, equity and social justice.
- Has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human service professions.
- Demonstrates appropriate dispositions:
 - Enthusiasm toward content/subject areas
 - Appreciation of social/cognitive/emotional development for all learners
 - Appreciation of human diversity
 - Values development of students' critical thinking
 - Engages in comprehensive and collaborative planning that meets curricular goals
 - Commitment to utilizing assessment information to inform decisions

3. Professionalism/Leadership

Each individual has an obligation to improve the world in which they live as advocates for social justice and through a dedication to education as a vehicle for positive social change.

Professionalism Outcomes

The competent professional is:

- An effective communicator.
- A reflective practitioner.

- A lifelong learner.
- Demonstrates appropriate dispositions:
 - Values and utilizes effective communication techniques in professional settings
 - Is committed to, and actively seeks out, opportunities to grow professionally
 - Is committed to advocating for the well-being of children and families

4. Leadership

Each individual applies knowledge, skills, and dispositions in such a way that they positively impact the performance and outcomes of those they teach or serve.

A competent professional:

- Is skilled at using outcome data to assess the effectiveness of their own professional practice.
- Seeks to improve their practice with the goal being to positively impact students/clients.

Dispositions

Dispositions are professional attitudes, values, and beliefs demonstrated through behaviors as candidates interact with peers, students/clients, families, colleagues, and communities. In addition to the fundamental beliefs in fairness and justice, the Canisius College SEHS will foster the following dispositions in its candidates:

- **Enthusiastic** – Demonstrates initiative and commitment towards the educational pursuit
- **Just** – Appreciates value for human diversity and the ideal of fairness
- **Caring** – Demonstrates an attitude of empathy, tolerance and acceptance of others
- **Ethical** – Models behavior embodied in the mission of the School and college, and shows integrity in professional practice
- **Responsible** – Demonstrates personal and professional accountability for themselves and the profession

The SEHS candidate will embody the SEHS dispositions with maturing expertise. With emphasis on the movement from theory to practice, our programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius teacher preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner will be referred to the departmental Candidate Concern Committee for remediation. Outcomes of the remediation plan can include but are not limited to: probationary status for student teaching, prohibited from participation in field experiences, including student teaching, and/or repeating a field experience, including student teaching.

SEHS Learning Goals

SEHS students will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards and demonstrate proficiencies articulated by their discipline.

- Learning Goal 1: Candidates will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.
- Learning Goal 2: Candidates will demonstrate professional skills and dispositions necessary for successful performance in their field.

- Learning Goal 3: Candidates will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
- Learning Goal 4: Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.
- Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Admission

Men and women of character, ability and achievement are welcome in the graduate programs at Canisius College. Their acceptability is judged by the department and is based on achievement, aptitude and character.

Applicants for admission to graduate work in SEHS may be accepted as matriculants (master's degree candidates) in a particular program, or as non-matriculants. Except in unusual cases, non-matriculants may take no more than 9 credit hours before matriculation is required.

Admission Procedures

All applicants for admission to a graduate program must submit:

- One copy of official undergraduate transcripts indicating the receipt of a baccalaureate degree from an accredited institution of higher learning
- Two personal letters of reference

Graduate Application

Non-Teacher Education Applicants

Admission will require a 2.70 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 2.70 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies. These requirements may include a personal interview, and the GRE, GMAT, or MAT. Canadian and other international applicants must provide a completed Certification of Finances form.

Teacher Education Applicants

A 3.00 cumulative undergraduate GPA is preferred. Applicants who have an undergraduate GPA below a 3.00 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies (ie. personal interview, additional coursework, etc). Applicants without a masters degree will also be required to complete a standardized test (ie. GRE, MAT, etc) with scores in the top 50th percentile. Canadian and other international applicants must provide a completed Certification of Finances form.

Transfer Credits

No more than six credits of graduate coursework will be accepted in transfer from other institutions. The grades must have been at least "B" and must have been earned within the five-year time limit for completion of degree requirements. All transfer credits must coordinate with the candidate's program of study at Canisius College, as approved by the program director. Any exceptions to the above may only be made with the approval of both the program director and the associate dean.

Credit by Examination

Individuals who are applying for admission or who are presently in attendance may obtain credit for previously completed examinations sponsored by the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB) or by the New York State College Proficiency Examination Program (CPE). The minimum acceptable grades for these exams are “Pass” for exams graded Pass/Fail and “C” for exams with letter grades. On exams graded on a standard score scale of 20 to 80, the passing score varies from 40 to 50 depending on the subject area. Candidates must consult with the associate dean for permission to use any credit by examination toward their graduate degree or certification requirements.

Assessment and Continued Progress

In designated courses throughout the program of study, candidates will complete specific assignments which reflect the conceptual framework of the School of Education and Human Services and the standards established by specialized professional associations and, for teacher candidates, the principles of the Interstate Teacher Assessment and Support Consortium (InTASC). These assignments will be evaluated at specific transition points throughout the program and must be successfully completed prior to graduation.

Performance is evaluated at four transition points, providing candidates with ongoing and integrated feedback on their progress. The four transition points are:

1. program entrance
2. prior to Clinical Practice
3. after Clinical Practice
4. before graduation

Transition to each successive level requires successful performance on all measures described at the transition point. Faculty review the progress of each candidate and, if deficits are noted, a plan is developed to address and remediate shortcomings. Candidates who consistently do not meet program expectations may be counseled out of or dismissed from the program. The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius teacher preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner may be prohibited from participation in field experiences, including student teaching and may be counseled out of or dismissed from their program.

Probation and Disqualification

Receipt of a grade of “F” will result in probationary status. A second grade of “F” will automatically disqualify a candidate from the master’s degree program. A candidate whose grade point average drops below a 3.00 will be placed on probation and will be dismissed from the master’s degree program if their overall grade point average is below a 3.00 in two consecutive terms.

Time Limitation

A candidate must complete all master’s degree requirements within five years. Exceptions to this policy must be approved by the chair of the appropriate program and the associate dean.

Teacher Certification

To obtain initial teacher certification, candidates must pass the examinations required by the New York State Education Department (NYSED). These

include the Educating All Students Test (EAS), the educative Teacher Performance Assessment (edTPA), and the Content Specialty Test (CST). Current information regarding required certification exams may be found at NYSTCE (<http://www.nystce.nesinc.com/Home.aspx>). As required by the New York State Education Department, the pass rates for Canisius College on the New York State Teacher Certification Examinations can be found on the the outcomes page of the School of Education and Human Services webpage (<https://www.canisius.edu/academics/our-schools/school-education-human-services/educator-preparation-outcomes/>).

For the professional certificate, candidates will need additional professional development, three years teaching experience, and the completion of an appropriate master’s degree within five years. Contact the New York State Education Department (<http://www.nysed.gov>) for additional information.

All Canadian (Ontario) students will be required to obtain a New York State certification before the Ontario College of Teachers (O.C.T.) will issue a teaching credential. This is consistent with Ontario’s policy that if a person leaves the province to study to become a teacher, that person must complete and obtain certification in the jurisdiction in which he or she studied. Ontario students will follow the same procedure as U.S. students in applying for certification, including fingerprint clearance.

Dual citizens (U.S. and Canada) are required to first obtain New York State certification before receiving Ontario certification. Also, candidates applying for New York State certification must possess either a 4-year bachelor’s degree or a master’s degree to obtain New York State certification. Holders of a 3-year bachelor’s degree must complete the entire Master’s program before New York State will issue teacher certification.

Counseling and Human Services

Dr. Holly D’Angelis, Co-Chair

Dr. Michael Rutter, Co-Chair

Faculty: Drs. Holly D’Angelis, James P. Donnelly, David L. Farrugia, Ann Marie C. Lenhardt, and Michael Rutter

The Department of Counseling and Human Services offers a course of study designed to prepare humanistic, competent, professional counselors. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accreditor in the field of counseling, accredits the two counseling programs leading towards a Master of Science degree. The department offers the following programs (p. 100):

- A 60-hour Master of Science (MS) degree in Clinical Mental Health Counseling (p. 103);
- A Certificate of Advanced Study (CAS) in Mental Health Counseling (p. 105);
- A 60-hour Master of Science (MS) degree in School Counseling (p. 106);
- A Certificate of Advanced Study (CAS) in School Counseling (p. 106).

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in

which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Admission

Student candidates must fulfill the general requirements for admission to graduate work in education. In addition, candidates must complete the following:

Required for Admission or within the First Semester of Study

Before beginning course work or within a candidate's first semester of study one needs to successfully complete the following:

- The Counseling and Human Services screening assessment battery which includes:
 - A written autobiography,
 - An empathy test; and
 - The Minnesota Multiphasic Personality Inventory-II (MMPI-II),
- Completion of a personal interview with the academic advisor; and
- On-going Evaluation of Counseling Candidates throughout the program of study.

It is necessary that candidates continue to show evidence of high academic performance and display professional dispositions during interactions in and out of class. Assessments, through specific "transition points," measure a candidate's growth towards one's professional identity. One's successful completion of each transition point is necessary to continue through one's graduate studies.

Candidates in both counseling programs adhere to the 2014 American Counseling Association (ACA) Code of Ethics. Candidates must declare a program major in either school counseling (SC) or clinical mental health counseling (CMHC).

Programs

Master of Science Degree in Clinical Mental Health Counseling (p. 103)

The Clinical Mental Counseling Program is a "license qualifying education program" within New York State leading towards licensure as a "licensed mental health counselor" (LMHC). Please see the New York State Mental Health Counseling (<http://www.op.nysed.gov/prof/mhp/mhcbroch.htm.html>) website for more information.

Certificate of Advanced Study in Clinical Mental Health Counseling (p. 105)

The Certificate of Advance Study in Mental Health Counseling is a course of study (15 to 21 credit hours) for candidates who already have a Master's degree in counseling, but do not meet the required coursework and experience for the NYS mental health-counseling license. In order to qualify for this "bridge program", candidates should have Master's degrees in school counseling, mental health counseling, college counseling, or other general counseling degrees.

Master of Science Degree in School Counseling (p. 106)

The School Counseling Program prepares graduates to work with students ranging from pre-kindergarten through high school, as an "initially certified school counselor" in New York State. School counselors work in both private and public school systems at the elementary, middle and high school levels.

Certificate of Advanced Study for Permanent Certification in School Counseling (p. 107)

Upon completion of the MS degree in School Counseling and Initial Certification, a graduate must work full-time for two years as a school counselor and complete a Certificate of Advanced Study (CAS) within five years to apply for the New York State "Permanent Certification." Currently NYS regulations require 2 years of work experience, however NYS is transitioning to new regulations which will require 3 years of work experience by 2022. The program at Canisius has a reputation for having an orientation toward practical and applied skills. In addition to learning direct counseling skills, future school counselors are prepared to work collaboratively in the roles of leadership, advocacy and consultation, allowing our graduates to influence schools on a systemic level in addition to performing the traditional counselor's role with individuals and groups.

Counseling and Human Services Learning Goals & Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.

- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

Learning Goal 4

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

Learning Goal 5

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures

EDC 505 Dignity for All Students Act 0 Credits
Dignity for All Students Workshop mandated by NYSED for the prevention of bullying in academic settings. This mandated program is embedded into EDC 567 and 603, 604 & 605.
Offered: fall & spring.

EDC 509 Counseling Marginalized Youth 1 Credit
This course examines marginalized youth residing in an urban environment. This course will provide school counselors and mental health counselors with the tools to support youth with various needs; sexual identity, immigrant and refugee status, poverty, mental health, homelessness, and crisis and trauma. Research suggests living in a poor urban setting creates a disproportionate risk for experiencing trauma; poverty and instability can have a great impact on marginalized youth. This course will examine empirical research, discuss models and theories.
Offered: every spring.

EDC 511 Opioid Use Disorder: Changing the face of Addictions Counseling 1 Credit
This course will review recent trends and events that have contributed to the current national opioid epidemic and the subsequent impact this has had on the counseling field. Students will gain an understanding on how opioid use disorder impacts their clients physically and psychologically. Empirically based treatment interventions specific to this client population will be discussed. Students will increase their knowledgebase and understanding of opioid use disorder and the widespread impact that such an addiction creates in the lives of individuals who suffer from this addiction. Limited to Counseling graduate students.
Offered: every spring.

EDC 512 High School and College Admissions Counseling 1 Credit
This course explores the college admissions process with emphasis on current issues confronting school counselors, application and admissions criteria for various types of colleges, and college counseling for special student populations. Students will gain an understanding of the resources available to counselors in the college admissions process including print material, software, websites, and organizations.
Offered: every fall.

EDC 513 Client Self Destructive Behaviors 1 Credit
This course provides an understanding and ability to assess clients (in schools or agencies) who utilize disruptions behaviors as coping mechanisms. Intervention strategies and treatment strategies are also presented.
Offered: every fall.

EDC 516 Autism Spectrum Disorders Across the Lifespan 1 Credit
Autism Spectrum Disorders across the Life Span provides students an introduction to ASD characteristics, the comorbidity with ADHD and Sensory Integration Dysfunction not only in children but adults as well.
Offered: every spring.

EDC 559 Behavioral Health Counseling 3 Credits
Occasionally physicians choose to embed Licensed Mental Health Counselors into a primary care practice. This course will introduce students to learn how to fully integrate one's counseling skills/clinical practice into a medical office.
Offered: every summer.

EDC 560 Child Abuse Identification and Reporting Workshop mandated by NYSED 0 Credits
This non-credit mandated workshop is embedded into EDC 570.
Corequisite: EDC 570.
Offered: every fall & spring.

EDC 561 Trauma, Crisis, and Loss Counseling 3 Credits
This course is designed to provide counselors with an understanding of trauma, crisis and loss. The neurobiology of trauma will be the foundation on which the knowledge and skills of trauma sensitive practice will be developed. The connection of crisis situations to trauma will be covered. The counselor's role in healing from loss will be explored.
Offered: every fall & spring.

- EDC 564 Introduction to Gender Identity, Gender Expression, and Sexuality** 3 Credits
This course introduces students to the queer and gender nonconforming community. We will discuss counseling approaches, support, assessments, diagnosis and treatment that enhances student awareness and competency when working with the LBGTQA+ population.
Offered: every fall.
- EDC 565 Youth in the Justice System** 1 Credit
The purpose of this course is to examine youth in the juvenile justice system. Students will be exposed to the theories that help professionals understand the development of delinquency within the context of individuals, families and communities. Understanding the mechanisms that contribute to delinquency is important for counseling in the educational and mental health settings. This course will focus on some of the most pressing issues that face the juvenile justice system and counseling professionals who work within this system. The course is designed for school counselors and mental health counselors interested in working in juvenile justice settings or students interested in working with youth populations who may experience contact with the justice system.
Offered: every fall.
- EDC 566 School Violence Prevention and Intervention Workshop** 0 Credits
School Violence Prevention and Intervention NYSED mandated workshop. This workshop is embedded into EDC 576.
Corequisite: EDC 576.
Offered: fall & spring.
- EDC 567 Principles of School Counseling** 3 Credits
The various roles, functions, responsibilities and identity of the school counselor are the focus of this course. This course presents social, political and current professional issues within school counseling.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: every fall.
- EDC 568 Principles and Practices of Mental Health Counseling** 3 Credits
Introduction to historical and organizational perspectives of Mental Health Counseling services. This course presents the roles and functions of mental health counselors and the current professional issues confronting those in the mental health field.
Prerequisite: Minimum grade of C- in EDC 570.
Offered: every spring.
- EDC 570 Introduction to Professional Counseling and Ethics** 3 Credits
This course serves as an introduction to the roles, philosophy, issues, theories, professional foundations and ethics for counselors in schools and community agencies.
Corequisite: EDC 560.
Offered: fall & spring.
- EDC 571 Psychological and Educational Assessment** 3 Credits
This course examines the selection, use, interpretation and critical evaluation of standardized psychological tests of intelligence, achievement, interest and personality. The practical use of psychological and educational assessment in counseling is reviewed.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: fall & spring.
- EDC 572 Career Counseling** 3 Credits
Current theories, resources and processes pertinent to vocational development, decision-making and career counseling will be studied in this course.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: fall & spring.
- EDC 573 Counseling Theories** 3 Credits
The introduction of historical and current theories of counseling and psychotherapy. Students study the application of those theories to realistic case situations and the development of the individual student's approach to the helping relationship.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: every fall & spring.
- EDC 574 Group Counseling** 3 Credits
This course studies the theoretical and experiential basis for dealing with groups in both information-oriented and therapy-oriented situations. Values and limitations of group techniques are delineated.
Prerequisite: Minimum grade of C- in EDC 570 (can be taken concurrently).
Offered: every fall & spring.
- EDC 575 Pre-Practicum Helping Skills** 3 Credits
Application of theory, consultation and other helping skills conducted in a supervised educational environment. Completion of this course is necessary before doing any field-based practicum or internship. A minimum grade of B is required in pre-practicum to advance to practicum.
Prerequisite: Minimum grade of C- in EDC 570 & EDC 573.
Offered: every fall, spring, & summer.
- EDC 576 School Practicum** 3 Credits
The first of two field experiences, this is a school-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and skills of the school counselor. School violence issues related to Safe Schools Against Violence in Education (SAVE) legislation are discussed in the course seminar. Successful completion of Practicum with a grade of B or better. This includes the Cooperating Counselor's evaluation of the student/candidate with a grade of B or better.
Prerequisite: Minimum grade of C- in EDC 567, EDC 570 & EDC 573; and minimum grade of B in EDC 575. **Corequisite:** EDC 566.
Offered: every fall & spring.
- EDC 577 Mental Health Practicum** 3 Credits
The first of two field experiences, this is an agency-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and clinical skills of community mental health counselors. Successful completion of Practicum with a grade of B or better. This includes the Cooperating Counselor's evaluation of the student/candidate with a grade of B or better.
Prerequisite: Minimum grade of C- in EDC 568, EDC 570 & EDC 573; & minimum grade of B in EDC 575.
Offered: every fall, spring, & summer.
- EDC 579 Social and Cultural Issues in Counseling** 3 Credits
A broad range of diversity issues in counseling including ethnic, racial, gender, disability, and sexual orientation are discussed. The focus is on developing sensitivity and counseling skills that are applicable to all clients.
Offered: fall & spring.
- EDC 581 Grief Counseling** 3 Credits
This is an elective course to educate the counselor about the grief response in individuals and families when faced with disappointment and loss, especially when the loss entails death.
Offered: every summer.
- EDC 585 Chemical Dependency and Rehabilitation** 3 Credits
This course reviews the history of drug abuse and characteristics of drug dependence and chemical abuse treatment modalities, including strategies for prevention, intervention and rehabilitation.
Offered: spring.

EDC 586 Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency 3 Credits

The primary goal of this class is to examine the physiological and psychological issues intrinsic to the etiology, assessment, prevention, and treatment of substance abuse. Emphasis is placed on clinical diagnosis/evaluation, assessment skill enhancement, treatment, ethical and psychological issues in recovery, family systems treatment, and information pertaining to self-help groups.

Offered: fall.

EDC 589 Family and Couples Counseling 3 Credits

The course outlines the characteristics of normal and troubled families. There is an emphasis on the theories and techniques of family counseling, including the works of Minuchin, Satir, Bowen and Haley. Solution Focused approaches and other post-modern theories are also discussed.

Prerequisite: Minimum grade of C- in EDC 570.

Offered: every fall & spring.

EDC 590 Advanced School Counseling 3 Credits

Designed for the practicing professional school counselor. Content includes administrative and leadership practices in school counseling. Issues, challenges and opportunities within school counseling are discussed.

Offered: every spring.

EDC 593 Lifespan Development 3 Credits

Human growth and development are the primary topics for this class. It includes individual and family development within various domains (cognitive, career, socio-economic) across the lifespan. Theoretical perspectives for understanding child, adult and family development are discussed and applied to counseling.

Offered: every fall & spring.

EDC 597 Psychopathology 3 Credits

This course provides an in-depth investigation of human abnormality. Students learn the current DSM categories of disorders, depression and considerations for dealing with crisis situations.

Prerequisite: Minimum grade of C- in EDC 570 and 573 (may be taken concurrently).

Offered: fall & spring.

EDC 598 Case Formulation, Treatment Planning, and Psychopharmacology 3 Credits

This course teaches students to integrate information from clinical interviews, behavioral observations, and test results to establish DSM-V diagnoses and to develop person-centered biopsychosocial counseling plans. Major categories of psychotropic medications will be discussed.

Prerequisite: Minimum grade of C- in EDC 597.

Offered: every fall.

EDC 600 Clinical Mental Health Internship Full time 6 Credits

The second of two field experiences, this is a full-time placement within a community mental health facility. The student has to an opportunity to engage in diagnosis, treatment planning and intervention.

Prerequisite: minimum grade of B in EDC 577, and a minimum grade of C- in EDC 597 and EDC 598.

Offered: every fall, spring, & summer.

EDC 601 Clinical Mental Health Internship Part Time I 3 Credits

The second of two field experiences, this is the first of a two semester placement within a community mental health facility. The student has an opportunity to engage in diagnosis, treatment planning and intervention. Must be followed by EDC 602.

Prerequisite: Minimum grade of B in EDC 577; Minimum grade of C- in EDC 597 and EDC 598.

Offered: every fall, spring, & summer.

EDC 602 Clinical Mental Health Internship Part Time II 3 Credits

This is the continuation of EDC 601 and is an in-depth experience with the functions of a mental health counselor through placement in a community mental health agency.

Prerequisite: Minimum grade of B in EDC 577; Minimum grade of C- in EDC 597 and EDC 598. **Corequisite:** EDC 606.

Offered: every fall, spring, & summer.

EDC 603 School Counseling Internship Full Time 6 Credits

The second of two field experiences, this a full-time placement within a school counseling office. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor.

Prerequisite: Minimum grade of B in EDC 576, and minimum grade of C- in EDC 597. **Corequisite:** EDC 505 & 606.

Offered: every fall & spring.

EDC 604 School Counseling Internship K-8 Part Time I 3 Credits

EDC 604 is the first of two field experiences. EDC 604 is the first of a two semester placement within a school counseling office (K-8). The student has an opportunity to engage in counseling, guidance and other functions of a school counselor. Must be followed by EDC 605.

Prerequisite: Minimum grade of a B in EDC 576, and minimum grade of C- in EDC 597. **Corequisite:** EDC 505.

Offered: every fall & spring.

EDC 605 School Counseling Internship High School Part time II 3 Credits

This is a continuation of EDC 604, and is an in-depth experience with the functions of a school counselor through placement in a high school educational setting.

Prerequisite: Minimum grade of B in EDC 604.

Offered: occasionally.

EDC 606 Counselor Preparation Comprehensive Examination 0 Credits

Students must pass The Counselor Preparation Comprehensive Exam to graduate. Students planning to take the Comprehensive Exam must register for this course to have the exam available.

Prerequisite: Minimum grade of B in EDC 576 or EDC 577.

Offered: every fall, spring, & summer.

EDC 615 Research Techniques 3 Credits

Students learn qualitative and quantitative research methods. The course reviews realistic experiences in carrying out research and evaluation experiments, including inferential statistical methods.

Offered: every fall & spring.

Clinical Mental Health Counseling (MS)

The Clinical Mental Health Counseling program prepares graduates to work in settings serving clients diagnosed along a continuum of mental and emotional disorders. Our graduates advocate for and promote mental health and wellness. Our graduates are knowledgeable in the principles and practices of diagnosis, treatment, referral and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs). Mental Health Counselors work with individuals, couples, families, or groups in settings that include the following:

- Mental health counseling agencies
- Substance abuse clinics/agencies
- Crises counseling centers
- Private practice hospitals

The Clinical Mental Counseling Program is a "license qualifying education program" within New York State leading towards licensure as a "licensed

mental health counselor” (LMHC). Please see the New York State Mental Health Counseling website (<http://www.op.nysed.gov/prof/mhp/mhcbroch.htm>) for more information. More information can be found at the Clinical Mental Counseling Program (<https://www.canisius.edu/academics/programs/clinical-mental-health-counseling/>)website (<https://www.canisius.edu/academics/programs/clinical-mental-health-counseling/>).

Curriculum

Code	Title	Credits
Core Courses		
EDC 560	Child Abuse Identification and Reporting Workshop mandated by NYSED (done with EDC 570)	0
EDC 570	Introduction to Professional Counseling and Ethics	3
EDC 571	Psychological and Educational Assessment	3
EDC 572	Career Counseling	3
EDC 573	Counseling Theories	3
EDC 574	Group Counseling	3
EDC 575	Pre-Practicum Helping Skills	3
EDC 579	Social and Cultural Issues in Counseling	3
EDC 589	Family and Couples Counseling	3
EDC 593	Lifespan Development	3
EDC 597	Psychopathology	3
EDC 615	Research Techniques	3
Mental Health Counseling Courses required for Master’s Degree		
EDC 568	Principles and Practices of Mental Health Counseling	3
EDC 577	Mental Health Practicum	3
EDC 598	Case Formulation, Treatment Planning, and Psychopharmacology	3
EDC 585 or EDC 586	Chemical Dependency and Rehabilitation Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	3
Select one of the following:		6
EDC 600	Clinical Mental Health Internship Full time (full time)	
EDC 601 & EDC 602	Clinical Mental Health Internship Part Time I and Clinical Mental Health Internship Part Time II	
EDC 606	Counselor Preparation Comprehensive Examination	0
Three EDC electives, or other discipline with advisor approval		9
Total Credits		60

Learning Goals & Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.

- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student’s specialization in counseling.

Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student’s specialization in counseling.

Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society.

Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

Learning Goal 4

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

Learning Goal 5

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures.

Certificate of Advanced Study in Clinical Mental Health Counseling

The Certificate of Advance Study in Clinical Mental Health Counseling is a course of study (typically, 12-18 credit hours) for candidates who already have a Master's degree in counseling, but do not meet the required coursework and experience for the NYS mental health-counseling license. In order to qualify for this "bridge program", candidates should have Master's degrees in school counseling, mental health counseling, college counseling, or other general counseling degrees. More information can be found at the program website (<https://www.canisius.edu/academics/programs/clinical-mental-health-counseling/>).

Curriculum

Code	Title	Credits
EDC 568	Principles and Practices of Mental Health Counseling	3
EDC 585 or EDC 586	Chemical Dependency and Rehabilitation Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	3
EDC 597	Psychopathology	3
EDC 598	Case Formulation, Treatment Planning, and Psychopharmacology	3
Internship (choose one of the following):		6
EDC 600 or EDC 601 & EDC 602	Clinical Mental Health Internship Full time Clinical Mental Health Internship Part Time I and Clinical Mental Health Internship Part Time II	
Total Credits		18

Please note that additional coursework may be required based on the curriculum of the student's master's to meet New York State Office of Professions licensing requirements.

Learning Goals & Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

Learning Goal 4

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

Learning Goal 5

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures.

School Counseling (MS)

The Counselor Education Program prepares graduates to work with students ranging from pre-kindergarten through high school in New York State. School counselors work in both private and public school systems at the elementary, middle and high school levels.

School counselors are prepared to promote the academic, career, personal and social development of all pre-K-12 students by understanding how to design and implement comprehensive school counseling programs that include time for individual counseling, group counseling, classroom guidance, as well as family and teacher consultations within the school setting.

Upon completion of the 60 credit hour MS degree in Counseling Education, alumni will have completed all academic requirements for continuing certification in New York State and will not have to take additional coursework to meet certification requirements after the completion of one's Master's degree. The program at Canisius has a reputation for having an orientation toward practical and applied skills. In addition to learning direct counseling skills, future school counselors are prepared to work collaboratively in the roles of leadership, advocacy and consultation, allowing our graduates to influence schools on a systemic level in addition to performing the traditional counselor's role with individuals and groups. More information can be found at program website (<https://www.canisius.edu/academics/programs/school-counseling/>).

Curriculum

Code	Title	Credits
Core Counseling Courses		
EDC 561	Trauma, Crisis, and Loss Counseling	3
EDC 570 & EDC 560	Introduction to Professional Counseling and Ethics and Child Abuse Identification and Reporting Workshop mandated by NYSED	3
EDC 571	Psychological and Educational Assessment	3
EDC 572	Career Counseling	3
EDC 573	Counseling Theories	3
EDC 574	Group Counseling	3
EDC 575	Pre-Practicum Helping Skills	3
EDC 579	Social and Cultural Issues in Counseling	3
EDC 589	Family and Couples Counseling	3
EDC 593	Lifespan Development	3
EDC 597	Psychopathology	3
EDC 615	Research Techniques	3
EDC 585 or EDC 586	Chemical Dependency and Rehabilitation Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	3
School Counseling Courses		
EDC 567	Principles of School Counseling	3
EDC 576 & EDC 566	School Practicum and School Violence Prevention and Intervention Workshop	3
EDC 590	Advanced School Counseling	3
EDC 604 & EDC 505	School Counseling Internship K-8 Part Time I and Dignity for All Students Act	3
EDC 605	School Counseling Internship High School Part time II	3
EDC 606	Counselor Preparation Comprehensive Examination	0
Two EDC electives, or other discipline with advisor approval		6
Total Credits		60

Beginning Spring 2023 EDC 505 DASA will taken as a corequisite to EDC 590.

Learning Goals & Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.

- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

Learning Goal 4

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

Learning Goal 5

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures.

Certificate of Advanced Study for Professional Certification in School Counseling

The Certificate of Advance Study for Professional Certification in School Counseling is a course of study (12 credit hours) for candidates who already have a Master's degree in counseling and are seeking New York State Education Department professional certification. More information can be found at the program website (<https://www.canisius.edu/academics/programs/school-counseling/>).

Curriculum

Courses required for Certificate of Advanced Study for Professional Certification in School Counseling

Code	Title	Credits
EDC 590	Advanced School Counseling	3
Select a substance abuse prevention course:		3
EDC 585	Chemical Dependency and Rehabilitation	
EDC 586	Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	
Two electives		6
Total Credits		12

Learning Goals & Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

Learning Goal 4

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

Learning Goal 5

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures.

Education - General (MSEd)

This program leads to a Master of Science in General Education Studies. This is an option for students who are not interested in teacher certification.

Please contact the Chair of the Teacher Education Department, Dr. Barbara Burns (burns1@canisius.edu) for questions about the General Education Curriculum.

Curriculum

Code	Title	Credits
EDU 505	Foundations of Education	3
SPE 541	Inclusive Strategies	3
or EDDI 505	Introduction to Differentiated Instruction	
Literacy Elective (choose one of the following)		3
EDAD 502	Foundations of Adolescent Literacy	
EDR 501	Reading and Writing in the Content Areas	
EDR 508	Emergent Literacy	
Pedagogy Elective (choose one of the following)		3
EDAD 534	Assessment of Student Learning	
EDAD 572	Pedagogical Strategies and Methods	
EDU 556	Assessment for Diverse Learners	
EDU 572	Teaching Social Studies Integrating English Language Arts	
Human Growth and Development Elective (choose one of the following)		3
EDCH 540	Learning and Development Birth to Grade 6	
EDAD 535	Learning and Human Development: Adolescence	
EMC 552	Human Growth and Development: Middle Childhood	
Technology in the Classroom Elective (choose one of the following)		3
EDDI 585	Integrating Technology in the Differentiated Classroom	
EDT 501	Learning with Technology	
EDT 505	Integrating Technology and Project Management	
Education elective (see options below)		3
Education elective (see options below)		3
Education elective (see options below)		3

EDU 615	Research Methods	3
Total Credits		30

Education Electives

Students must select three of the following. Please note that a student may not use the same class to fulfill an area elective (e.g., Technology in the Classroom) and a general elective.

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 572	Pedagogical Strategies and Methods	3
EDCH 540	Learning and Development Birth to Grade 6	3
EDDI 585	Integrating Technology in the Differentiated Classroom	3
EMC 552	Human Growth and Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood	3
E DR 501	Reading and Writing in the Content Areas	3
E DR 508	Emergent Literacy	3
EDT 501	Learning with Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
EDT 505	Integrating Technology and Project Management	3
EDT 508	Technology for Social Change	3
EDU 556	Assessment for Diverse Learners	3
EDU 572	Teaching Social Studies Integrating English Language Arts	3
EDU 628	Teaching Math & Science: Supporting STEM Education	3
SPE 541	Inclusive Strategies	3
SPE 580	Classroom Management	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3

Substitutions for some of the courses above are possible but require prior approval by the department chair and associate dean of the school of education and human services.

Educational Leadership and Supervision

Program Director: Meg Keller-Cogan Ed.D.

Instructors: Jo Ann Balazs J.D., Marie Balen Ed.D., John Brucato, Kia Evans, Meg Keller-Cogan Ed.D., Joe Lucenti, Darlynda Miktuk Ph.D., Christopher Miller Ed.D., Jolene Mary Reinholz.

Degree: Master of Science

Certificates: School Building Leader (SBL), School District Leader (SDL); and School District Business Leader (SDBL)

Introduction

Education leaders have the opportunity to positively impact the lives of countless numbers of students, school communities and ultimately,

the quality of life for those served. Effective leaders have excellent interpersonal, verbal and written communication skills. They understand the conditions that optimize student learning and can coach others to promote success. Successful school and district-based leaders also possess sophisticated decision-making and problem solving skills, can effectively analyze data to prioritize efforts and resources, and are politically savvy.

Students in the Canisius College Educational Leadership Program should be educators with proven classroom and student effectiveness and see the evidence of the above characteristics within themselves.

Our program is designed to assist candidates to acquire the knowledge, skills and dispositions essential for a successful career as a school, district or business leader. Successful program completion leads to a New York State School Building Leader license (SBL), a New York State School District Leader license (SDL), a New York State School District Business Leader (SDBL) or a Master's degree in Educational Leadership. Students may apply for the SBL, SDL, or SDBL certificates upon completion of the required courses and internship. The MS in Educational Leadership is not required for leadership certification.

Possession of the SBL certificate is necessary for employment in NYS public schools for building principal, assistant principal or any building-level administrative position. The SDL is required for individuals who seek superintendent, deputy, associate or assistant superintendent roles, or any position with district-wide administrative responsibilities. The SDBL allows certificate holders to become Assistant Superintendents of Business or Directors of Business. Additional information can be found on our program website (<https://www.canisius.edu/academics/programs/educational-leadership-and-supervision/>).

The Master's degree in Educational Leadership may not be used to meet New York State requirements for professional certification in teaching.

Course Offerings

All of the required courses for the SBL, SDL, SDBL and Masters are taught in an online format. Electives required for the MS may be selected by the student from two of the SDBL courses or an array of other departments with permission from Dr. Keller-Cogan. Internship placements for all certificate holders are coordinated with the candidate and take place at a site in the candidate's local geographic area.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Admission Requirements

The applicant must submit the following:

- Free Online Application (<https://www.canisius.edu/admissions/apply-canisius/>)
- Bachelor's Degree Transcript. Unofficial transcripts are acceptable to begin the admissions review process. However, in order to be endorsed for licensure at the conclusion of the program, all students must have submitted their official transcripts. Applicants are expected to have earned a 3.0 undergraduate GPA, as required by New York State

law. Applicants with less than a 3.0 undergraduate GPA will undergo additional review.

- Master's Degree Transcript. Unofficial transcripts are acceptable to begin the admissions review process. However, in order to be endorsed for licensure at the conclusion of the program, all students must have submitted their official transcripts, and indicate the conferral of a Master's degree from an accredited institution of higher education, with a minimum 3.0 cumulative grade point average.
- Submission of a Verification of Teaching/Pupil Personnel Experience Form (PDF) (https://www.canisius.edu/sites/default/files/%2A/eda_ver_teach_form_1_0.pdf) or NYS Professional Certification which requires three (3) years of successful full-time teaching and/or pupil personnel service experience (e.g., school counselor) in Pre K-12 schools.¹
- Submission of three (3) Recommendation Forms (PDF) (https://www.canisius.edu/sites/default/files/%2A/eda_recommendation_form_1_0.pdf) or letters of recommendation from current or past education supervisors
- Submission of an essay using the prompt provided by the Admissions Office.
- Transfer students who began graduate studies in other certificate or Masters programs are regularly accepted into this program. However, we require that 50% of the total number of required credits be taken at Canisius. For example, those interested in earning an SBL certificate (26 total credits) are required to take a minimum of 13 credits at Canisius. If an applicant earned a SBL certificate at another institution and is seeking to matriculate into Canisius for the SDL, a minimum of six (6) total credits must be taken. No additional internship is required if the prior internship met NYS requirements.
- Students in the Educational Administration program must have earned a minimum of 60 graduate credits (combination of all graduate work) in order to be endorsed for a NYS administrative license.
- An applicant may be required to meet with the program director.
- Canadian and other international applicants must provide a completed Certification of Finances form.

¹ These forms are available in the Office of the School of Education and Human Services and on the program web site (<https://www.canisius.edu/academics/programs/educational-leadership-and-supervision/>).

Curriculum

We offer the following three certificates and a master's program in Educational Leadership and Supervision.

- School Building Leader Advanced Certificate (p. 110)
- School District Leader Advanced Certificate (p. 110)
- School District Building Leader Advanced Certificate (p. 110)
- Master's in Educational Leadership and Supervision (p.)

Please note students must obtain a minimum of 60 Graduate credits for NYS administrative certification. For planning purposes courses in any of our advanced certificates or masters programs may be taken in any order. All courses are typically offered in either of two 5-week summer sessions. During fall and spring, generally half of the courses are offered during each term.

School Building Leader (SBL)

Earn a school Building Leader (SBL) certificate to hold positions up to a school principal

Required courses for New York State License as a School Building Leader (SBL) (18 credit hours of course work plus internship):

Code	Title	Credits
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Total Credits		26

School District Leader (SDL)

Earn a School District Leader (SDL) Certificate (two course beyond the SBL) to hold positions up to a superintendent of schools

Earn both an SDL and an SDBL to hold positions including all district level positions such as superintendent AND assistant superintendent for school business operations

Required courses for New York State License as a School District Leader (SDL):

Code	Title	Credits
Required courses for New York State License as a School Building Leader (SBL)		
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Plus, required courses for New York State License as a School District Leader (SDL)		
EDA 640	School Business Administration	3
EDA 660	The Administrator & Pupil Personnel Services	3
Total Credits		32

School District Business Leader (SDBL)

Earn a School District Business Leader (SDBL) to hold district level positions up to assistant superintendent of school business operations

Earn both an SDL and an SDBL to hold positions including all district level positions such as superintendent AND assistant superintendent for school business operations

Code	Title	Credits
Required courses for New York State License as a School District Business Leader		

EDA 610	School Law	3
EDA 630	School Personnel Administration	3
EDA 640	School Business Administration	3
EDA 645	Contract Negotiations and Strategic Financial Planning (may be used as a Masters elective)	3
EDA 665	School Business Operations (may be used as a Masters elective)	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Total Credits		23

PEG 681	3
Total Credits	9

Concentration: Instructional Leadership

Code	Title	Credits
EDDI 505	Introduction to Differentiated Instruction	3
EDDI 585	Integrating Technology in the Differentiated Classroom	3
TESL 590	Foundations of Bilingual Education	3
Total Credits		9

School District Leader (SDL) certification requires at least 60 semester hours of graduate credit.

Master's in Educational Leadership and Supervision

Code	Title	Credits
Required courses for New York State License as a School Building Leader (SBL)		
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Required courses for New York State License as a School District Leader (SDL)		
EDA 640	School Business Administration	3
EDA 660	The Administrator & Pupil Personnel Services	3
Educational Leadership Electives		
Select three electives. Students may elect to declare a content concentration as described below ¹		9
Total Credits		41

¹ Candidates may choose not to declare a concentration but may select any of the concentration courses to satisfy the elective requirement.

Concentration: Educational Technologies and Emerging Media

Code	Title	Credits
Select three of the following:		
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
Total Credits		9

Concentration: Athletics Administration

Code	Title	Credits
PEG 620	Leadership In Physical Education and Athletics	3
PEG 635	Administrative Principles of Physical Education/ Athletics	3

Learning Goals & Objectives

Learning Goal 1 (Knowledge – Observed in Writing)

Candidates in the Educational Leadership program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Understand and promote continual and sustainable school (district) improvement by appropriately evaluating school (district) progress.
- Understand and know how to sustain and improve a school (district) culture and instructional program through collaboration, trust, and customized student learning experiences.
- Understand how school (district) policies protect the welfare and safety of students and staff.
- Understand how school districts are governed and how school district policy establishes the foundation for administrative roles, responsibilities, and initiatives.

Learning Goal 2 (Knowledge – Observed Skills and Dispositions)

Candidates in the Educational Leadership programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Collaboratively develop, articulate, and steward a district vision, using data to identify goals and evaluate progress toward those goals.
- Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program using appropriate technologies.
- Develop and supervise the instructional and leadership capacity of school (district) staff.
- Monitor and evaluate school (district) management and operational systems efficiently using human, fiscal, and technological resources.
- Respond to community interests and needs by building and sustaining productive school (district) relationships with community partners.

Learning Goal 3 (Service)

Candidates in the Educational Leadership program will demonstrate willingness to use their skills to benefit and serve society. Within the context of their work, candidates promote authentic learning, social and emotional

development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Understand and mobilize community resources to promote an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school (district) community.
- Understand and advocate for school (district) students, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning in a school (district) environment.
- Understand moral and ethical implications of policy options and political strategies.

Learning Goal 4 (Professionalism)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5 (Leadership)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:

- Understand and evaluate potential moral and legal consequences of decision making in the school (district) and will promote social justice to ensure that individual student needs inform all aspects of schooling.
- Understand, anticipate and assess emerging trends and initiatives to adapt school(district)-based leadership strategies to improve student performance.

Courses

EDA 600 Theory in Educational Administration 3 Credits

This course is designed as an introductory course in school administration. The course is intended to give students an overview of the forces that influence education. Students will investigate leadership and management styles, forces that influence change, organizational models, and schools in the 21st century. Candidates will explore theories that influence schools and educational programs. Topics such as organizational models, characteristics of leadership, change systems, vision development, and school design may be investigated. Required for SBL, SDL and Master's degree.

Offered: Either Fall or Spring and each Summer.

EDA 610 School Law 3 Credits

School leaders are facing an ever-increasing demand to make appropriate and legal educational decisions. To assist in this endeavor, one must have a working knowledge of basic school law. The goal of this course is to provide students with the knowledge of how laws affect schools and are applied to school situations. A focus on practical acts of school law is emphasized. Students will learn the principles of public school law with a focus on New York State Education Law and selected federal and state cases impacting the administration of the educational system. Topics include, but are not limited to, student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; and employee rights. Required for SBL, SDL and Master's degree.

Offered: Either Fall or Spring and each Summer.

EDA 620 Supervision for the Improvement of Instruction 3 Credits

This course will focus on the critical role of effective instructional supervision in the development of a positive school culture. Students will examine professional development, observation procedures and theory, and formative and summative teacher evaluation processes. Supervision strategies will be explored including: mentoring and peer coaching, as well as clinical supervision. Required for SBL, SDL and Master's degree. Available online only.

Offered: Either Fall or Spring and each Summer.

EDA 625 Instructional Program Design 3 Credits

This course will provide students with a comprehensive overview of the concepts, strategies, and resources associated with planning, implementing, and evaluating curriculum. Candidates will investigate the historical, philosophical, psychological, sociological, and political factors associated with various curricula. Additional attention will be focused on various techniques to customize learning experiences and professional development activities to successfully support instructional change. Required for SBL, SDL and Master's degree.

Offered: Either Fall or Spring and each Summer.

EDA 630 School Personnel Administration 3 Credits

This course is designed to provide students with an overview of school personnel leadership, including the myriad of duties and responsibilities of the office of human resources. Candidates gain the knowledge, skills, and attributes involved in leading both certificated and non-certificated staff. Issues related to leadership and organization of school personnel will be addressed. Exploration of topics such as staff recruitment and selection; induction; professional development; supervision and evaluation; discipline and dismissal; the work environment; compensation and benefits; administering employee contracts; and legal issues in personnel management will be included. Required for SBL, SDL and Master's degree.

Offered: Either Fall or Spring and each Summer.

EDA 640 School Business Administration 3 Credits

This course is designed to provide students with an overview of the major areas of responsibility of the school business administrator. Financial support for public schools from local, state, and federal governments will be studied. Fiscal planning, budgeting, plant management, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will be examined. The course will underscore the crucial role of the school business administrator as a key member of the district's leadership team. The course is also designed to provide candidates with an understanding of how the school business administrator can facilitate educational decision-making, thereby having a positive effect on student learning. Required for SDL and Master's degree.

Offered: Either fall or spring and each summer.

EDA 645 Contract Negotiations and Strategic Financial Planning 3 Credits

In most public school districts throughout New York State, 70% or more of the budget is related to personnel and benefits. Whether you are the lead negotiator or projecting the financial impact in the background, the role of a School Business Official is crucial to negotiations and how the decisions made today affect a District's financial health in the future.

Prerequisite: none.

Offered: every summer.

EDA 650 The Principalship 3 Credits

This course will provide an overview of the the wide range of responsibilities of building principals. Topics include establishing a common vision, working collaboratively to achieve common goals, developing a learner-centered school culture, planning for the improvement of instruction, school finance management, supervising employees, providing a safe school environment, promoting student health and welfare, and initiating, managing, and evaluating change. Required for SBL, SDL and Master's degree.

Offered: Either fall or spring and each summer.

EDA 660 The Administrator & Pupil Personnel Services 3 Credits

This course provides the necessary background and basic understanding of the quantitative and qualitative dimensions of pupil personnel services (PPS). The role of the building and district administration will be reviewed. Students will learn about New York State pupil personnel services mandates. The 'language' of pupil personnel services as it relates to special education, academic intervention services, testing and assessments, and counseling services will be explored. Required for SDL and Master's degree.

Offered: Either fall or spring and each summer.

EDA 665 School Business Operations 3 Credits

The role of a School Business Official expands well beyond finance. Transportation, food service, facilities and technology are oftentimes the responsibility of an SBO. This course is designed to dive into the operational aspects of the position which go far beyond budgeting and finance.

Offered: every summer.

EDA 690 The Administrative Internship 1-8 Credits

The administrative internship requires the application of knowledge and skills, to make successful strategic, instructional, political and organizational decisions. It includes a variety of rigorous leadership experiences in diverse settings planned and guided cooperatively by personnel from Canisius College and cooperating school districts. Interns will be provided substantial responsibilities that increase over time in complexity, and involve direct interaction and involvement with students, staff, parents, and community leaders.

Prerequisite: permission of program director required. **Corequisite:**

EDA 690L.

Offered: either fall or spring and each summer.

EDA 690L Internship Lab 0 Credits

EDA 690L provides students with the opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership.

Prerequisite: permission of program director required. **Corequisite:**

EDA 690.

Offered: fall, spring & summer.

EDA 699 Independent Study 1-4 Credits

A thesis, research paper, or major project which provides the opportunity to investigate school or district administration of particular interest to the student.

Prerequisite: permission of program director & associate dean required.

Offered: either fall or spring, and each summer.

Educator Preparation Programs in the Field of Education

Canisius College offers graduate educator preparation programs for candidates seeking their first certification and those looking to add additional academic credentials. The Initial Certification programs are taken by candidates seeking their first license. The Professional Certification programs are taken by candidates who earned initial certification in an undergraduate program. Those seeking to pursue counseling or educational leadership would take one of the programs listed under Other School Professional Programs.

Graduate Initial Preparation Programs

Childhood Education/Special Education Grades 1-6 (p. 119)

Childhood Education Grades 1-6/TESOL (p. 120)

Adolescence Education Grades 7-12 (p. 115)

Adolescence Ed/SWD Gen 7-12 (MSEd) (p. 113)

Business and Marketing Education K-12 (p. 117)

Physical Education - Initial Certification K-12 (p. 134)

Graduate Professional Certification Programs

Coaching Advanced Certificate (p. 122)

Differentiated Instruction (p. 122)

Instructional Technologies and Curriculum Design (p. 127)

Literacy (p. 130)

Physical Education (Online Professional Certification (p. 138))

TESOL/Bilingual Degrees & Certificates (p. 144)

Teaching Students with Disabilities - Childhood (p. 143)

Teaching Students with Disabilities - Adolescence Generalist (p. 141)

Special Education - Advanced (p. 141)

Graduate Other School Professional Programs

School Counseling-MS (p. 106)

School Counseling-Advanced Certificate for Permanent Certification (p. 107)

Educational Leadership (p. 109)

Dual Degree Programs

Content Area plus Adolescence 7-12 Teaching Students with Disabilities Generalist (p. 125)

Adolescence Ed/SWD Gen 7-12 (MSEd)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program prepares candidates for *Initial and Professional Certification in Adolescence SWD Generalist 7-12*, and provides an option for candidates to

earn a second *Initial and Professional Certification in Adolescence Education* in a specific content area.

SWD Generalist Content-Area Extensions

The Adolescence Students with Disabilities Generalist certification is not attached to typical adolescence content areas. However, with 18 credits in an academic content area a candidate will be qualified to add a certificate extension in the content area in addition to the Students with Disabilities Generalist certificate for grades 7-12.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
SPE 580	Classroom Management	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
EDU 556	Assessment for Diverse Learners	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
SPE 698	Seminar in Teaching and Assessment	3
Student Teaching:		
SPE 692	Student Teaching	4.5
SPE 694	Student Teaching - Placement 2	4.5
SPE 697	Student Teaching Seminar	0
Total Credits		39

Adolescence Ed/SWD Gen 7-12 (MSEd)

Adolescence Human Growth & Development, Inclusive Strategies, Foundations of Adolescent Literacy, Evaluation & Teaching Strategies, Methods of Teaching in the Subject Area, and Foundations of Education. These prerequisites may be taken at the graduate or undergraduate level, at Canisius or another college offering teacher certification programs, and may be taken concurrent with the graduate program. Canisius courses that meet these prerequisites include EDAD 535, SPE 541, EDAD 536, EDAD 502, EDR 504, EDR 509, EDAD 572, and EDU 505 (or their undergraduate equivalents).

Middle Childhood

Candidates wishing to obtain an extension to teach grades 7-9 in their content area must add a middle childhood extension (p. 134).

Prerequisites for Students with Disabilities (SWD) for ALL candidates.

1. Six credit hours in English
2. Six credit hours in math
3. Six credit hours in social studies
4. Six credit hours in science
5. Three credit hours in a language other than English

Prerequisites for Adolescence 7-12 Certification in the Content Area:

1. English: 36 credit hours are required in English. Topics that need to be covered include linguistics/grammar, American Literature, World Literature, Young Adult Literature, British Literature, and writing/composition (plus electives needed to meet the credit hour requirement)
2. Math: 37 credit hours are required in Math. Topics that need to be covered include Calculus I, II, and III, differential equations, abstract math, linear algebra, abstract algebra, geometry, and statistics. (plus electives needed to meet the credit hour requirement)
3. Biology: 36 credit hours are required in Biology. Topics that need to be covered include botany, evolution, microbiology, biochemistry, organismal biology, ecology, physiology, cell biology, zoology, genetics, and anatomy. (plus electives needed to meet the credit hour requirement)
4. Chemistry: 36 credit hours are required in Chemistry. Topics that need to be covered include inorganic chemistry, organic chemistry, biochemistry, analytical chemistry, and physical chemistry. (plus electives needed to meet the credit hour requirement)
5. Physics: 36 credit hours are required in Physics. Topics that need to be covered include general physics, classical mechanics, nuclear physics, optics, electricity/magnetism, quantum mechanics, electronics, and statistics & thermal dynamics. (plus electives needed to meet the credit hour requirement)
6. Social Studies: 36 credit hours are required in Social Studies. Eighteen (18) credits in history are required. Three credits are also required in each of the following areas: geography, political science/government, cultural studies, and economics. The remaining credits can come from other social sciences including psychology or philosophy.
7. Spanish: 30 credit hours of study in that language are required

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Adolescence Education (MSEd)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

Degree: Master of Science in Education

Program Details

The adolescence education program provides the education necessary for teacher certification in grades 7-12. Canisius offers certification in seven disciplines at the adolescence level: English, mathematics, social studies, Spanish, biology, chemistry, and physics. Candidates should possess a

bachelor's degree with approximately 36 credit hours in the academic discipline. Candidates must also complete 3 credit hours of study, or the equivalent, of a language other than English. Students who complete certification requirements may complete additional coursework to extend their certification downward to grades 5-6 (see Middle Childhood). More information can be found at program website (<https://www.canisius.edu/academics/programs/adolescence-education-masters/>).

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Required Courses for Initial Certification in Adolescence Education

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy (includes 30 hours of field experience)	3
EDU 505	Foundations of Education	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
SPE 536	Differentiating Instruction for Diverse Adolescent Learners	3
EDAD 572	Pedagogical Strategies and Methods	3
EDAD 573	Applied Content Literacies and Methods	3
EDAD 593	Student Teaching: Adolescence	9
EDAD 594	Student Teaching Seminar	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDU 615	Research Methods	3
Total Credits		33

Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

Certification examination requirements can be found here: <http://www.highered.nysed.gov/tcert/certificate/certexam.html>.

Note: fingerprinting is also required.

Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 134).

Prerequisites for Adolescence 7-12 Certification in the Content Area:

1. English: 36 credit hours are required in English. Topics that need to be covered include linguistics/grammar, American Literature, World Literature, Young Adult Literature, British Literature, and

writing/composition (plus electives needed to meet the credit hour requirement)

2. Math: 37 credit hours are required in Math. Topics that need to be covered include Calculus I, II, and III, differential equations, abstract math, linear algebra, abstract algebra, geometry, and statistics. (plus electives needed to meet the credit hour requirement)
3. Biology: 36 credit hours are required in Biology. Topics that need to be covered include botany, evolution, microbiology, biochemistry, organismal biology, ecology, physiology, cell biology, zoology, genetics, and anatomy. (plus electives needed to meet the credit hour requirement)
4. Chemistry: 36 credit hours are required in Chemistry. Topics that need to be covered include inorganic chemistry, organic chemistry, biochemistry, analytical chemistry, and physical chemistry. (plus electives needed to meet the credit hour requirement)
5. Physics: 36 credit hours are required in Physics. Topics that need to be covered include general physics, classical mechanics, nuclear physics, optics, electricity/magnetism, quantum mechanics, electronics, and statistics & thermal dynamics. (plus electives needed to meet the credit hour requirement)
6. Social Studies: 36 credit hours are required in Social Studies. Eighteen (18) credits in history are required. Three credits are also required in each of the following areas: geography, political science/government, cultural studies, and economics. The remaining credits can come from other social sciences including psychology or philosophy.
7. Spanish: 30 credit hours of study in that language are required

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Courses

EDAD 502 Foundations of Adolescent Literacy 3 Credits

The theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. This course focuses on three strands of literacy teaching for adolescent students: Strategies for developing reading and writing skills in all secondary content areas, methods for teaching reading and writing in inquiry projects and problem based learning and pedagogical practices for integrating critical literacy in all secondary classrooms. Includes language acquisition and literacy development by native English speakers and students who are English Language learners. Also includes skill in developing the listening, speaking, reading, and writing skills of all students. 20 hours of field experience required.

Offered: every fall.

EDAD 534 Assessment of Student Learning 3 Credits

This course focuses on impacting student learning using contemporary practices of assessment and assessment-driven instructional planning. Varied assessment measures, especially authentic assessments based on real world tasks will be emphasized. A range of assessment tools to measure and document student learning and growth will be used to drive subsequent instructional planning. 30 hour field experience

Offered: every spring.

EDAD 535 Learning and Human Development: Adolescence 3 Credits

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, cognition, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 - 12.

Offered: every spring.

EDAD 572 Pedagogical Strategies and Methods 3 Credits

This course focuses on traditional and contemporary methods of teaching dialogical, collaborative lessons. The use of multimodal and digital tools for developing content area lessons and units will be emphasized. Individual Sections focus on specific content areas. 30 hours of field experience

Offered: every spring.

EDAD 573 Applied Content Literacies and Methods 3 Credits

This course combines theory and reflective practice to integrate and apply curricular, instructional, and evaluative skills in unit planning (aligned with state/national subject-specific standards). Methods for culturally relevant teaching as well as content-specific topics will be emphasized. Fifty (50) hours of field experience will be required. Individual sections focus on specific content areas.

Prerequisites: EDAD 572. **Corequisites:** EDU 574 and EDU 575.

Offered: every fall.

EDAD 593 Student Teaching: Adolescence 9 Credits

Requires two supervised teaching placements in schools appropriate to certification level and includes experience in high- needs schools or schools serving socio-economically disadvantaged students.

Prerequisite: successful completion of required education courses and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

EDAD 594 Student Teaching Seminar 0 Credits

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

EDAD 599 Independent Study 3-6 Credits

Independent studies require an application and approval by the associate dean.

Prerequisite: permission of the instructor, department chair, & associate dean.

EDU 505 Foundations of Education 3 Credits

An examination of the social, historical and philosophical foundations of education intended to provide a framework for understanding contemporary issues in education. Topics may include the role of education in a democratic society; gender, race and class in education; home, school and community relationships; and the organizational structure of education.

Offered: Spring and summer.

EDU 595 Child Abuse Workshop 0 Credits

NYSED requirement for teacher certification.

EDU 596 Prevention of School Violence Workshop 0 Credits

NYSED requirement for teacher certification.

EDU 597 Dignity for All Students Workshop 0 Credits

NYSED requirement for teacher certification.

EDU 615 Research Methods 3 Credits

Candidates will develop an understanding of the research process from formulating a research problem through data analysis and interpretation. Candidates will learn how to critically analyze research studies, discuss ethical considerations in conducting research and discuss the importance of scientific research for educational policy and practice. Each candidate will plan a research project consistent with his/her interests and with the course goals.

SPE 536 Differentiating Instruction for Diverse Adolescent Learners 3 Credits

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

Business & Marketing (MSEd)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

Degree: Master of Science in Education

The business and marketing education program is designed to develop, extend, and enhance the professional competencies of business and marketing education teachers. Completion of the program provides a master of science in education degree and satisfies the requirements for eligibility to apply for permanent/professional certification to teach business and marketing in New York State.

This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning.

Prepare to succeed. The curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare you for the new NYS certification tests (<http://www.nystce.nesinc.com/>) and edTPA (http://www.nystce.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_edTPA.html) assessments. Our focus is to provide you with the best possible teacher preparation to enable you to meet all certification requirements and become a transformational teacher.

As a graduate of this program, you will have the opportunity to earn your initial teaching certification as you earn your master's degree, allowing you to teach in New York State. Canadian students (<http://www.canisius.edu/admissions/grad-admissions/canadian/>) will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students.

Classes begin in the Fall & Spring semesters.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Required Courses for Business and Marketing Education Candidates

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 572	Pedagogical Strategies and Methods	3
EDU 505	Foundations of Education	3
EDU 597	Dignity for All Students Workshop	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EMC 552	Human Growth and Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood	3
EDAD 573	Applied Content Literacies and Methods	3
EDAD 593	Student Teaching: Adolescence	9
EDAD 594	Student Teaching Seminar	0
EDU 615	Research Methods	3
Total Credits		36

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Courses

EDAD 502 Foundations of Adolescent Literacy 3 Credits

The theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. This course focuses on three strands of literacy teaching for adolescent students: Strategies for developing reading and writing skills in all secondary content areas, methods for teaching reading and writing in inquiry projects and problem based learning and pedagogical practices for integrating critical literacy in all secondary classrooms. Includes language acquisition and literacy development by native English speakers and students who are English Language learners. Also includes skill in developing the listening, speaking, reading, and writing skills of all students. 20 hours of field experience required.

Offered: every fall.

EDAD 534 Assessment of Student Learning 3 Credits

This course focuses on impacting student learning using contemporary practices of assessment and assessment-driven instructional planning. Varied assessment measures, especially authentic assessments based on real world tasks will be emphasized. A range of assessment tools to measure and document student learning and growth will be used to drive subsequent instructional planning. 30 hour field experience

Offered: every spring.

EDAD 535 Learning and Human Development: Adolescence 3 Credits

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, cognition, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 - 12.

Offered: every spring.

EDAD 572 Pedagogical Strategies and Methods 3 Credits

This course focuses on traditional and contemporary methods of teaching dialogical, collaborative lessons. The use of multimodal and digital tools for developing content area lessons and units will be emphasized. Individual Sections focus on specific content areas. 30 hours of field experience

Offered: every spring.

EDAD 593 Student Teaching: Adolescence 9 Credits

Requires two supervised teaching placements in schools appropriate to certification level and includes experience in high- needs schools or schools serving socio-economically disadvantaged students.

Prerequisite: successful completion of required education courses and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

EDU 505 Foundations of Education 3 Credits

An examination of the social, historical and philosophical foundations of education intended to provide a framework for understanding contemporary issues in education. Topics may include the role of education in a democratic society; gender, race and class in education; home, school and community relationships; and the organizational structure of education.

Offered: Spring and summer.

EDU 595 Child Abuse Workshop 0 Credits

NYSED requirement for teacher certification.

EDU 596 Prevention of School Violence Workshop 0 Credits

NYSED requirement for teacher certification.

EDU 597 Dignity for All Students Workshop 0 Credits

NYSED requirement for teacher certification.

EDU 598 Student Teaching Seminar 0 Credits

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

Offered: occasionally.

SPE 536 Differentiating Instruction for Diverse Adolescent Learners 3 Credits

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

EMC 552 Human Growth and Development: Middle Childhood 3 Credits

The understanding of major concepts, principles, theories and research related to the intellectual emotional, physical, social and moral development of young adolescents will be stressed. Candidates will observe and participate in positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.

Offered: summer and spring.

EMC 553 Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood 3 Credits

Presents concepts, standards and research related to middle level curriculum development, stressing the importance of a curriculum that is relevant, challenging, integrative and exploratory. Interdisciplinary middle level curriculum standards, models and assessment strategies will be introduced. Assessment strategies that promote the continuous intellectual, social and physical development of all young adolescents will be presented.

Offered: summer and fall.

Childhood Education 1-6/Special Education 1-6 (MSEd)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program results in initial New York State Certification in *Childhood Education (Grades 1-6) and Teaching Students with Disabilities (Grades 1-6)*.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
EDU 505	Foundations of Education	3
EDCH 509	Literacy and the Arts in the Elementary Classroom	3
EDCH 540	Learning and Development Birth to Grade 6	3
SPE 541	Inclusive Strategies	3
EDU 556	Assessment for Diverse Learners	3
SPE 580	Classroom Management	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
EDU 628	Teaching Math & Science: Supporting STEM Education	3

EDU 572	Teaching Social Studies Integrating English Language Arts	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
EDU 570	Pre-Student Teaching	3
SPE 593	Student Teaching	9
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDU 598	Student Teaching Seminar	0
Total Credits		54

Prerequisites

Candidates need the following prerequisites to pursue this dual-certification program. They may be done before or concurrently with the program.

1. English - 3 credit hours
2. Math - 3 credit hours
3. Science - 3 credit hours
4. Social Studies - 3 credit hours
5. Language Other Than English - 3 credit hours

Early Childhood

Candidates wishing to extend their certification to include Birth to Grade 2 should consult their academic adviser for options.

Middle Childhood

Candidates wishing to obtain an extension to teach grades 7-9 (thus enabling candidates to teach in their 30 credit subject area only) must add a middle childhood extension (p. 134). Consult your advisor to determine if this is possible based on an undergraduate degree audit.

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Childhood Education 1-6/TESOL K-12 (MSEd)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD
Degree: MSEd

The Childhood/TESOL Master of Science in Education Degree Program at Canisius is designed for those dedicated to meet the needs of English Language Learners, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program combines the Childhood (1-6) program with the Teaching English as a Second or Other Language (K-12) program to prepare new

candidates to gain initial and professional certification in *Childhood Education (Grades 1-6)* and *TESOL (Grades K-12)*.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
SPE 580	Classroom Management	3
SPE 541	Inclusive Strategies	3
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
EDCH 509	Literacy and the Arts in the Elementary Classroom	3
EDU 505	Foundations of Education	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
EDU 572	Teaching Social Studies Integrating English Language Arts	3
EDU 556	Assessment for Diverse Learners	3
EDU 615	Research Methods	3
EDCH 540	Learning and Development Birth to Grade 6	3
EDU 628	Teaching Math & Science: Supporting STEM Education	3
EDU 570	Pre-Student Teaching	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
EDU 592	Student Teaching Seminar	0
EDCH 593	Student Teaching: Childhood	9
EDU 597	Dignity for All Students Workshop	0
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
Total Credits		54

Prerequisites for Childhood 1-6/TESOL K-12

Candidates need the following prerequisites to pursue this dual-certification program. They may be done before or concurrently with the program.

1. English - 3 credit hours
2. Math - 3 credit hours
3. Science - 3 credit hours
4. Social Studies - 3 credit hours
5. Language Other Than English - 12 credit hours

First Year

Fall	Spring	Summer
SPE 541	EDCH 509	EDU 556
SPE 580	EDCH 540	EDU 505
TESL 583	EDU 572	EDU 595

TESL 584	TESL 586	EDU 596
		EDU 615

Second Year

Fall	Spring
EDU 570	EDCH 593
EDU 628	EDU 592
TESL 585	EDU 597
TESL 587	

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Coaching Advanced Certificate

Program Director: Clancy M. Seymour, Ed.D. (seymourc@canisius.edu)

Canisius College's graduate advanced certificate in coaching is approved by the New York State Education Department (NYSED) and includes four graduate-level online courses that cover various topics related to today's current challenges in the coaching profession. Completion of the program satisfies the coaching education course requirement and candidates are eligible to apply for a NYSED coaching license. The program focuses on the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
KIN 535	Kinesiology	3
PEG 565	Principles and Philosophy of Coaching	3
PEG 651	Coaching Theory and Techniques	3
PEG 635	Administrative Principles of Physical Education/ Athletics	3
or PEG 681	Legal Aspects in Physical Education and Athletics	
Total Credits		12

Differentiated Instruction (MSEd and Gifted Extension)

Program Director: Barbara A. Burns, PhD

Faculty: Amber Chandler, Kristen Frawley, Katelyn Mazurkiewicz, Lynn O'Connor, Kara Schwabel, Patrick Wirth

Degree: Master of Science in Education

Introduction

The Differentiated Instruction graduate program is a rigorous 30-hour program that meets the master's degree requirement for permanent or professional teacher certification in New York State. The degree also meets the requirements for a certification extension in Gifted Education.

Our mission is to provide a meaningful, hands-on approach to delivering the best pedagogical methods and strategies available in order to meet the diverse needs in the classroom, including the gifted population. Our courses are taught by instructors who are practitioners in the field, who each day integrate the most widely recognized aspects of differentiated instruction into their own classroom. The curriculum is based on the following tenets:

- We believe that all people are creative, with unique gifts to contribute.
- We encourage cultivating habits of mind such as critical thinking and risk-taking through which one can discover and uncover the content.
- We expect the creation of multi-modal products by which students demonstrate their understanding of material.
- We find the above works best when offered in an environment that sparks individual creative spirit and connects people together through collaboration, idea-sharing, openness and trust.

The experience you gain in this program will seamlessly translate into the classroom and beyond, as you go forth in making your mark in differentiating yourself as an educator and change agent in the classroom, school, community and the world. More information can be found at the program website (<https://www.canisius.edu/academics/programs/differentiated-instruction/>).

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Program Details

Code	Title	Credits
Required Core Courses		
EDDI 500	Dimensions of Learning	3
EDDI 505	Introduction to Differentiated Instruction	3
EDDI 510	Introduction to Gifted Education and Collaboration	3
EDDI 515	Identification and Assessment of Students in Gifted Education	3
EDDI 520	Curriculum Development for Gifted Students	3

EDDI 600	Practicum and Seminar in Gifted Education	3
EDDI 615	Action Research for a Differentiated Classroom	3
Elective Courses		
Select three of the following (additional courses may be used with prior approval from program director)		9
EDDI 530	Differentiated Instruction in Mathematics K-12	
EDDI 540	Social and Emotional Issues in Gifted Education	
EDDI 575	Enhancing the Differentiated Classroom through Creativity	
EDDI 585	Integrating Technology in the Differentiated Classroom	
EMC 552	Human Growth and Development: Middle Childhood	
EMC 553	Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood	
Any Special Education (SPE) elective except SPE 536 or SPE 541 or any EDDI course at the 500 or 600 level.		
Total Credits		30

Please note, the Differentiated Instruction program curriculum above fulfills the coursework requirements for the certification extension in Gifted Extension. Students interested in that extension must pass the CST exam for New York State certification.

Learning Goals & Objectives

Learning Goal 1 (Knowledge – Observed in Writing)

Candidates in the Differentiated Instruction program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Candidates will:

- Demonstrate recognition of how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further demonstrate understanding of issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.
- Express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents, understanding how families and communities contribute to the development of individuals with gifts and talents.

Learning Goal 2 (Knowledge – Observed Skills and Dispositions)

Candidates in the Differentiated Instruction program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Candidates will:

- Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life, and understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.
- Select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning

environments to enhance self-awareness and self-efficacy for individuals with gifts and talents, enhancing the learning of critical and creative thinking, problem solving, and performance skills in specific domains.

- Create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement, fostering environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- Understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development and use relevant strategies to teach oral and written communication skills to individuals with gifts and talents.
- Develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, using differentiated instructional strategies.
- Collaborate with families, other educators, and related service providers, enhancing comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions.

Learning Goal 3 (Service)

Candidates in the Differentiated Instruction program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Candidates will:

- Demonstrate respect for their students as unique human beings, understanding variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities.
- Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents.
- Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents. Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners.

Learning Goal 4 (Professionalism)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Candidates will:

- Engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices, regularly reflecting on and adjust their practice. They are

aware of how attitudes, behaviors, and ways of communicating can influence their practice.

Learning Goal 5 (Leadership)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Candidates will:

- Use the results of assessments to adjust instruction and to enhance ongoing learning progress, understanding the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds.

Courses

EDDI 500 Dimensions of Learning 3 Credits

Participants will explore and understand a learning-centered framework for instructional planning. This course translates the latest research on cognition and learning into practical classroom strategies. Participants learn how to help students develop positive attitudes and perceptions about learning, develop habits of mind for critical, creative and self-regulated behaviors, construct meaning for declarative and procedural knowledge and extend and refine knowledge.

Offered: every fall.

EDDI 505 Introduction to Differentiated Instruction 3 Credits

Provides an introduction to the philosophy of differentiation. This course will examine ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. Participants will gain an understanding of the reasons and assumptions underlying differentiation and acquire the ability to identify key indicators in a classroom. Knowledge of the characteristics of students who learn at different paces and levels will be developed. Students will study a variety of curriculum options such as those of content and implementation of differentiated lessons that optimize learning for all students, including gifted students and other high-ability learners.

Offered: every fall.

EDDI 510 Introduction to Gifted Education and Collaboration 3 Credits

Participants will explore the history, research, laws and varied philosophies of gifted education. The class will also focus on developing skills in communication and collaboration to individualize instruction for gifted students. Participants will learn how to develop a support system and manage open communication among classroom teachers, special area teachers, administrators, parents and outside agencies.

Offered: every fall.

EDDI 515 Identification and Assessment of Students in Gifted Education 3 Credits

This course will provide an overview of tools and methods for identifying and assessing students who learn at a pace and level that is significantly different from that of their classmates. Assessment tools will be examined, utilized and evaluated. Implications for instruction will be discussed.

Offered: every spring.

EDDI 520 Curriculum Development for Gifted Students 3 Credits

This course focuses on methods of instruction for gifted students. Participants will develop knowledge and skills for planning, providing, coordinating and evaluating differentiated teaching and learning environments to challenge and assist gifted students in learning to their highest levels of achievement. Participants will learn how to develop a layered curriculum in order to maximize each student's growth and individual success. Instructional strategies for differentiating the key elements of content, process and products will be addressed.

Offered: every spring.

EDDI 530 Differentiated Instruction in Mathematics K-12 3 Credits

Differentiating instruction means providing students with options for learning new information, helping them to make sense of ideas and express what they learn. This course will focus on helping the teacher learn approaches for differentiating mathematics instruction in the classroom. Participants will discuss and apply the principles of differentiated instruction to math instruction, learn effective strategies for managing flexible groups, acquire ideas for providing students with a variety of options that successfully target math standards and understand how to plan strategically in order to reach the needs of diverse learners in the classroom.

Offered: every spring.

EDDI 540 Social and Emotional Issues in Gifted Education 3 Credits

This course focuses on social and emotional issues in a differentiated classroom. This course will address issues such as fairness and grading, taking charge of individual learning, developing organization and study skills, procrastination and perfectionism, fear of failure, struggling with appropriately challenging activities, and underachievement behaviors. The role the parent plays in supporting a child in a differentiated classroom will also be explored.

EDDI 575 Enhancing the Differentiated Classroom through Creativity 3 Credits

This course will offer students the opportunity to learn about the field of creativity and current research supporting its value in enhancing the learning environment. Participants will discuss and experience ways to nurture teacher creativity to better prepare them to recognize and support creativity in students. Activities and resources to develop creativity will be explored and evaluated.

Offered: once a year.

EDDI 585 Integrating Technology in the Differentiated Classroom 3 Credits

This course introduces educators to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology into their curriculum. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration to the production of multimedia.

Offered: every fall.

EDDI 600 Practicum and Seminar in Gifted Education 3 Credits

This course involves completing a college supervised practicum experience of 50 hours differentiating instruction for all students including gifted students. The practicum is individualized and takes place near the end of the program. Students will have the opportunity to discuss and reflect on the practicum experiences in on-campus seminars.

Corequisite: EDDI 615.

EDDI 615 Action Research for a Differentiated Classroom 3 Credits
Focuses on the study of the background of educational research, understanding research methodologies and designs, tools and techniques of educational research, and the collection, treatment, analysis and interpretation of research data. The student will develop an action research project that will be implemented during the practicum.
Corequisite: EDDI 600.

Dual Degree - BA or BS in Content Area and Students with Disabilities Generalist 7-12 (MSEd)

Canisius College is now offering dual bachelor's and master's degrees for content area majors who wish to become teachers. Content areas include Biology, Chemistry, English, Mathematics, and History. Students in this program are advised as undergraduates to add certain education courses as electives so they are prepared for both Adolescence Education 7-12 certification in their content area and Adolescence 7-12 Teaching Students with Disabilities Generalist certification.

These programs were created because there is a growing shortage of teachers in Adolescence Teaching Students with Disabilities. Candidates completing this program will earn a BA/BS in their content area and a MSEd, and will be certified to teach in mainstream and special education classrooms.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

The dual degree programs offer a BA/BS in the content area as well as a MSEd in Adolescence 7-12 Teaching Students with Disabilities Generalist. This dual degree program also leads to Initial Adolescence certification in the content area as well as Initial certification in Adolescence 7-12 SWD Generalist. Since the program leads to two teaching certificates, candidates must meet the content requirements for both certificates over the course of the five years. In some instances, New York State has additional requirements for certification, for example, all candidates certified to teach Students with Disabilities need two math courses. These are identified as appropriate.

Undergraduate Requirements An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/core-curriculum/>) or the All-College Honors Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/all-college-honors-program/>). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors

curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Content Areas BIOLOGY

The Biology (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/biology/#biomseddualdegreecurriculumtext>) major meets the biology content requirement for certification in Adolescence 7-12 Biology. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in History.

CHEMISTRY

The Chemistry (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/chemistry/#chmmseddualdegreecurriculumtext>) major meets many of the state certification requirements in Chemistry. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in History.

ENGLISH

The English (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/english/english/#englishbatext>) major meets the English content requirements for certification in Adolescence 7-12 English. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in Math, Science, and History.

MATHEMATICS

The Mathematics & Statistics (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/mathematics-statistics/#mathematicsbamseddualdegreecurriculumtext>) major meets the Mathematics content requirements for certification in Adolescence 7-12 Mathematics. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in History.

SOCIAL STUDIES (HISTORY)

The History (<http://catalog.canisius.edu/undergraduate/college-arts-sciences/history/#historybamseddualdegreecurriculumtext>) major meets many of the state certification requirements in Social Studies. In addition, Social Studies candidates need to take a course in geography, cultural studies, political science or government, and economics. It may be possible to find a history course that also includes content in one of these areas. Candidates also need to take 3 credit hours in a LOTE (Language other than English) and 3 additional credits in Math and Science.

Education Course List:

The education curriculum is provided below. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion. These dual degree programs can be completed in as little as 5 years if some summer coursework is included.

The education curriculum is provided below for the MSEd portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

Code	Title	Credits
EDS 101	Human Growth and Social Development: Adolescence	3
EDS 223	Foundations of Adolescent Literacy	3

SPE 341	Inclusive Strategies	3
EDS 360	Evaluation and Teaching Strategies	3
EDU 250	Foundations of Education	3
Please select one of the following:		3
EDS 406	Methods of Teaching Social Studies: Adolescence	
or EDS 402	Methods of Teaching English: Adolescence	
or EDS 403	Methods of Teaching Mathematics: Adolescence	
or EDS 405	Methods of Teaching Science: Adolescence	
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
or SPE 311	Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders	
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 580	Classroom Management	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
EDU 615	Research Methods	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
EDU 556	Assessment for Diverse Learners	3
or EDU 356	Assessment for Diverse Learners	
SPE 698	Seminar in Teaching and Assessment	3
SPE 693	Student Teaching	9
SPE 697	Student Teaching Seminar	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
Total Credits		57

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

CANDIDATES IN THE TEACHER EDUCATION PROGRAMS WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Gifted Education Extension (Advanced Certificate)

The Gifted Education Extension can be completed as part of the MSEd in Differentiated Instruction or as a stand-alone Advanced Certificate.

Curriculum

Code	Title	Credits
EDDI 505	Introduction to Differentiated Instruction	3
EDDI 510	Introduction to Gifted Education and Collaboration	3
EDDI 515	Identification and Assessment of Students in Gifted Education	3
EDDI 520	Curriculum Development for Gifted Students	3
Total Credits		12

In addition to the coursework requirements, students must pass the CST to receive New York State certification. Candidates may also have to complete specific education workshops (e.g., dignity for all students, school violence prevention) if they have not completed them recently.

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Instructional Technologies and Curriculum Design

Program Director: Dr. Ronald H. Kotlik (kotlikr@canisius.edu)

Degree Options: Master of Science or Advanced Certificate

Introduction

The Instructional Technologies and Curriculum Design programs are innovative and fully online. These programs are designed to inspire both professionals and educators how to use technology in the workplace and classroom in a purposeful way to enrich and enhance learning, training, collaboration, project management, and curriculum design. This program is perfect for K-12 teachers who already have their initial certification in their content area and are seeking professional certification. Professional students in varied enterprises including business, healthcare, industry, higher education, and government can become certified trainers bringing the most advanced technology driven strategies to enhance and facilitate project management in any working environment. Students focus on the purposeful use of technology for teaching and learning with a major emphasis on the application of technologies for instructional design.

In addition, the second option within this program is designed for individuals who will deliver online courses and instruction in training environments outside of education with an emphasis on talent and leadership development. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. This program option can be completed through the master's degree that does not lead to a New York State teaching certification or the advanced certificate.

Admission

To be considered for admission to Canisius College's Instructional Technologies and Curriculum Design programs, candidates are required to submit the following items:

1. A completed graduate application.
2. One official college/university transcript showing completion of a bachelor's degree from an accredited institution of higher learning with a minimum grade point average of 2.70.
3. Evidence of teaching certification complete or in progress is required if seeking NY State certification.
4. Submission of two (2) letters of recommendation.

International applicants are welcome and encouraged to apply to the program. Applicants who are citizens of non-English speaking countries are required to provide:

1. Proof of English proficiency. The most common means is submission of an official TOEFL (Test of English as a Foreign Language) score of at least 61 on the internet based exam or 500 on the paper based version.
2. A transcript evaluation (1 official copy) from a service such as World Evaluation Services (<http://www.wes.org/>) that converts your degree into U.S. equivalents, i.e. degree equivalent, grades, course credits, etc. We may also accept the evaluation from other organizations providing this service.

Mission Statement

The mission of the Instructional Technologies and Curriculum Design programs is to prepare educators and professionals to find, utilize, and assess the purposeful use of technology for curriculum and instructional design. The goal of the program is to inspire educators and professionals to use technology in inspiring ways. More information can be found at the program website (<https://www.canisius.edu/academics/programs/education-technologies-emerging-media/>).

Program Details

The program offers two graduate degrees and one certificate option:

Master's Degree in Instructional Technologies and Curriculum Design (NYS Teaching Certification)

Leads to New York State certification as an Educational Technology Specialist. Focuses on the purposeful use of technology for teaching and learning. A major emphasis is on the application of technologies for content literacy in the K-12 environment. Students are given the opportunity to apply major projects to their current work or desired professional goals. Program is designed for teachers with Initial Certification in their content area seeking Professional Certification in New York State. (33 credits)

Master's Degree in Instructional Technologies and Curriculum Design

Not leading to New York State certification. Designed for those who will deliver online courses and programs both within a formal educational setting and in training environments in professional settings. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. (33 credits)

Advanced Certificate in Instructional Technologies and Curriculum Design

Not leading to New York State certification. Enhances the instructional strategies of instructors in higher education, primary and secondary school teachers, and professional trainers and project managers outside of education. The four courses required may be completed in as little as 16 weeks. (12 credits)

Program Features

1. Eight week classes allow you to complete the program in as little as 15 months
2. Fully online asynchronous classes giving working candidates the flexibility to complete coursework on their own schedules
3. Complete all practicum requirements for New York State certification and professional field studies in your local area and present place of employment (workplace or school)
4. Learn how to effectively use specific technologies like Chromebooks, Windows PCs, Google Apps for Education, Microsoft 365, different learning management systems (Schoolology, Cornerstone, Microsoft Teams, Cysco Teams, etc.), video productions tools (WeVideo, Camtasia, Snagit, etc.), and more
5. Courses prepare students to take the Google Certified Teacher and Flipped Learning Certification exams
6. Courses prepare professional students to take the Google Workplace Certification and Modern Workplace Microsoft 365 Certifications exams
7. K-12 teachers (any content area or initial certification) and higher education faculty welcomed
8. Professional students including those in business, healthcare, industry, government, non-profits, sports management, and other enterprise settings welcomed
9. Master's degree or Certificate programs

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Instructional Technologies and Curriculum Design (MS) degrees Curriculum

Master of Science--Leading to New York State Certification

Code	Title	Credits
Required Courses		
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
EDT 505	Integrating Technology and Project Management	3

EDT 506	Research Methods: New Literacies and Evidence-Based Practice	3
EDT 507	Transformational Leadership and Technology	3
EDT 508	Technology for Social Change	3
EDT 509	eLearning and Instructional Design	3
EDT 511	College Supervised Fieldwork in Instructional Technologies and Curriculum Design (NYS Certification)	6

Total Credits 33

Master of Science--Does not lead to New York State Certification

Code	Title	Credits
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
EDT 505	Integrating Technology and Project Management	3
EDT 506	Research Methods: New Literacies and Evidence-Based Practice	3
EDT 507	Transformational Leadership and Technology	3
EDT 508	Technology for Social Change	3
EDT 509	eLearning and Instructional Design	3
EDT 510	Integrated Master's Project (No NYS Certification)	6

Total Credits 33

Curriculum

Advanced Certificate in Instructional Technologies and Curriculum Design

Code	Title	Credits
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Instructional Design and Emerging Technology	3
EDT 504	Integrating Technology into Differentiated Settings	3
Total Credits		12

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in THE instructional technologies and curriculum design programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

- Demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas.
- Model technology effectively for assessing learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all learners.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in THE INSTRUCTIONAL TECHNOLOGIES AND CURRICULUM DESIGN programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

- Create and support effective digital-age learning environments to maximize learning.
- Assist using technology effectively for assessing learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all.

Learning Goal 3 (SERVICE)

Candidates in THE INSTRUCTIONAL TECHNOLOGIES AND CURRICULUM DESIGN programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

- Model and promote digital citizenship by promoting equity, ethics, and diversity.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

- Demonstrate adult learning and leadership and will continuously deepen their knowledge and expertise through reflective evaluation.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

- Conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practices and learning.
- Participate in the development and implementation of shared vision for the comprehensive integration of technology to promote excellence.

Courses

EDT 501 Learning with Technology 3 Credits

Research and explore ways to create safe, supportive, respectful, and equitable learning environments utilizing technology. Students will investigate how to gain quality and effectiveness in teaching and training by expanding their knowledge of technology as a tool, a medium, and a setting for learning. The content focus will not be on learning specific technologies, but rather to gain an understanding of how technology can be much more than 'just a tool' in a classroom and/or workplace setting.

Offered: fall & spring, online only.

EDT 502 Instructional Design Theories and Models 3 Credits

Investigate and apply models for systematically analyzing instructional problems and developing valid and practical solutions specific to their professional goals. Numerous instructional design models are explored with the appropriate technologies to effectively implement those models. Students will complete a final project using a selected design method and technologies that relate to their classroom and/or professional setting.

Offered: fall & spring, online only.

EDT 503 Instructional Design and Emerging Technology 3 Credits

Examine theory and practice of creating instructional multimedia for learning and research future trends in instructional design. Students will explore new technologies for learning and discover how the use of these will make them leaders in their field and address current challenges in their work and professions. Students will demonstrate their ability and willingness to become agents of social change through the thoughtful and scholarly integrating of technology for learning. This course includes a 10 hour field experience where students will work with an education/workplace leader assessing the availability of technology into a specific setting. Online only.

Offered: every fall & spring.

EDT 504 Integrating Technology into Differentiated Settings 3 Credits

Educators and professionals are introduced to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom and workplace, including those with disabilities and specific learning needs. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology, especially video production, into their curriculum and professional settings. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration, to the production of multimedia. This course includes a 10 hour field experience where students will work with an education/workplace leader integrating technology into a specific setting.

Offered: every fall & spring.

EDT 505 Integrating Technology and Project Management 3 Credits

Research practical, timely, and relevant ways to integrate technology for content and skill learning. Project Based Learning theories and design will be modeled as students create their own project based simulations for their own education and/or professional setting. Examine best practice use of instructional technologies to create successful remote learning projects and the skills necessary to manage those projects with remote students and/or workforce.

Offered: fall & spring, online only.

EDT 506 Research Methods: New Literacies and Evidence-Based Practice 3 Credits

Technology literacy is an essential skill to meet the rapidly changing education and workplace environments. As our global society increasingly turns from page to screen for most aspects of modern life, teachers and trainers in all content areas need to know not only the traditional knowledge, skills and methods of their disciplines, but they also must develop competencies in new literacies. New literacies are now necessary for everyone to interact and function in business, for entertainment, and in virtually all other areas of modern life. Students will conduct an inquiry based project in New Literacies. Working together as an affinity group of inquirers, this inquiry will be a collaborative effort to understand the world we live in and its relationship to being a technologically literate citizen of the world. Online only.

Offered: every spring & summer.

EDT 507 Transformational Leadership and Technology 3 Credits

Understand concepts and strategies needed for leadership in the use and integration of technology for instructional design, content learning, and professional training. Topics include strategic planning, leadership styles, change processes, and policy issues in educational and workplace technology. This course includes a 10 hour field experience where students will work with an education/workplace leader assessing technology integration in a specific setting. Online only.

Offered: every spring.

EDT 508 Technology for Social Change 3 Credits

Apply educational and workplace leadership to be advocates of social justice through the use of technology for learning. Focus on policies that relate to social justice and technology in an attempt to prepare educational and workplace leaders to make a positive contribution in their fields. The main objective is to better understand how technology can impact society and how to make positive change happen. Online only.

Offered: every spring.

EDT 509 eLearning and Instructional Design 3 Credits

Research and explore the concepts of the virtual classroom/office, including the design and delivery of online coursework and workplace training. Course concepts include synchronous and asynchronous learning systems, using the web for instruction, virtual communities, and online teaching and training tools. Current research in online teaching, training, and learning will be explored and participants will design an online course/training component in their field. Online only.

Offered: every spring.

EDT 510 Integrated Master's Project 6 Credits

Investigate and research a topic in Instructional Technologies and Curriculum Design. Research will focus on an authentic educational/workplace setting. Students will develop a comprehensive thesis paper and a multimedia presentation piece. Research can be conducted at the student's present place of employment if applicable. For candidates not seeking a New York State certification. Online only.

Prerequisite: permission of program director.

Offered: every fall, spring, & summer.

EDT 511 College Supervised Fieldwork in Instructional Technologies and Curriculum Design 6 Credits

This course is the culmination of the work throughout the program and will require students to complete a practicum of 90 hours working with a teacher or leader in the field. The program will follow the protocols set forth by the School of Education and Human Services, and will utilize the same rubrics, lesson plan formats, unit plan formats, Code of Ethics, Student Teacher Candidate Contract, etc. For candidates seeking a New York State certification. Online only.

Prerequisite: permission of program director.

Offered: every fall, spring, & summer.

EDT 599 Independent Study 3 Credits

Independent studies require an application and approval by the associate dean.

Prerequisite: permission of program director & associate dean.

Literacy (MSEd and Advanced Certificate)

Program Director: Jennifer Stowe (<https://www.canisius.edu/academics/programs/literacy-education/directory/>), PhD Director of Graduate Literacy Programs

Introduction

The Canisius College graduate literacy programs lead to a master's degree in literacy for either Birth-Grade 6 or Grades 5-12. The program also prepares students to meet New York State requirements for certification as a literacy specialist. Coursework for each program includes 33 hours of study, and candidates have the option of completing 9 hours of additional coursework to qualify for certification in both age groups. Coursework also includes two practicum experiences that involve working with children in a clinical setting, specifically testing and tutoring in literacy skills (e.g. reading and writing).

Candidates do not need to come to campus to complete their practicums and can usually fulfill these practicum requirements in one of the school districts of their choice. More information can be found at the Literacy Program website (<https://www.canisius.edu/academics/programs/literacy-education/>).

Admissions Requirements

- Free Online Application (<https://www.canisius.edu/apply-canisius/>) - The application includes a 300 word essay.
- Official Bachelor's Degree Transcript. Unofficial or in progress transcripts are acceptable to begin the admissions review process. Applicants for the Fall 2016 semester and beyond will be expected to have a 3.0 undergraduate GPA. Applicants with less than a 3.0 undergraduate GPA will undergo additional review.
- Test Scores. All applicants will be required to submit Graduate Records Examination (GRE), Millers Analogies Test (MAT), OR Academic Literacy Skills Test (ALST), test scores.
- Two Letters of Recommendation. Letters can be personal, professional or academic references.
- Evidence of teaching certification
- Canadian and other international applicants must provide a completed Certification of Finances form.

Field experiences in the Online Programs

In the curriculum, a 50 hour field experience is noted for two courses. The first field experience is completed in EDR 601 (Birth-Grade 6) Diagnosis and Diagnostic Block or EDR 602 (Grades 5-12) Diagnosis and Diagnostic Block. The second field experience is the Advanced Practicum, EDR 603 (Birth-Grade 6) or EDR 604 (Grades 5-12).

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Online Curriculum for Professional Certification in Literacy, Birth – Grade 6

Program Details

Code	Title	Credits
Required Core Courses		
EDR 502	Foundations of Literacy	3

EDR 509	Teaching Literacy with Diverse Population	3
EDR 510	Creating a Literate Environment	3
EDR 515	Introduction to Research	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 616	Research in Reading	3
Additional Courses		
EDR 501	Reading and Writing in the Content Areas	3
EDR 505	Reading to Grow: Children's Literature & Social Justice	3
EDR 508	Emergent Literacy	3
EDR 601	Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum	3
EDR 603	Advanced Practicum: Birth-Grade 6	3
Optional		
To Add Grade 5-12 Certification:		6
EDR 504	Adolescent Literacy	
EDR 604	Advanced Practicum: Grades 5-12	
Total Credits		39

Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

- CST: Content Specialty Test (*Literacy*)

Completion of Graduation Portfolio Requirement

Candidates will use Task Stream to complete graduate portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

Curriculum

Online Professional Certification in Literacy, Grades 5 - 12

Program Details

Code	Title	Credits
Required Core Courses		
EDR 502	Foundations of Literacy	3
EDR 509	Teaching Literacy with Diverse Population	3
EDR 510	Creating a Literate Environment	3
EDR 515	Introduction to Research	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 616	Research in Reading	3
Additional Courses		
EDR 503	Reading in the Secondary School	3
EDR 504	Adolescent Literacy	3
EDR 506	Reading to Grow: Adolescent Literature & Social Justice	3
EDR 602	Grade 5-12: Diagnosis and Diagnostic Teaching Clinical Practicum	3
EDR 604	Advanced Practicum: Grades 5-12	3
Optional		
To add B-6 Certification:		6

EDR 508 Emergent Literacy	
EDR 603 Advanced Practicum: Birth-Grade 6	
Total Credits	39

Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

- CST: Content Specialty Test (*Literacy*)

Completion of Graduation Portfolio Requirement

Candidates will use Task Stream to complete graduate portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

Curriculum

Code	Title	Credits
EDR 501	Reading and Writing in the Content Areas	3
EDR 502	Foundations of Literacy	3
EDR 505	Reading to Grow: Children's Literature & Social Justice	3
EDR 508	Emergent Literacy	3
EDR 509	Teaching Literacy with Diverse Population	3
EDR 601	Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum	3
Total Credits		18

Roadmap

First Year

Fall	Spring	Summer
EDR 502	EDR 509	EDR 505
EDR 508	EDR 601	EDR 501

Learning Goals & Objectives

Learning Goal 1

Candidates in the literacy program will demonstrate knowledge of the major theoretical, conceptual, pedagogical, and evidence-based foundations of literacy and language and the ways in which they interrelate.

Candidates will:

- Increase their understanding of developmentally appropriate practices to promote learners' growth in listening, speaking, reading, writing, viewing, and visually representing.
- Increase their understanding of and ability to implement a variety of formative and summative assessment practices in the field of literacy.
- Increase their awareness of digital and print texts that can be used to support students' literacy growth, embracing texts that represent cultural and linguistic diversity.

Learning Goal 2

Candidates in the literacy program will demonstrate professional knowledge, skills, and dispositions as they engage in the selection/development and implementation of literacy curricula and assessment to support a diverse population of learners.

Candidates will:

- Increase their ability to examine, design, implement, and reflect upon language and literacy curricula to create motivating and engaging learning experiences for students of varying ages and skill levels.
- Increase their ability to create and use integrated and interdisciplinary instructional approaches to promote student growth and engagement in all language processes.
- Increase their ability to collect and use data in an ethical manner to explain student progress to stakeholders, reflect upon their professional practice, and make informed instructional decisions

Learning Goal 3

Candidates in the literacy program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that fosters respect for diversity and the dignity of all.

Candidates will:

- Increase their ability to set high expectations for all learners and engage in culturally and linguistically sustaining instructional practices.
- Increase their ability to collaborate with students, parents, and colleagues to enhance students' literacy learning and promote social justice.

Learning Goal 4

Candidates in the literacy program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Candidates will:

- Increase their ability to reflect on their own cultural and professional experiences as a means of appreciating diversity and fostering individual and school growth.
- Increase their understanding of a variety of practices, grouping configurations, and environmental characteristics that can be used to enhance literacy development.

Learning Goal 5

Candidates in the literacy program are life-long learners who reflect upon their practice, engage in ongoing professional development, and advocate for their students and communities.

Candidates will:

- Increasingly demonstrate the professional disposition of a life-long learner by engaging in professional inquiry and participating in professional learning communities.
- Increase their ability to develop relationships with and advocate for students, families, and communities to enhance literacy learning and the status of the teaching profession.

Courses

EDR 501 Reading and Writing in the Content Areas 3 Credits

Strategies for teaching and developing young children's skills in effectively applying literacy skills as tools for learning in content areas will be examined. Candidates will develop materials and procedures, that enhance comprehension, vocabulary acquisition, and study skills of diverse populations of learners. Various measures for assessing children's performance in subject areas will be studied. Children's literature that supplements textbooks across the content areas will be examined.

Offered: every fall & summer.

EDR 502 Foundations of Literacy 3 Credits

Research-based foundational principles for effective instruction in each of the language areas will be explored. Candidates will study the historical trajectory of literacy research and instruction, learn strategies for literacy instruction with diverse populations of learners, create lesson plans that apply instructional techniques, select materials based on children's literacy level and interests, and examine various assessment measures. Multiple genres of children's literature along with applications in literacy instruction will be explored.

Offered: every fall & spring.

EDR 503 Reading in the Secondary School 3 Credits

The effective application of literacy skills as tools for teaching secondary level content areas to diverse populations will be examined. Candidates will develop materials and procedures that enhance comprehension. Integration of content and skills across subjects will be emphasized as well as methods to meet specific needs of students, including the use of multiple measures of assessment, diverse genres of literature, and various interventions in literacy instruction.

Offered: fall & summer.

EDR 504 Adolescent Literacy 3 Credits

Candidates will address the literacy needs of an increasingly diverse middle childhood and adolescent school population. Candidates will explore the factors influencing literacy education in the secondary school and become familiar with effective diagnostic teaching strategies appropriate for this diverse population.

Offered: fall & summer.

EDR 505 Reading to Grow: Children's Literature & Social Justice 3 Credits

Students in this course will learn how to select, read, evaluate, and analyze children's literature with the goal of supporting readers and teaching critical thinking. Through various genres of children's literature, candidates will develop an informed awareness of the ways in which children's literature can be used to support multilingual learners, nurture struggling readers, and promote social justice in the classroom. Candidates will learn to use children's literature to foster student awareness of and appreciation for diverse and complex cultures, perspectives, and experiences. Candidates will also examine various pedagogical practices and theoretical stances related to equity, linguistic diversity, social justice, and societal transformation.

Offered: every fall & spring.

EDR 506 Reading to Grow: Adolescent Literature & Social Justice 3 Credits

Students in this course will learn how to select, read, evaluate, and analyze adolescent texts with the goal of supporting readers and teaching critical thinking. Through various genres, candidates will develop an informed awareness of the ways in which texts can be used to support multilingual learners, nurture struggling readers, and promote social justice in the classroom. Candidates will learn to use adolescent literature to foster student awareness of and appreciation for diverse and complex cultures, perspectives, and experiences. Candidates will also examine various pedagogical practices and theoretical stances related to equity, linguistic diversity, social justice, and societal transformation.

Offered: every fall & spring.

EDR 508 Emergent Literacy 3 Credits

Research on the emergence of young children's literacy knowledge and structures, that enhance this development will be studied. Implementation of the emergent literacy paradigm through lessons and programs for a diverse population of young children will be a focus. Multiple measures of assessment, effective early intervention models, and multiple genres of literature with applications in literacy instruction will be explored.

Offered: every fall & summer.

EDR 509 Teaching Literacy with Diverse Population 3 Credits

Strategies for effective literacy instruction with diverse populations will be examined. These include research-based approaches for special education students, ESL/LEP students and gifted and talented students. Candidates will examine how to match instruction to students' needs and how to incorporate differentiated instruction in a classroom. Multicultural literature and literature that deals with specific disabilities will be examined. Candidates create a comprehensive curricular unit that is ready to be implemented in a classroom of diversity.

Offered: every fall & spring.

EDR 510 Creating a Literate Environment 3 Credits

Instructional techniques for concurrently developing skills in speaking, listening, reading and writing as well as specific models for instruction that meet diverse needs and interests at all levels will be examined. Organizational components of an effective reading and writing classroom will be explored along with methods for providing a print-rich environment that spans a broad spectrum of reading levels, genres and interests.

Offered: every summer.

EDR 515 Introduction to Research 3 Credits

Descriptive and inferential statistical methods, quantitative and qualitative methods, research models, procedures for designing research studies and ethical principles will be studied. Candidates will also analyze literacy research studies that incorporate the various statistical procedures studied.

Offered: every summer.

EDR 600 Literacy Curriculum and the Role of the Reading Specialist 3 Credits

Procedures for planning, evaluating and implementing curriculum at the school district level that address state and local mandates will be explored. Multiple resources that can be used in the implementation of curriculum will be examined. The role that the literacy specialist plays in coordinating this process, guiding the selection of instructional materials, and determining appropriate in-service will be examined.

Offered: every summer.

EDR 601 Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum 3 Credits

Candidates will explore theories and conduct in-depth literacy assessments, using both formal and informal age-appropriate measures. Candidates will examine administrative procedures and the interpretation of results for multiple assessment instruments, including diagnostic and achievement tests, reading inventories, observations, and anecdotal records. The diagnostic teaching model will be introduced and traditional remediation and intervention theories will be explored as candidates work with struggling readers during their initial clinical practicum.

Prerequisite: EDR 501, EDR 502, EDR 508, & EDR 509.

Offered: every fall & spring.

EDR 602 Grade 5-12: Diagnosis and Diagnostic Teaching Clinical Practicum 3 Credits

Candidates will explore theories and conduct in-depth literacy assessments using both formal and informal age-appropriate measures. Candidates will examine procedures and the interpretation of results for multiple assessment instruments, including diagnostic and achievement tests, reading inventories, observations and anecdotal records. The diagnostic teaching model will be introduced. Traditional remediation and intervention theories will be explored as candidates work with struggling readers during their initial clinical practicum.

Prerequisite: EDR 502, EDR 503, EDR 504, & EDR 509.

Offered: every fall & spring.

EDR 603 Advanced Practicum: Birth-Grade 6 3 Credits

Candidates observe and fully participate as an intern in reading clinics, schools, or public and voluntary agencies serving children who are experiencing literacy problems. Candidates will refine proficiencies in instruction and assessment, organization, and enhancement of a literacy curriculum as they work with a professional team at the site. Candidates will serve as a resource for literacy instruction; they will also prepare staff development for professionals at the site based on a survey of teachers' interests/needs.

Prerequisite: EDR 601.

Offered: every fall & spring.

EDR 604 Advanced Practicum: Grades 5-12 3 Credits

Candidates observe and fully participate as an intern in reading clinics, schools, or public and voluntary agencies serving children who are experiencing literacy problems. Candidates will refine proficiencies in instruction and assessment, organization, and enhancement of a literacy curriculum as they work with a professional team at the site. Candidates will serve as a resource for literacy instruction; they will also prepare staff development for professionals at the site based on a survey of teachers' interests/needs.

Prerequisite: EDR 602.

Offered: every fall & spring.

EDR 616 Research in Reading 3 Credits

The course will include an examination of research on teaching in general and teaching literacy in particular. It will explore perspectives and questions on contrasting paradigms, implications of this research for curriculum, instruction, policy and practice, and teacher education and professional development. Each candidate will plan a research project consistent with his/her interests and with the course goals.

Prerequisite: EDR 515.

Offered: every fall & spring.

Middle Childhood Extension

This Middle School Extension can either extend a Childhood 1-6 certification upward to grades 7-9 in the content area. It can also extend an Adolescence 7-12 certification down to grades 5-6 in the content area.

Students in adolescence education must complete the two courses listed below to extend their 7-12 certification to include grades 5-6.

Code	Title	Credits
EMC 552	Human Growth and Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood	3

In addition to the courses above, candidates must have 30 credit hours in an academic content area; English, math, biology, chemistry, physics, Social Studies, or LOTE (Language other than English)

Physical Education (MSEd) (Initial)

Program Director: Clancy M. Seymour, Ed.D.
Degree: Master of Science in Education

Physical Education Teacher Education

The Physical Education Teacher Education (PETE) program is designed to provide teacher candidates with the practical experience and knowledge needed to open the door to a new career in education. This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning.

Our clinically-rich practicums allow aspiring teachers to gain real world experience through field placements and student teaching in diverse educational settings. This in-depth training will provide teacher candidates with the professional background to build their resume and allow each to enter their first classroom with confidence.

Prepare to succeed. The new curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare teacher candidates for the new New York State Certification Exams and edTPA (<http://www.canisius.edu/academics/academic-schools/school-of-education/teacher-cert-changes.dot>) assessments. Our focus is to provide each teacher candidate with the best possible preparation to meet all certification requirements and become a transformational teacher.

Graduates of this program will have the opportunity to earn initial teaching certification in New York State while also obtaining a master's degree. Canadian students will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students. More information about our program is available at the program website (<https://www.canisius.edu/academics/programs/physical-education-initial-certification/>).

Classes begin in the Fall & Spring semesters.
Prerequisite Information

Based upon evaluation of undergraduate transcripts, a program will be developed to ensure completion of undergraduate courses needed to meet New York State requirements for teaching physical education. A grade of C or higher is required in each of the following course equivalents: lifetime

and fitness activities, games and sports, individual performance and dance activities, human anatomy & physiology w/lab, kinesiology, exercise physiology, and a health elective (see program director for approval). PETE candidates must also provide professional association membership and valid Lifeguarding/First Aid/CPR/AED certifications for student-teaching.

In addition to the physical education prerequisites described above, completion of 3 credit hours in a foreign language is required for teacher certification in New York State.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
Required courses for Initial Certification in K-12 Physical Education:		
EDU 505	Foundations of Education	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
PEG 506	Early Field Experience Elementary Physical Education	0
PEG 507	Early Field Experience Secondary Physical Education	0
PEG 511	Movement Education and Elementary Activities	3
PEG 541	Teaching Methods in Physical Education	3
PEG 541L	Teaching Practicum in PE	0
PEG 554	Adapted Physical Education	3
PEG 560	Motor Development	3
PEG 571	Assessment in Physical Education	3
PEG 580	Concepts of Teaching Sport Skills	3
PEG 584	Capstone in Teaching Physical Education	3
PEG 593	Student Teaching	9
PEG 594	Student Teaching Seminar	0
SPE 541	Inclusive Strategies	3
PEG 680	Research Methods in Physical & Health Education	3
Total Credits		39

Program Prerequisites:

1. Anatomy and Physiology I with Lab (4 credits)
2. Exercise Principles (3 credits)
3. Kinesiology (3 credits)
4. Six credits from the following activity courses¹:
 - a. Lifetime and Fitness Activities
 - b. Games and Sports
 - c. Individual Performance and Dance
 - d. Outdoor Curriculum & Cooperative Activities
5. Health Elective (3 credits)
6. Language Other than English (3 credits)

All PE activity courses must be approved by the program director. In addition, prior to program completion, candidates must show evidence of CPR/AED, Lifeguarding, and First Aid Certification.

Additional Considerations and Requirements

All PETE field experiences (early field, practicum, and student-teaching) are in the local Western New York area and transportation is required. Out-of-area field experiences must be approved by the Program Director and include an additional fee for each placement. PEG 506 and PEG 507 require 30 hour field experiences in a K-12 physical education setting. PEG 541 Lab must be taken in the last semester before student teaching. Proof of professional association membership and current Lifeguarding/First Aid/CPR/AED certifications must be provided prior to student-teaching. PETE majors should consult their advisor for additional course considerations.

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Demonstrate that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness
- Implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Utilize assessments and reflection to foster student learning and inform instructional decisions.

Learning Goal 3 (SERVICE)

Candidates in the Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

Courses

PEG 506 Early Field Experience Elementary Physical Education 0 Credits

The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator. This course must be completed at Canisius College.

Offered: fall & spring.

PEG 507 Early Field Experience Secondary Physical Education 0 Credits

The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator. This course must be completed at Canisius College.

Offered: every fall & spring.

PEG 508 Early Field Experience Health 0 Credits

The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator. This course must be completed at Canisius College.

Offered: every fall & spring.

PEG 511 Movement Education and Elementary Activities 3 Credits

Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.

Restriction: limited to physical education graduate students.

Offered: spring.

PEG 525 School Health 3 Credits

Students explores the most prevalent health and safety issues of schoolaged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services. A mandatory 50 participation hours at a local school must be completed for a passing grade in this course.

Restriction: must be in the physical education initial certification program.

Offered: spring.

- PEG 526 School Health Curriculum** 3 Credits
Students will practice strategies and methodologies needed for effectively teaching health education. Students will participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.
Restriction: must be in the physical education initial certification program.
Offered: fall.
- PEG 541 Teaching Methods in Physical Education** 3 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Restriction: must be in the physical education initial certification program; permission of program director.
Offered: every fall.
- PEG 541BL Teaching Practicum in PE** 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting. This course must be completed at Canisius College.
Offered: every fall & spring.
- PEG 541L Teaching Practicum in PE** 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: PEG 506, PEG 507, PEG 508, PEG 541 and PEG 571.
Offered: every fall & spring.
- PEG 554 Adapted Physical Education** 3 Credits
Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population.
Restriction: must be in the physical education initial certification program.
Offered: fall.
- PEG 560 Motor Development** 3 Credits
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.
Restriction: must be in the physical education initial certification program.
Offered: fall.
- PEG 565 Principles and Philosophy of Coaching** 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Offered: every spring.
- PEG 571 Assessment in Physical Education** 3 Credits
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.
Restriction: must be in the physical education initial certification program.
Offered: spring.
- PEG 580 Concepts of Teaching Sport Skills** 3 Credits
The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.
Restriction: must be in the physical education initial certification program.
Offered: spring.
- PEG 584 Capstone in Teaching Physical Education** 3 Credits
The course is designed to synthesize learning from the program and capture current issues related to the physical education profession. Students will analyze, debate, and evaluate special topics through directed research of content and theory.
Restriction: must be in the physical education initial certification program.
Offered: summer online.
- PEG 593 Student Teaching** 9 Credits
Seven-week student teaching experience in an elementary school, Grades 1-6, and in a high school, Grades 7-12, culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: permission of program director. **Corequisite:** EDU 597 & PEG 594. **Restriction:** must be in the physical education initial certification program.
Offered: every fall & spring.
- PEG 594 Student Teaching Seminar** 0 Credits
Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.
Prerequisite: Permission of program director. **Corequisite:** EDU 597 & PEG 593. **Restriction:** physical education initial certification graduate students only.
Offered: every fall & spring.
- PEG 609 Health and Cultural Awareness** 3 Credits
A multicultural perspective of health, wellness and healing. Focus on health issues and concerns that ethnic minority populations face in the United States. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores traditional healing theories and practices of cultures across the world and their use among our ethnic populations today.
Offered: occasionally.

- PEG 611 Movement Education and Physical Activity** 3 Credits
The course is designed as a practical and theoretical introduction into movement education and physical activity lesson planning. This course will facilitate an understanding of how physical educators can contribute to their school by being knowledgeable physical educators. Particular emphasis on: low organizational games and lessons and developmentally appropriate activities.
Offered: every spring.
- PEG 612 Principles and Foundations of Holistic Health** 3 Credits
An alternative and complimentary perspective on health and well-being. Focus on the most effective holistic approaches to illness and today's prevention and treatment opportunities. A comparison of holistic modalities to conventional medical practices.
Offered: occasionally.
- PEG 614 Healthy Behaviors and Alternative Medicine** 3 Credits
Theory and content related to various topics in the field. May include topics such as reflexology, acupuncture, aromatherapy, meditation, massage, and herbal remedies.
Offered: occasionally.
- PEG 615 Statistics in Physical Education/Health** 3 Credits
Descriptive statistical methods including central tendencies, dispersion standard scores, correlation, and probability theory will be addressed. The elements of test construction: table of specifications, reliability, validity and item analysis will be considered. Candidates will become familiar with norm referenced, criterion referenced and performance instruments and will study the diagnostic teaching model of instruction. Technology will be used to simulate evaluation and statistical analysis.
Offered: occasionally.
- PEG 616 International Health Perspectives** 3 Credits
Examines the constantly evolving global health issues of the 21st century. Focus on international health problems and solutions to reduce human pain and suffering. Topics include globalization of international health, changing environmental conditions, nutritional challenges of developing countries and industrialized nations, epidemics of non-communicable and infectious disease, maternal and child health, comparison of health care systems and the future of world health.
Offered: occasionally.
- PEG 620 Leadership In Physical Education and Athletics** 3 Credits
This course will examine the appropriate concepts relating to efficient management and leadership for physical education, sport and recreational settings. Principles and techniques of management associated with effective leaders of programs, personnel, facilities, and participants in the sport activity field.
Offered: occasionally.
- PEG 630 Physical Education for the Exceptional Individual** 3 Credits
Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities.
Offered: occasionally.
- PEG 635 Administrative Principles of Physical Education/Athletics** 3 Credits
The goal of the course will be to enable the student to develop skills needed to serve as an athletic director in a K-12 school district. Scheduling, safety, qualification of coaches, eligibility, and local league governance will be covered.
Offered: occasionally.
- PEG 645 Performance Enhancements and Interventions: Sports Psychology** 3 Credits
Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.
Offered: occasionally.
- PEG 650 Analysis of Curriculum in Physical and Health Teaching** 3 Credits
The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education.
Offered: occasionally.
- PEG 651 Coaching Theory and Techniques** 3 Credits
Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and teaching motor skills.
Offered: occasionally.
- PEG 660 Advanced Human Growth and Motor Development** 3 Credits
The course is designed to study motor development across the lifespan. Special interest will be focused on early environmental influences on motor development. Students will study early environmental influences on motor development and will learn about factors such as nutrition, parents, alcohol, smoking, coaches and the many other environmental factors that effect the child's early development and review how their behaviors in and out the classroom influence a child's development.
Offered: occasionally.
- PEG 670 Advanced Teaching Methods in Physical Education** 3 Credits
Examination of Mosston's Spectrum of Teaching Styles in Physical Education. Focus will be on applying the teaching styles to various units in physical education.
Offered: occasionally.
- PEG 671 Authentic Assessment in Physical Education** 3 Credits
Content and theory related to authentic and alternative assessment in physical education. Development, implementation and assessment of authentic assessments in physical education included.
Offered: occasionally.
- PEG 680 Research Methods in Physical & Health Education** 3 Credits
Identification and delineation of research problems, survey of related literature and detailed examination of various research methods. Attention given to the presentation of research in both written and oral form.
Offered: occasionally.
- PEG 681 Legal Aspects in Physical Education and Athletics** 3 Credits
The goal of the course is to enable the student to identify, analyze and understand legal issues and to discuss the ramifications of those issues in their professional lives. The course attempts to provide the student with an understanding of the legal principles relevant to educational and sport setting. The course considers the legal liabilities and responsibilities of athletic coaches, administrators and physical education instructors in the educational institutions, with review and discussion of current case law.
Offered: occasionally.
- PEG 684 Capstone in Teaching Physical Education and Health** 3 Credits
Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program. Professional portfolio developed.
Offered: occasionally.

PEG 687 Contemporary Issues in PE/Athletics 3 Credits

Focuses on current issues which help define the field of Physical and Health and high school athletics. Students examine the resolution of issues for topics such as meeting the New York State Learning Standards, zero tolerance for substance abuse on athletic teams, sportsmanship, winning and losing, and the state of childhood obesity.

Offered: occasionally.

PEG 691 Dir Field Experience 3,6 Credits

Dir Field Experience.

Offered: occasionally.

PEG 692 Independent Study 3 Credits

Independent studies require an application and approval of the associate dean.

Offered: occasionally.

Physical Education (Online, Professional Certification)

Program Director: Dr. Timothy Sawicki

Degree: Master of Science

Introduction

These programs offer graduate study leading to the Master of Science degree. They are designed to develop job-related competencies with the goal of producing physical education professionals, sports scientists and health educators who are knowledgeable and skilled in the administration of physical activity programs.

The Department of Kinesiology offers a Master of Science degree program in Physical Education which meets the New York State requirements for professional certification for teachers who already possess initial certification in physical education. This fully on-line degree program provides students with an opportunity for advanced coursework beyond undergraduate physical education in the areas of school athletic administration, adapted physical education, coaching, sport psychology, health education, teaching physical education and sport studies. The program is designed for individuals wishing to become a physical education professional or permanently certify themselves as a physical educator. **This program does not lead to initial teaching certification.** More information is available at the program website (<https://www.canisius.edu/academics/programs/physical-education-online/>).

Admission/Graduation

Applicants must meet the general requirements for admission to graduate work in the School of Education and Human Services. Student performance and progress toward program completion will be assessed regularly in terms of established competencies. A GPA of 3.00 (B) on a four point scale is required for graduation. A grade of F earns 0 credits.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Online Physical Education

Master of Science Degree/Professional Certification

The program is designed for individuals wishing to become a physical education professional or permanently certify themselves as a physical educator. This program is ideal for teachers who also coach and others with demanding schedules who need to balance work and family while continuing their education.

The master of science/education degree in physical education meets the master's degree requirement for professional certification in New York State. The student will complete the nine credits research core (3 courses), twelve credits teaching core (4 courses), and nine credits of any electives (3 courses).

Code	Title	Credits
Core Research		
PEG 615	Statistics in Physical Education/Health	3
PEG 680	Research Methods in Physical & Health Education	3
PEG 684	Capstone in Teaching Physical Education and Health	3
Teaching Sequence		
PEG 650	Analysis of Curriculum in Physical and Health Teaching	3
PEG 660	Advanced Human Growth and Motor Development	3
PEG 670	Advanced Teaching Methods in Physical Education	3
PEG 671	Authentic Assessment in Physical Education	3
Electives		
Select three of the following: ¹		9
PEG 609	Health and Cultural Awareness	
PEG 611	Movement Education and Physical Activity	
PEG 612	Principles and Foundations of Holistic Health	
PEG 614	Healthy Behaviors and Alternative Medicine	
PEG 616	International Health Perspectives	
PEG 620	Leadership In Physical Education and Athletics	
PEG 630	Physical Education for the Exceptional Individual	
PEG 635	Administrative Principles of Physical Education/ Athletics	
PEG 645	Performance Enhancements and Interventions: Sports Psychology	
PEG 651	Coaching Theory and Techniques	
PEG 687	Contemporary Issues in PE/Athletics	
Total Credits		30

¹ Other PEG electives may be substituted with approval from the Department Program Director. Other online programs at the college have electives, i.e., Health, that can be used as PEG electives. The total requirements for the Master's of Science degree is Ten courses (30 credits).

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Advanced Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Advanced PE Teachers:

- Come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction
- Use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Advanced Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Advanced PE Teachers:

- Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

Learning Goal 3 (SERVICE)

Candidates in Advanced Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Advanced PE Teachers:

- Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.
- Create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Advanced PE Teachers:

- Participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Advanced PE Teachers:

- Do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

Courses

The following physical education classes are professional certification classes. The PEG 600 level classes are used for the online professional certification or non-certification program. Students may take online 500 level classes with permission of the program Director.

Course Descriptions (Per Subject)

PEG 609 Health and Cultural Awareness 3 Credits

A multicultural perspective of health, wellness and healing. Focus on health issues and concerns that ethnic minority populations face in the United States and abroad. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores the risk factors associated of poverty-stricken nations and under-developed nations. Study potential solutions to reduce the prevalence of disease and illness at home and abroad.

PEG 611 Movement Education and Physical Activity 3 Credits

The course is designed as a practical and theoretical introduction into movement education and physical activity lesson planning. This course will facilitate an understanding of how physical educators can contribute to their school by being knowledgeable physical educators. Particular emphasis on: low organizational games and lessons and developmentally appropriate activities.

PEG 612 Principles and Foundations of Holistic Health 3 Credits

An alternative and complimentary perspective on health and well-being. Focus on the most effective holistic approaches to illness and disease and today's prevention and treatment opportunities. A comparison of holistic modalities to conventional medical practices is studied. Drug use, addiction and opioid issues will be studied.

PEG 614 Healthy Behaviors and Alternative Medicine 3 Credits

Theory and content related to various topics in the field. Explore the alternative perspectives of Health Issues in the USA especially related to healthy eating and sugar consumption and addictions. Study of personal health choices and how these effect disease and illness. Cancer and drug therapy and alternatives will also be studied.

PEG 615 Statistics in Physical and Health Education 3 Credits

Descriptive statistical methods including central tendencies, dispersion standard scores, correlation, and probability theory will be addressed. The elements of test construction: table of specifications, reliability, validity and item analysis will be considered. Candidates will become familiar with norm referenced, criterion referenced and performance instruments and

will study the diagnostic teaching model of instruction. Technology will be used to simulate evaluation and statistical analysis.

PEG 616 International Health Perspectives 3 Credits

Examines the constantly evolving global health issues of the 21st century. Focus on international health problems and solutions to reduce human pain and suffering. Topics include environmental conditions such as global warming, nutritional challenges of under-developed countries, epidemics of non-communicable and infectious disease and maternal and child health. The overall impact of health education at home and abroad will be studied.

PEG 618 Controversial Issues in Health and Society 3 Credits

Encourages critical thought on important health issues and provides a context for controversy. Explores dimensions and approaches to the study of health and society. Examines a variety of opposing viewpoints related to health science and personal health using a debate framework. Topics include euthanasia, sexuality and gender issues, human cloning, stem cell research, organ trafficking, gun control, substance abuse, opioid addiction, etc.

PEG 620 Leadership in Physical and Health Education and Athletics 3 Credits

This course will examine the appropriate concepts relating to efficient management and leadership for physical education, sport and recreational settings. Principles and techniques of management associated with effective leaders of programs, personnel, facilities, and participants in the sport activity field. Any student wanting an athletic director certificate or administrator's certificate should look into this course counting.

PEG 630 Physical Education for the Exceptional Individual 3 Credits

Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities.

PEG 632 Recreational Activities for Individuals with Special Needs 3 Credits

Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration.

PEG 635 Administrative Principles of Physical Education/Athletics and Health 3 Credits

The goal of the course will be to enable the student to develop skills needed to serve as an athletic director in a K-12 school district. Scheduling, safety, qualification of coaches, eligibility, and local league governance will be covered. Any student wanting an athletic director certificate or administrator's certificate should look into this course counting.

PEG 640 Social Psychology and Sports Psychology in Physical Activity and Sport 3 Credits

Psycho-social development, psychological factors in competitive sport and social behavior in sport contexts. Includes emotions, the coach /athlete relationship, motivation, personality and mental training techniques.

PEG 644 Health and Nutrition 3 Credits

This course emphasizes basic nutritional principles and concepts, their application to personal health and relationship between food and its use by the human body for energy, regulation, structure, and optimal health.

Discussion of issues in nutrition during various stages of the life cycle and specific chronic diseases.

PEG 645 Performance Enhancements and Interventions: Sports Psychology 3 Credits

Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.

PEG 646 Sport in Society 3 Credits

A sociological inquiry into North American Sport as a social institution. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.

PEG 650 Analysis of Curriculum and Teaching in Physical and Health Education 3 Credits

The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education. A unit plan is the culminating activity.

PEG 651 Coaching Theory and Techniques 3 Credits

Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and motor skills analysis are studied.

PEG 660 Advanced Human Growth and Motor Development 3 Credits

The course is designed to study motor development across the lifespan. Special interest will be focused on early environmental influences on development. Students will study early environmental influences on motor development and will learn about factors such as nutrition, parents, alcohol, smoking, coaches and the many other environmental factors that effect the child's early development and review how their behaviors in and out the classroom influence a child's development.

PEG 670 Advanced Teaching Methods in Physical and Health Education 3 Credits

Examination of Mosston's Spectrum of Teaching Styles in Physical and Health Education. Focus will be on applying the teaching styles to various units in physical education. Graham's physical education textbook is used as a basis for the course.

PEG 671 Authentic Assessment in Physical and Health Education 3 Credits

Content and theory related to authentic and alternative assessment in physical education. Development, implementation and assessment of authentic assessments in physical education included. Tests such as Physical Best and other new age measures are studied.

PEG 680 Research Methods in Physical and Health Education 3 Credits

Identification and delineation of research problems, survey of related literature and detailed examination of various research methods. Attention given to the presentation of research in written form. A research study is the final outcome in its beginning stages.

PEG 681 Legal Aspects in Physical and Health Education and Athletics 3 Credits

The goal of the course is to enable the student to identify, analyze and understand legal issues and to discuss the ramifications of those issues in their professional lives. The course attempts to provide the student with an understanding of the legal principles relevant to educational and sport setting. The course considers the legal liabilities and responsibilities of athletic coaches, administrators and physical education instructors in the educational institutions, with review and discussion of current case law. Any student wanting an athletic director certificate or administrator's certificate should look into this course counting.

PEG 684 Capstone in Teaching Physical and Health Education 3 Credits

Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program is undertaken. This requires student research of a current physical or health education topic and answering one in-depth question. A professional portfolio is developed which can be used for professional development or promotion is undertaken.

PEG 687 Contemporary Issues in Physical and Health Education and Athletics 3 Credits

Focuses on current issues which help define the field of Physical and Health and high school athletics. Students examine the resolution of issues for topics such as meeting the New York State Learning Standards, zero tolerance for substance abuse on athletic teams, sportsmanship, winning and losing, and the state of childhood obesity.

Special Education (MSEd) (Professional)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

The Advanced Special Education Program leads to a MSEd degree and endorsement for Professional Students with Disabilities 1-6 certification. This program is appropriate for candidates who have completed the requirements for Initial Students with Disabilities 1-6 Certification and Childhood 1-6 Education and want to continue at the graduate level to seek professional certification in those two areas. It is meant for candidates seeking to expand their knowledge base to focus on teaching students with mild to severe disabilities. It builds on knowledge developed during the candidate's initial students with disabilities program and prepares them to be experts in their field.

Candidates seeking to expand their certifications to additional grade levels should consult their academic adviser.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Required Courses for MSEd in Special Education (Advanced)

Code	Title	Credits
SPE 639	Therapeutic Approaches for Disruptive Behavior	3
EDU 556	Assessment for Diverse Learners	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 653	Behavior Management and Principles of Applied Behavior Analysis	3
EDU 615	Research Methods	3
Education Elective		3
Education Elective		3
Education Elective		3
Total Credits		30

Teaching Students with Disabilities - Adolescence (MSEd)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program prepares candidates already holding an Adolescence Certificate (Grades 7-12) to gain Initial and Professional Certification in Students with Disabilities Adolescent Generalist and may also add a SWD content extension in their Adolescence subject area. Candidates with no prior certification and no content major may also take this program but will be required to have or complete 5 prerequisite courses and complete a second student teaching placement. These candidates will also *gain Initial and Professional Certification in Students with Disabilities Adolescent Generalist* but they will only qualify for a SWD subject area extension if they have 18 credits in an academic subject area.

Initial SWD Adolescence Generalist 7-12 Prerequisites for Those Without Prior Certification

Adolescence Human Growth & Development, Inclusive Strategies, Foundations of Adolescent Literacy, Evaluation & Teaching Strategies, and Foundations of Education. These prerequisites may be taken at the graduate or undergraduate level, at Canisius or another college offering teacher certification programs, and may be taken concurrent with the graduate program.

Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 in their content area must add a middle childhood extension (p. 134).

SWD Generalist Content-Area Extensions

The Adolescence Students with Disabilities Generalist certification is not attached to typical adolescence content areas. If a candidate has earned 18

credits in an academic subject area, they will be qualified to add a certificate extension in their content area to their Students with Disabilities Generalist certificate for grades 7-12.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Program Requirements for Candidates with Prior Adolescence Certification

Code	Title	Credits
SPE 580	Classroom Management	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
EDU 556	Assessment for Diverse Learners	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
Choose one of the following options (in consultation with the program director)		3
SPE 698	Seminar in Teaching and Assessment	
Special Education Elective		
Student Teaching		4.5
SPE 692	Student Teaching	
SPE 697	Student Teaching Seminar	
Total Credits		34.5

Program Requirements for Candidates Pursuing Initial Certification

Adolescence Human Growth & Development, Inclusive Strategies, Foundations of Adolescent Literacy, Evaluation & Teaching Strategies, and Foundations of Education. These prerequisites may be taken at the graduate or undergraduate level, at Canisius or another college offering teacher certification programs, and may be taken concurrent with the graduate program. Canisius courses that meet these prerequisites include EDAD 535, SPE 541, EDAD 536, EDAD 504, EDR 504, EDAD 572, and EDU 505 (or their undergraduate equivalents).

Middle Childhood

Candidates wishing to obtain an extension to teach grades 7-9 in their content area must add a middle childhood extension (p. 134).

SWD Generalist Content-Area Extensions

The Adolescence Students with Disabilities Generalist certification is not attached to typical adolescence content areas. If a candidate has earned 18 credits in an academic subject area, they will be qualified to add a certificate extension in their content area to their Students with Disabilities Generalist certificate for grades 7-12.

Prerequisites for Students with Disabilities (SWD) for ALL candidates.

1. Six credit hours in English
2. Six credit hours in math
3. Six credit hours in social studies
4. Six credit hours in science
5. Three credit hours in a language other than English

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Teaching Students with Disabilities - Childhood (MS)

Department Co-Chairs: Barbara A. Burns, PhD and Margaret Cain McCarthy, PhD

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meeting the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program prepares candidates already holding a Childhood Certificate (Grades 1-6) to gain Initial and Professional Certification in Students with Disabilities 1-6.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
SPE 580	Classroom Management	3
EDU 556	Assessment for Diverse Learners	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3

SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
Take one of the following (in consultation with program director)		3
EDU 570	Pre-Student Teaching	
Special Education Elective		
SPE 592	Student Teaching	4.5
Total Credits		31.5

Early Childhood

Candidates wishing to extend their certification to teach birth to grade 2 should consult their adviser.

Middle Childhood

Candidates wishing to obtain an extension to teach grades 7-9 in their content area must add a middle childhood extension (p. 134).

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

TESOL/Bilingual Degrees & Certificates

Program Director: Kristin A. Kurtzworth-Keen

Degree: Master of Science

Certificates:

- Advanced Certificate in TESOL Education
- Bilingual Education Extension Certificate

Additional Programs:

- Master of Science (non-certification option-not leading to NYS teaching certification)
- Advanced Certificate in TESOL Education (non-certification option-not leading to NYS teaching certification)

Admission

To be considered for admission to Canisius College's TESOL programs, candidates are required to submit the items below:

- Completion of a Graduate Admissions Application
 - **For the master's degree** - submission of one (1) official undergraduate transcript showing **completion of a bachelor's degree** from an accredited institution of higher learning with a minimum 3.0 cumulative grade point average
 - **For the Advanced Certificate** - submission of one (1) official transcript showing **completion of a master's degree** from an accredited institution of higher learning
- Evidence of teaching certification complete or in progress
- Evidence of completion of 12 credit hours of college/university level credit in a language other than English (*this requirement can be met while enrolled in the TESOL Programs)
- Applicants applying for programs not leading to NYS teaching certification are exempt from the 12 credit hours of college/university level credit in a language other than English requirement

Applications for candidates with less than a 3.0 cumulative undergraduate GPA will be reviewed by the program director for an admissions decision and may include additional requirements (e.g., personal interview, GRE, etc.).

Academic Standing

Admission will require a 3.0 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 3.0 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies. These requirements may include a personal interview, and the GRE, GMAT, or MAT. Canadian and other international applicants must provide a completed Certification of Finances form.

Transfer Credit

No more than six credits of graduate coursework will be accepted in transfer from other institutions. The grades must have been at least "B" and must have been earned within the five-year time limit for completion of degree requirements. All transfer credits must coordinate with the candidate's program of study at Canisius College, as approved by the program director. Only courses that can be aligned with a course in the program will be accepted for transfer credit as a substitute. Any exceptions to the above may only be made with the approval of both the program director and the Associate Dean.

Mission Statement

The School of Education and Human Services, in concert with our candidates, school partners, alumni and the community, seeks to prepare highly competent professional and socially committed teachers who value the Jesuit traditions of *cura personalis*, social justice and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical and professional knowledge, use their gifts in the service of others, and demonstrate professionalism and leadership in their field. More information can be found at the program website (<https://www.canisius.edu/academics/programs/tesol/>).

Program Details

Academic Standards

New York State TESOL Standards:

1. *Language*: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.
2. *Culture*: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
3. *Planning, Implementing, and Managing Instruction*: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
4. *Assessment*: Candidates demonstrate understanding of issues and concepts of assessments and use standards-based procedures with ELLs.

5. *Professionalism*: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Master of Science - Leading to New York State Certification

Master of Science

Total credit hours: 30

Code	Title	Credits
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Bilingual/Multilingual Education	3
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 588	College Supervised Fieldwork in TESOL	3
EDR 515	Introduction to Research	3
EDR 616	Research in Reading	3
Elective Courses		
Select two of the following: 6		
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	
TESL 586	Methods of Teaching the Subject Areas in the Native Language	
EDR 501	Reading and Writing in the Content Areas	
EDR 504	Adolescent Literacy	
EDR 508	Emergent Literacy	
Total Credits		30

Master of Science - Does not lead to New York State Certification

Master of Science (Non-Certification Option)

Total credit hours: 30

Code	Title	Credits
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Bilingual/Multilingual Education	3
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3

TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
EDR 515	Introduction to Research	3
EDR 616	Research in Reading	3
TESL 620	Research Project in TESOL	3

Elective Courses

Select two of the following: 6		
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	
TESL 586	Methods of Teaching the Subject Areas in the Native Language	
EDR 501	Reading and Writing in the Content Areas	
EDR 504	Adolescent Literacy	
EDR 508	Emergent Literacy	

Total Credits 30

Curriculum

Advanced Certificate in TESOL - Leading to New York State Certification

Online Advanced Certificate in TESOL

Total credit hours: 18

Code	Title	Credits
Required Courses		
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 588	College Supervised Fieldwork in TESOL	3
TESL 590	Foundations of Bilingual Education	3
Total Credits		18

Advanced Certificate in TESOL - Does Not Lead to New York State Certification

Online Advanced Certificate in TESOL (Non-Certification Option)

Total credit hours: 15

Code	Title	Credits
Required Courses		
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 590	Foundations of Bilingual Education	3
Total Credits		15

Curriculum

Online Bilingual Education Extension

Total credit hours: 15

Code	Title	Credits
Required Courses		
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 590	Foundations of Bilingual Education	3
Total Credits		15

Learning Goals

Learning goals and objectives are derived from the School of Education and Human Services Conceptual Framework that was established to organize student performance data for the NCATE review process. The objectives, and their supporting assessments, are aligned with the standards of the Middle States Association of Colleges and Universities, NCATE, and the appropriate Specialized Professional Association as described in the program handbook.

Learning Goal 1: Candidates will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

Learning Goal 2: Candidates will demonstrate professional skills and dispositions necessary for successful performance in their field.

Learning Goal 3: Candidates will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Learning Goal 4: Candidates in the will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance, ensuring that all students and/or clients have optimal opportunities to learn and grow.

Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Courses

TESL 510 Spanish for Educators: Basic Communication for the Bilingual Classroom (Level 1) 3 Credits

Spanish for Educators (Level 1) Communication for the Bilingual Classroom enables K-12 teachers to enhance communication with English language learners, their families and community members. This course is for all educators and school personnel (PK-12) with minimal to intermediate Spanish language skills. The topics covered and materials presented in this course will support Spanish language acquisition and address issues of language diversity in the bilingual classroom. Throughout the coursework, language instruction will focus on high frequency vocabulary for basic conversational Spanish and common phrases for effective communication in the school and with families. Opportunities for practice and application are provided with practical classroom situations to connect Spanish speaking language skills with everyday situations encountered in the classroom.
Offered: once a year.

TESL 511 Spanish for Educators: Reporting to Parents and Guardians (Level 2) 3 Credits

Spanish for Educators (Level 2) Reporting to Parents and Guardians enables K-12 teachers to enhance communication with the families of native Spanish speaking students by focusing on the procedures for reporting. This course is for all educators and school personnel (PK-12) with minimal to intermediate Spanish language skills. The topics covered and materials presented in this course will support Spanish language acquisition and address issues of language diversity in the bilingual classroom. Throughout the coursework, language instruction will focus on high frequency vocabulary to demonstrate proficiency in basic writing skills and conversational Spanish to enhance professional communication with families and guardians of native Spanish speaking students. Opportunities for practice and application are provided with practical classroom situations to connect Spanish language skills with the procedures for reporting to parents.
Offered: once a year.

TESL 581 Cultural Perspectives in Multilingual Education 3 Credits

In this course, candidates examine the current debate regarding the role and definition of culture in the study of TESOL and the ESL classroom. Students will come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the very real impact culture has on students' learning styles and classroom experiences. ESL 581 candidates will examine the potential impact their teaching strategies will have in the ESL classroom, with regard to understanding their own cultural characteristics and presuppositions. A balanced view of intercultural communication is the goal. The course includes fieldwork designed to investigate cultural differences.
Offered: every fall.

TESL 582 Theory and Practice of Bilingual/Multilingual Education 3 Credits

This course will introduce the candidate to a survey of theories and research relevant to the teaching and learning of English as a second/foreign language that have been established as effective. Current research and theoretical advances are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Course participants will have opportunities to examine literacy theories and engage in practices that promote biliterate outcomes in K-12 schools serving diverse student populations. This includes, but is not limited to, language immigration status, gender identities, culture, and economic backgrounds. Candidates will research and observe the theory and practice of teaching ELLs through a limited field experience. They will also be required to interview a TESOL administrator. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Field Experience: 10-hours of fieldwork required.

Offered: every spring.

TESL 583 Linguistics, Literacy, & Second Language Acquisition 3 Credits

This course will introduce the core disciplines of linguistics; this includes the scientific study of language components as they apply to all aspects of literacy learning (e.g., phonetics, phonology, morphology, syntax, and semantics). Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. In this course, language phenomenon, scientific bases, terminology on linguistics, multi-relational aspects and other related areas are discussed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are all discussed throughout the course. Linguistics knowledge and language teaching methods are treated as integrated topics. Primary course goals are to provide candidates with the necessary information on language as a dynamic system, domains related to language, and creating an intellectual background for language and language teaching. An expected outgrowth of the study of linguistics is that students will realize the relationship between understanding specific structures in a language and effective language teaching. In addition, this course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes language acquisition, production, and comprehension. The course will also examine English language structures--the language of the dominant society--and enhance language awareness. A field experience will be required; candidates will observe examples of student speech. Field Experience: 10-hours of fieldwork required.

Offered: every fall & spring.

TESL 584 Curriculum, Assessment, & Methods of Teaching Native Language Arts 3 Credits

This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the 'Post-Method' Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks.

Offered: every fall.

TESL 585 Methods and Materials of Teaching English to Speakers of Other Languages 3 Credits

This course is an introduction to methods and materials for the teaching of English to speakers of other languages (TESOL). Through a program of lectures, readings, discussions, and practical teaching exercises in the field, candidates will explore the educational contexts in which English is taught and learned, methods and materials that teachers use to teach it, and the links between what teachers and learners do in the classroom and what applied linguistic research tells us about how second languages are learned. Satisfactory completion of the course indicates that candidates have acquired a basic knowledge of the methodology and materials of TESOL and basic skills in putting that knowledge into practice. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Field Experience: 15-hours of fieldwork required.

Offered: fall and summer.

TESL 586 Methods of Teaching the Subject Areas in the Native Language 3 Credits

This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges.

Offered: every spring.

TESL 587 Evaluation Assessment in Bilingual/TESOL Education 3 Credits

In this course, candidates will examine assessment measures and evaluation protocols as well as methodologies for dynamic instruction (instruction that includes ongoing assessment in the process of teaching) with ESL/CLD learners. Current research and materials for TESOL instruction, assessment, and evaluation will be analyzed for validity, reliability, and utility. Various instructional models for dynamic instruction will also be explored for effectiveness. Dynamic teaching refers to teaching with ongoing assessment and immediate adjustment in instruction based on in-the-moment assessment that informs the teacher to remediate, go on, or challenge learners. Candidates will analyze the internal construction of testing instruments, procedures for alternative assessment of ESL/CLD students, and options for appropriately adapting tests that are part of classroom curriculum in ways that make them effective and equitable for ESL/CLD learners. Students will complete a field case study as part of this course. Field Experience: 15 hours of fieldwork required.

Offered: fall and summer.

TESL 588 College Supervised Fieldwork in TESOL 3 Credits

This is a field based supervised practicum in which candidates demonstrate competencies related to providing instruction to CLD/ESL students and leadership on TESOL within a school setting. They work with a teacher of CLD/ESL students in an assigned school and with a college supervisor. Students participate in seminar sessions for reflection, 'debriefing', and dialog on their experiences. Field Experience: 90 hours of student teaching required.

Prerequisite: approval of program director.

Offered: every fall, spring, & summer.

TESL 590 Foundations of Bilingual Education 3 Credits

This is a survey course intended to explore foundational elements of bilingual education: theory and practice, cultural perspectives, and linguistics and grammar. A survey of theories, practices, and research currently most productive and relevant to the teaching and learning of English as a second/foreign language are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Examination of cultural perspectives will include the current debate regarding the role and definition of culture in the English Language Learner (ELL) classroom. Students will come to understand the effects of cultural stereotyping, as well as the impact culture has on students' learning styles and classroom experiences. Finally, candidates will be introduced to the core disciplines of linguistics, the scientific study of language, as they apply to literacy learning, including phonetics, phonology, morphology, syntax, and semantics. Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. Field Experience: 10 hours of fieldwork required.

Offered: once a year.

TESL 620 Research Project in TESOL 3 Credits

This course is the second in a research-design sequence that begins with EDR 616: Research Methods in Reading. Both EDR 616 and TESL 620 will familiarize TESOL candidates with procedures for conducting rigorous and well-controlled research in the field. This experience will prepare candidates to be more discriminating consumers of research, especially that which is reported in TESOL professional journals.

Prerequisite: approval of program director.

Offered: occasionally, online only.

Higher Education and Student Affairs Administration (MS)

Program Director: Mark Harrington, Ed.D.

Faculty: Sandra Estanek, Ph.D., Kristin Finn, Ph.D., Margaret McCarthy, Ph.D.

Degree: Master of Science

Introduction

The Higher Education and Student Affairs Administration master's program (formerly known as College Student Personnel Administration) at Canisius College is a full time cohort-based course of study that prepares graduates for careers in student affairs administration in both private and public institutions of higher education. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies.

The course of study consists of 36 credit hours taken over two academic years. The HESAA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience.

HESAA students are charged a single program fee, which includes tuition, books, membership in a national professional association and the cost of attendance at the regional College Student Personnel Administration New York State (CSPA-NYS) conference during the first year and at one national professional conference (College Student Educators International [ACPA] or Student Affairs Administrators in Higher Education [NASPA]) during the second year of the program. These experiences will enhance the student's understanding of the importance of life-long professional development and the value of professional relationships. HESAA students progress through the academic program together, taking all of their coursework as a cohesive group, thus developing strong team building skills and effective work groups. More information can be found at the program website (<https://www.canisius.edu/academics/programs/college-student-personnel-administration/>).

Admission

Application for admission to the program is open to any qualified holder of a bachelor's degree from an accredited college or university, regardless of undergraduate field of study, who meets the requirements for admission to graduate study in the School of Education and Human Resources. To be eligible to participate in interviews for graduate assistantships, students should complete the admission process by February 1. However, admission is on a rolling basis until the cohort is filled.

Mission Statement

The master's program in Higher Education and Student Affairs Administration (HESAA) at Canisius College prepares student affairs practitioners to work in all sectors of higher education administration while emphasizing the unique context of private, independent colleges and universities. The HESAA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience.

Graduates of the Higher Education and Student Affairs Administration master's degree program will:

1. be prepared to enter the student affairs profession as practitioners in multiple administrative sub-fields (residence life, student activities, career services, etc.).
2. be able to use the foundations of theory and practical experience to make sound and ethical professional decisions.
3. be prepared to participate as professionals in the education of the whole student, consistent with the Jesuit value of cura personalis ("care for the person"), regardless of the institutional context of their work.
4. understand the value of contributing to their profession through participation in professional associations, and through activities such as presentations and publications and serving in leadership positions.

Program Details

The HESAA master's program at Canisius College is a full time cohort based course of study that prepares graduates for careers in student affairs administration at both private and public institutions of higher education. The course of study consists of 36 credit hours taken over two academic years. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies. The HESAA program is compliant with the standards of the Council for the Advancement of Standards in Higher Education.

CAS standards require all master's students to complete two different internships. The HESAA program requires each internship to be at least 225 clock hours. Graduate assistantships do not count as internships. Typically, HESAA students complete the hours for their first internship during the summer between their first and second year of study, although they complete the reflection paper and receive course credit in the fall semester of their second year. This allows students to accept internships at institutions across the United States and around the world. The second internship is typically done during the students' second year of coursework at Canisius and other institutions around the Western New York region.

HESAA students have a choice of two possible ways to demonstrate their ability to analyze and synthesize their master's coursework during their second year of study. Students may choose to do an independent research project (i.e., master's thesis). For students who do not choose this option, there is the option to take a comprehensive seminar which includes a comprehensive written and oral exam as well as a comprehensive project.

One feature of the HESAA program is unique to Canisius College. Embedded in the graduate tuition full time students pay is the cost of attending one of the two student affairs conferences as a cohort each year of the students' program. This includes the cost of association membership, conference registration, hotel, and travel. Meals are not included. First year students attend conference sessions and volunteer at conference events and activities. They write reflective papers on their experience, connecting it to their coursework. This paper is an element of the assessment process. Second year students participate in job placement activities as well as attend conference sessions and activities.

Curriculum

Code	Title	Credits
HESA 501	Introduction to Student Affairs Administration	3
HESA 510	History of Higher Education	3
HESA 520	Student Development in Higher Education	3
HESA 530	Methods of Research	3

HESA 535	Assessment and Advanced Research	3
HESA 540	Diversity and Inclusion in Higher Education	3
HESA 620	Counseling and Advising for Student Success	3
HESA 665	Law and Policy of Higher Education Administration	3
HESA 677	Capstone: Higher Education Leadership and Management	3
HESA 680	Internship I	3
HESA 681	Internship II	3
HESA 699	Independent Research	3
Total Credits		36

Learning Goals & Objectives

HESAA Learning Goal #1 (KNOWLEDGE)

Provide students in the HESAA program with knowledge of higher education consistent with the ACPA/NASPA Professional Competencies at the Foundation level.

Graduates of the HESAA program will:

1. Understand the operations and governance of both public and private colleges and universities.
 - ACPA/NASPA Competency #3
2. Understand current issues and challenges in higher education.
 - ACPA/NASPA Competency #3
3. Demonstrate the ability to connect the history of higher education in the United States to contemporary issues and challenges.
 - ACPA/NASPA Competency #10
4. Understand and be able to apply laws that affect all sectors of higher education.
 - ACPA/NASPA Competencies #3 and #5

HESAA Learning Goal #2 (KNOWLEDGE)

Provide students in the HESAA program with knowledge of student identity, development, and diversity consistent with the ACPA/NASPA Professional Competencies at the Foundation level.

Graduates of the HESAA program will:

1. Know and demonstrate the ability to apply relevant research on student identity and development.
 - ACPA/NASPA Competency #8
2. Know and demonstrate the ability to apply relevant research on diverse student populations.
 - ACPA/NASPA Competencies #7 and #8

HESAA Learning Goal #3 (SKILLS)

Develop practical skills necessary for successful entry-level professionals in higher education and student affairs.

Graduates of the HESAA program will:

1. Know and demonstrate the ability to apply basic research methods in professional practice.
 - ACPA/NASPA Competency #2
2. Know and demonstrate the ability to apply relevant counseling theories and techniques in working with diverse individuals and groups.
 - ACPA/NASPA Competency #1
3. Demonstrate written and oral communication skills necessary to be an effective professional.
 - a. ACPA/NASPA Competency #4
4. Demonstrate ethical use of up-to-date technological resources.
 - a. ACPA/NASPA Competencies #4 and #9

HESAA Learning Goal #4 (DISPOSITIONS)

Graduate ethical professionals formed in the context of Jesuit values.

Graduates of the HESAA program will:

1. Understand the values of Jesuit higher education and their relevance to professional practice in all context.
 - ACPA/NASPA Competencies #7 and #10
2. Demonstrate the ability to apply professional ethical standards.
 - ACPA/NASPA Competency #6
3. Demonstrate good collegueship and the capacity for leadership.
 - ACPA/NASPA Competencies #4 and #5
4. Demonstrate the capacity for self-awareness and reflection.
 - ACPA/NASPA Competency #6

Courses

Courses taken in the first year are numbered in the 500s and courses taken in the second year are numbered in the 600s.

HESA 501 Introduction to Student Affairs Administration 3 Credits

An introduction to higher education and student affairs administration as a profession, specific job responsibilities and competencies, types of institutions of higher education, current issues, and professional ethics. Also includes a focus on connecting student affairs practice to the mission of the institution. Introduction to organizational theory and higher education research and writing.

Offered: every fall

HESA 510 History of Higher Education 3 Credits

Students will examine the development and governance of colleges and universities in the United States, including the role of faculty, the rise of student affairs, the role of state and federal government, and the changing understanding of diversity. Emphasis is placed on locating current issues within their historical context.

Offered: every spring.

HESA 520 Student Development in Higher Education 3 Credits

Provides an introduction to student development theory and a profile of contemporary college students. Theories of identity development, involvement, and learning will be considered. In addition, the relationship of theory to practice in student affairs will be explored, along with issues related to diversity.

Offered: every fall.

HESA 530 Methods of Research 3 Credits

The nature of social science inquiry with specific implications for higher education. Introduction to research design and ethics. Introduction to both quantitative and qualitative methods of research.

Offered: every fall.

HESA 535 Assessment and Advanced Research 3 Credits

Applies methods of research learned in HESA 530 to practical issues of assessment. Students will learn to write literature reviews, conduct applied research, and present findings.

Prerequisite: HESA 530

Offered: every spring.

HESA 540 Diversity and Inclusion in Higher Education 3 Credits

This class is designed to increase students' understanding and appreciation of diverse populations, diversity-related issues, and their impact on college communities. Students will explore how they can work to build inclusive communities within institutions of higher education.

Offered: every spring.

HESA 599 Independent Study 3 Credits

Independent studies require an application and approval by the associate dean.

Restriction: permission of the instructor, department chair, and associate dean.

HESA 620 Counseling and Advising for Student Success 3 Credits

Provides a working knowledge of counseling theories and advising techniques to address the needs of students within the context of higher education. Introduction to mental health disorders and exposure to preventative and communication strategies to assist college-aged students.

Offered: every fall.

HESA 665 Law and Policy of Higher Education Administration 3 Credits

An examination of the many ways federal, state, and local laws affect higher education administration. Issues include differences between public and private higher education, First Amendment issues, affirmative action, the requirements of federal laws such as FERPA, Clery, and Title IX, and other relevant case law. Includes an introduction to risk management.

Offered: every fall.

HESA 677 Capstone: Higher Education Leadership and Management 3 Credits

Designed to provide graduating HESAA students with the opportunity to learn about leadership and management and current issues in higher education and student affairs administration with a goal toward making the transition from being graduate students to becoming full-time professionals. Includes practical skills such as financial management.

Offered: every spring.

HESA 680 Internship I 3 Credits

The first of two required internship experiences intended to broaden the student's understanding of the profession and help them to gain practical experience in specific jobs. Each internship requires 225 hours of supervised experience. Permission of the program director is required.

Prerequisite: successful completion of first year coursework. **Restriction:** permission of the HESAA program director.

Offered: every fall.

HESA 681 Internship II 3 Credits

The second of two required internship experiences intended to broaden the student's understanding of the profession and help them to gain practical experience in specific jobs. Each internship requires 225 hours of supervised experience. Permission of the program director is required.

Prerequisite: HESA 680 **Restriction:** permission of the HESAA program director.

Offered: every spring.

HESA 690 Special Topics 3 Credits

Seminar exploring contemporary issues and emerging trends relevant to higher education and student affairs that are not offered in other courses. Topics will be designated by instructor.

Offered: occasionally.

HESA 698 Comprehensive Seminar 3 Credits

This is a comprehensive seminar for the Higher Education and Student Affairs Administration (HESAA) program includes three parts: 1) comprehensive written exam based upon content in core curriculum courses, 2) comprehensive oral exam of a case study analysis, and 3) comprehensive project to create a high-impact student success program.

Prerequisite: successful completion of first year coursework.

Offered: every spring.

HESA 699 Independent Research**3 Credits**

An original thesis research project or major assessment project that provides the opportunity to investigate a higher education topic of particular interest to the student. Under the direction of a thesis adviser, students will present and defend a research proposal, conduct a study using research methodology, locate that study in a literature review, and present their findings in a thesis format. Note: Students may also choose to fulfill the HESA 699 requirement through a comprehensive examination (written and oral) and by successfully completing a three-credit graduate elective course at Canisius College, chosen by the student and approved by the HESAA program director.

Prerequisite: successful completion of first year coursework. **Restriction:** permission of the HESAA program director based on successful presentation of proposal.

Offered: every spring.

Physical Education and Athletics (MS)

This is a content physical education Master's degree program that does not lead to initial certification in physical education in NY state. It is meant for candidates who are from out of NY state and who do not need to be endorsed for New York State teacher Certification. Candidates will take the Masters Degree in physical education from Canisius College back to their home state use with their Department of Education.

Curriculum

Code	Title	Credits
Core Research		
PEG 615	Statistics in Physical Education/Health	3
PEG 680	Research Methods in Physical & Health Education	3
PEG 684	Capstone in Teaching Physical Education and Health	3
Teaching Sequence		
PEG 650	Analysis of Curriculum in Physical and Health Teaching	3
PEG 660	Advanced Human Growth and Motor Development	3
PEG 670	Advanced Teaching Methods in Physical Education	3
PEG 671	Authentic Assessment in Physical Education	3
Physical Education Content		
PEG 620	Leadership In Physical Education and Athletics	3
PEG 651	Coaching Theory and Techniques	3
PEG 687	Contemporary Issues in PE/Athletics	3
Total Credits		30

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

CANDIDATES IN THE ADVANCED PHYSICAL EDUCATION PROGRAM WILL DEMONSTRATE CONTENT KNOWLEDGE, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Candidates will:

- Come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction

- Use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

CANDIDATES IN THE ADVANCED PHYSICAL EDUCATION PROGRAM WILL DEMONSTRATE PROFESSIONAL SKILLS AND DISPOSITIONS NECESSARY FOR SUCCESSFUL PERFORMANCE IN THEIR FIELD.

Candidates will:

- Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

Learning Goal 3 (SERVICE)

CANDIDATES IN ADVANCED PHYSICAL EDUCATION PROGRAM WILL DEMONSTRATE WILLINGNESS TO USE THEIR SKILLS TO BENEFIT AND SERVE SOCIETY. WITHIN THE CONTEXTS OF THEIR WORK, CANDIDATES PROMOTE AUTHENTIC LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, AND A COMMITMENT TO SOCIAL JUSTICE IN ENVIRONMENTS THAT FOSTER RESPECT FOR DIVERSITY AND THE DIGNITY OF ALL.

Candidates will:

- Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.
- Create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

Learning Goal 4 (PROFESSIONALISM)

CANDIDATES WILL DEMONSTRATE SELF-REFLECTION AS A HABIT OF MIND, CONTINUOUSLY ASSESSING AND REFINING THEIR PROFESSIONAL PRACTICE AS THEY CONSTRUCT A RICH REPERTOIRE OF RESEARCH-BASED KNOWLEDGE, SKILLS, AND ATTITUDES FOR EFFECTIVE PERFORMANCE ENSURING THAT ALL STUDENTS AND/OR CLIENTS HAVE OPTIMAL OPPORTUNITIES TO LEARN AND GROW.

Candidates will:

- Participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

Learning Goal 5 (LEADERSHIP)

CANDIDATES WILL BECOME ADEPT AT APPLYING THEIR ACQUIRED KNOWLEDGE IN THE PROCESS OF EVALUATING THEIR OWN PROFESSIONAL PERFORMANCE AND DECISION-MAKING WITH RESPECT TO ITS IMPACT ON STUDENTS AND/OR CLIENTS, ORGANIZATIONS, AND THE WIDER COMMUNITY.

Candidates will:

- Do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

Physician Assistant Studies (MS)

Director: Aimee Larson (larson8@canisius.edu), MPAS, PA-C
Physician Assistant Studies

The Physician Assistant Studies program at Canisius is a 7-semester, master's degree program consisting of two main phases: didactic and clinical. You will spend the first 12 months in a classroom setting for didactic or pre-clinical learning, with access to state-of-the-art learning technologies. Students will move throughout the brand new, state-of-the-art learning space located in Science Hall that includes an open classroom concept as well as a simulation center. Highlights of the simulation center include virtual anatomy tables, high-fidelity mannequins, and simulated exam rooms. You will have multiple opportunities to practice your skills in patient interviews, physical exams, diagnostic testing, and procedures prior to entering your clinical phase, learning with program faculty as well as distinguished guests with extensive experience in their field.

The second phase consists of 15+ months of clinical experience. You will be required to attend 8-week clinical rotations in both family medicine and hospital medicine, and 4-week clinical rotations in emergency medicine, general surgery, women's health, pediatrics, outpatient internal medicine, and behavioral health. In addition, you will have the opportunity to choose from two elective rotations in areas such as orthopedics, critical care, neurology, cardiology, rheumatology and other sub-specialties. Students will be allowed to choose from a number of highly sought clinical specialties at pre-approved clinical locations. Students may not solicit their own rotation sites or preceptors at any time.

The program will culminate in a final phase of summative review and evaluation in preparation for your future as a graduated physician assistant. During this time, students will have a board review course, final summative skills evaluations, and present their master's poster projects for the college community. You will also have an opportunity to take and review a practice PA National Certification Exam called PACKRAT (Physician Assistant Clinical Knowledge Rating and Assessment Tool).

Accreditation

The ARC-PA has granted Accreditation-Provisional status to the Canisius College Physician Assistant Program sponsored by Canisius College. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class, scheduled to begin in January 2021.

The program's accreditation history can be viewed on the ARC-PA website (<http://www.arc-pa.org/accreditation-history-canisius-college/>).

Licensure Disclosure

Canisius College cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your state licensing board or appropriate licensing entity (<https://wiki.canisius.edu/x/Hxi8BQ/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

Curriculum

Code	Title	Credits
PAS 511	Principles of Medical Science I	2
PAS 512	Principles of Medical Science II	2
PAS 513	Principles of Medical Science III	2
PAS 521	Clinical Medicine I	5
PAS 522	Clinical Medicine II	5
PAS 523	Clinical Medicine III	5
PAS 531	Pharmacotherapeutics I	3
PAS 532	Pharmacotherapeutics II	3
PAS 533	Pharmacotherapeutics III	3
PAS 541	Physical Diagnosis I	3
PAS 542	Physical Diagnosis II	3
PAS 543	Physical Diagnosis III	3
PAS 551	Diagnostic Medicine I	1
PAS 552	Diagnostic Medicine II	1
PAS 553	Diagnostic Medicine III	1
PAS 561	Clinical Skills I	2
PAS 562	Clinical Skills II	2
PAS 563	Clinical Skills III	2
PAS 571	Professional Development I	1
PAS 573	Behavioral Medicine	1
PAS 581	Community Health and Preventative Medicine	1
PAS 593	Interprofessional Collaborative Practice	1
PAS 594	Interprofessional Collaborative Practice	1
PAS 595	Interprofessional Collaborative Practice	1
PAS 701	Family Medicine Rotation	8
PAS 702	Hospital Medicine Rotation	8
PAS 703	Internal Medicine Outpatient Rotation	4
PAS 704	General Surgery Rotation	4
PAS 705	Pediatrics Rotation	4
PAS 706	Emergency Medicine Rotation	4
PAS 707	Behavioral Medicine Rotation	4
PAS 708	Womens Health Rotation	4
PAS 709	Elective Rotation	4
PAS 710	Elective Rotation II	4
PAS 725	Master's Research and Writing Part I	1
PAS 726	Master's Research and Writing Part II	1
PAS 727	Professional Development II	1

PAS 799	Capstone Seminar	5
Total Credits		110

Roadmap

First Year

	Spring	Summer
Total Credits: 18	Total Credits: 16	
	PAS 511	PAS 512
	PAS 521	PAS 522
	PAS 531	PAS 532
	PAS 541	PAS 542
	PAS 551	PAS 552
	PAS 561	PAS 562
	PAS 571	
	PAS 581	

Second Year

Fall	Spring	Summer
Total Credits: 18	Total Credits: 14	Total Credits: 14
PAS 513	PAS 594	PAS 595
PAS 523	PAS 701	PAS 702
PAS 533	PAS 703	PAS 704
PAS 543	PAS 725	PAS 726
PAS 553		
PAS 563		
PAS 573		
PAS 593		

Third Year

Fall	Spring
Total Credits: 13	Total Credits: 17
PAS 705	PAS 708
PAS 706	PAS 709
PAS 707	PAS 710
PAS 727	PAS 799

Courses

PAS 511 Principles of Medical Science I 2 Credits

This is the first of three courses that focus on the sciences that influence the human organism at the cellular, organ, and systemic levels. The course is presented by body regions, allowing students to learn and assimilate the morphology of different areas of the human body in a logical fashion to correlate with Clinical Medicine instruction. Topics covered in this first course include Infectious Disease, Cardiology, Pulmonology, HEENT, and Gastroenterology. Discussions will include how normal and abnormal anatomy, pathophysiology, and genetics influence the patient's health and disease outcomes. Additionally, students will be exposed to medical microbiology and epidemiology as it pertains to common infectious organisms in each organ system. The course is taught via lectures, class discussions, and laboratory dissection of virtual human cadavers using Anatomage virtual anatomy tables as well as other anatomical models.
Offered: every spring.

PAS 512 Principles of Medical Science II 2 Credits

This is the second in a series of three courses that focus on applied human anatomy, pathophysiology, microbiology, and genetics that influence the human organism at the cellular, organ, and systemic levels. The course is presented by body regions, allowing students to learn and assimilate the morphology of different areas of the human body in an organized and logical fashion to correlate with Clinical Medicine instruction. Topics covered in this second course include Endocrinology, Genitourinary/Renal, Women's Health (Ob/Gyn), Pediatrics, and Dermatology. Discussions will cover how normal and abnormal anatomy, pathophysiology, and genetics influence the patient's health and disease outcomes. Additionally, students will be exposed to medical microbiology and epidemiology as it pertains to common infectious organisms in each organ system. The course is taught via lectures, class discussions, and laboratory dissection of virtual human cadavers using Anatomage virtual anatomy tables as well as other anatomical models.
Prerequisite: Minimum grade of B in PAS 511.
Offered: every summer.

PAS 513 Principles of Medical Science III 2 Credits

This is the third in a series of three courses that focus on applied human anatomy, pathophysiology, microbiology, and genetics that influence the human organism at the cellular, organ, and systemic levels. The course is presented by body regions, allowing students to learn and assimilate the morphology of different areas of the human body in an organized and logical fashion to correlate with Clinical Medicine instruction. Topics covered in this course include Neurology/Psychiatry, Orthopedics, Rheumatology, Hematology/Oncology, and Geriatrics. Discussions will include discussion of how normal and abnormal anatomy, pathophysiology, and genetics influence the patient's health and disease outcomes, microbiology and epidemiology as it pertains to common conditions and diseases. The course is taught via lectures, class discussions, and laboratory dissection of virtual human cadavers using Anatomage virtual anatomy tables as well as other anatomical models.
Prerequisite: Minimum grade of B in PAS 511 and PAS 512.
Offered: every fall.

PAS 521 Clinical Medicine I 5 Credits

The Clinical Medicine Series presents the application of principles of the basic sciences (anatomy, pathophysiology, genetics, and microbiology) to common health conditions involved in each organ system. Clinical Medicine I is the first of three courses in this series. Students will investigate signs, symptoms, and presentations of a variety of health conditions that correlate with the body systems for semester one. As in the Principles of Medical Science course, topics covered in this first course include Infectious Disease, Cardiology, Pulmonology, HEENT, and Gastroenterology. This includes using evidence-based medicine in a wide range of disease states to formulate a differential diagnosis, order and interpret diagnostic studies, determine prognosis, and develop patient management plans. In addition, students will discuss case studies that incorporate behavioral health issues.

Learning Goals & Objectives

Upon completion of the Canisius College Physician Assistant Program, the graduate will be able to:

1. Demonstrate content knowledge

- Understand the basic sciences of anatomy, physiology and pathology and apply knowledge in the diagnosis and treatment of disease.
- Understand the principles of pharmacotherapeutics to apply in the treatment of patients.
- Elicit a detailed history and perform a thorough physical exam in order to accurately diagnose and treat patients.
- Utilize effective verbal and non-verbal communication skills to elicit information from a patient.
- Understand the principles of public health and incorporate health promotion and disease prevention into patient care practice.

2. Display adequate and appropriate skills and dispositions

- Understand how to order and interpret appropriate diagnostic tests in a cost efficient manner to aid in treatment of patients.
- Formulate an appropriate differential diagnosis to accurately diagnose and manage a patient utilizing the history and physical exam findings
- Perform or assisting in performance of diagnostic and therapeutic procedures.
- Implement patient management plans, including referrals to other healthcare professionals or agencies, to provide ongoing quality care.
- Apply appropriate clinical reasoning and medical decision-making when providing care for a patient while also empowering the patient in the process.
- Manage acute and chronic patient conditions by providing appropriate pharmacotherapeutic, non-pharmacotherapeutic, preventive, and continuous care.

3. Consistently Display Professionalism

- Understand how to accurately present and document patient information to other healthcare professionals and in the patient medical record.
- Organize and lead inter-professional medical or surgical teams to improve patient outcomes.
- Participate effectively as a member of an interdisciplinary healthcare team.
- Understand the limitations of a practicing physician assistant and appropriately see guidance when needed.
- Maintain current understanding of medical standards of practice and critically evaluate medical literature for ongoing medical education.
- Become familiar with the history of the PA profession, development, current trends, and political/governing issues that affect PA practice.
- Apply information systems/technology to monitor and improve patient care and health care delivery systems.
- Accurately perform an oral presentation of a patient case to include referral of patient to a medical specialty if indicated.
- Display a level of professionalism and respect for others that represents the Canisius College and the PA profession.
- Advocate for the PA profession

4. Show an understanding and appreciation for cultural competence

- Understand medical and social issues of patients of all backgrounds, particularly of the underserved, and provide compassionate and competent care without bias.
- Demonstrate personal and professional adaptability in treating patients from all social, economic, and religious backgrounds and adjust treatment plans accordingly.
- Serve the local community in areas of medical disparity and advocate for social justice and equality.
- Maintain patient confidentiality and apply ethical principles when practicing medicine.

5. Understand the importance of lifelong learning

- Engage in lifelong learning, cura personalis, and service to others.
- Demonstrate willingness to teach future PA students, as well as performing quality community and patient health education.
- Practice evidence-based medicine and life-long learning to better understand and keep up-to-date on current medical practices and guidelines.

Professional Studies

Program Director: Dennis Koch, PhD

Introduction

According to research performed at the University of California San Francisco, allied health professionals make up 60% of the total healthcare workforce. As a result of this increasing demand for well-trained and motivated professionals, the Allied Health program offerings at Canisius are rapidly expanding. Students can choose from MS programs in Health & Human Performance, Applied Nutrition, Community & School Health, and Respiratory Care.

Mission Statement

The mission of the Office of Professional Studies is to help adult learners, non-traditional students and working professionals further their education and career opportunities. Wide-ranging and academically innovative programs are being developed to respond to the needs of today's professionals. These new areas of study are co-developed by Canisius faculty and outside partners including industry experts, professional associations, consulting organizations and businesses. The programs are provided in creative scheduling formats and education delivery methods designed to meet the needs of working professionals. Focused on academic excellence, we are committed to continual self-assessment with the goal of achieving outstanding results.

Master's Degree Programs

- MS in Applied Nutrition (p. 156)
- MS in Community and School Health (p. 158)
- MS in Health and Human Performance (p. 160)
- MS in Respiratory Care (p. 162)

For more information, contact Dr. Dennis Koch, Director, Office of Professional Studies at 716-888-8292. For admissions assistance, contact the Graduate Admissions Office at 716.888-2545, or toll free at 1.800.950.2505, or GradAdmissions@canisius.edu.

The following classes contribute to more than one program within Professional Studies.

ALH 500 Health Care Systems 3 Credits

This course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables students to understand the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings, and societal values on the evolving health care delivery system in the United States.

Offered: every fall, online only.

ALH 501 Health Promotion and Disease Prevention 3 Credits

This course will provide students with information that will enable them to develop a practical approach to health promotion and disease prevention for a specific target population. Specifically, the course is designed to help in the development of programs within schools, communities, and the workplace.

Offered: summer & fall, occasionally spring; online only.

ALH 502 Nutrition 3 Credits

This introductory course presents the principles of nutrition including all nutrients, their sources, and their requirements. Carbohydrates, protein, fat, vitamins, minerals, and water are discussed. Additional topics include food labeling and government food-regulatory agencies, energy balance, and food safety and security. The use of dietary guides, nutrient charts, and computerized diet analysis programs for the planning and evaluation of a healthy diet are also presented.

Offered: fall, spring, & summer; online only.

ALH 503 Medical Nutrition Therapy 3 Credits

This course will explore the application of nutrition principles to the treatment and prevention of diseases. This treatment can range from changes in diet to providing specialized therapies such as intravenous or tube feeding. Topics discussed will include lifestyle strategies and therapeutic nutrient intervention to correct nutritional insufficiencies, promote optimal health, and prevent, manage, or correct medical problems.

Offered: fall & spring, online only.

ALH 507 Clinical Health Behavior Change 3 Credits

This course will explore health behavior theories to facilitate the adoption of healthful behaviors to various groups. It will include motivational interviewing, practice of nonverbal, active listening, goal assessment and group counseling. It will also explore the evaluation of nutrition education interventions.

Offered: every spring, online only.

ALH 520 Exercise Prescription 3 Credits

This course presents a comprehensive overview of the human body's responses to acute and chronic exercise. An understanding of the processes involved in prescribing safe and effective therapeutic exercise for healthy individuals as well as geriatric populations, pregnant women, children, and patients with chronic conditions including heart and lung disease, diabetes, and obesity will be reviewed. In the course, environmental and legal considerations in the prescriptive process will be discussed. Consideration will also be given to behavior change principles and the role of motivation in prescribing appropriate exercises for a variety of clients.

Offered: every fall, online only.

ALH 522 Fitness Psychology 3 Credits

This course will cover topics such as eating disorders among athletes, female athlete triad, and weight management. It will provide students with skills to counsel athletes as well as sports teams. The course will also cover performance enhancement, motivation, and stress management of athletes. Students will develop an understanding of behavioral change theory as it relates to sports psychology.

Offered: every spring, online only.

ALH 540 Program Planning in Healthcare 3 Credits

This course is designed to provide students with an overview of models, strategies, interventions and assessment techniques to use in designing, planning, initiating and evaluating public health programs that address the most important health issues affecting our communities at the local, state, national and international levels. As a foundation for exploration and discussion, the socio-ecologic framework (individual/behavioral, environmental/social/community and policy levels) of interventions will all be studied.

Offered: every spring, online only.

ALH 582 Functional Conditioning 3 Credits

This course provides an overview of the physiological responses and adaptations to resistance training. Training theories and methodology for program design for different populations will also be discussed.

Offered: every spring.

ALH 599 Independent Study 1-3 Credits

Independent studies require an application and approval by the associate dean.

Prerequisite: permission of the instructor, department chair, & associate dean.

Offered: occasionally.

ALH 602 Cardiopulmonary Pathophysiology 3 Credits

Details the functions of the cardiovascular and respiratory systems emphasizing normal function, pathophysiology, initiation and progression of disease and current treatment. special reference will be made to the role of exercise as a therapeutic modality.

Prerequisite: an introductory course in anatomy and physiology.

Offered: every fall, online only.

ALH 621 Cardiopulmonary Pharmacodynamics 3 Credits

This course provides study of the current medications used in the treatment of congestive heart failure, coronary artery disease, arrhythmias, angina and hypertension, asthma and COPD. The effects of these medications during acute and chronic exercise and cardiac emergency medications will also be covered.

Prerequisite: ALH 602.

Offered: every fall, online only.

ALH 622 Sports and Fitness Nutrition 3 Credits

This course will focus on understanding the specific role of energy and nutrients in fitness and athletic performance. Additional topics will include the role of fluid and electrolytes, ergogenic aids, and special diets in physical activity. Tools for assessing body position (body fat, muscle mass), unique dietary concerns across the lifespan and in special population groups (heart disease, diabetes, obesity) and the effect of diet on endurance will be explored.

Offered: every fall, online only.

ALH 631 Research Methods in Allied Health 3 Credits

An intermediate graduate-level course designed to familiarize students with the elements of research methods with special emphasis on experimental and quasi-experimental research techniques most commonly used in the allied health professions. The course also examines issues that deal with ethical aspects of human experimentation. Special emphasis will be placed on preparing the student to be able to critically analyze and interpret research literature. By the end of the course, the student are expected to complete the majority of a viable research proposal. By the end of the course students will be able to properly read and critique scientific literature.

Offered: fall, spring, & summer; online only.

ALH 632 Data Analysis and Statistics 3 Credits

An intermediate graduate-level course designed to familiarize students with the elements of data analysis and statistics. Students will learn methods of numerical and graphical summary and interpretation of data such as descriptive statistics, scatterplots, linear and non-linear correlation and regression, t-tests, and analysis of variance/covariance. Students will also be able use statistical software to enter and analyze data using the proper statistical tools.

Offered: fall, spring, & summer; online only.

ALH 645 Teaching Technology for Health Leaders 3 Credits

This course presents an overview of instructional design tools, teaching techniques and strategies, evaluation of learner competencies, maintenance of training records, and measurement of training program effectiveness.

Offered: every spring, online only.

ALH 689 Master's Project 3 Credits

The master's project is designed as a rigorous scholarly activity that provides an opportunity to integrate theoretical knowledge with research.

Prerequisite: permission of program director.

Offered: fall, spring & summer.

ALH 699 Masters Project II 3 Credits

Continues ALH 689 with an approved thesis proposal by collecting and analyzing data, and culminates in an approved written thesis.

Prerequisite: ALH 689 & permission of program director.

Offered: fall, spring & summer.

ALH 700 Continuing Master's Project/Thesis 1 Credit

This course is a continuation of ALH 689 or ALH 699, and is ONLY required for students who do not complete their Master's Project/Thesis in the allotted time (16 weeks).

Applied Nutrition

Program Director: Margaret Garfoot, MS, RD, CDN

Faculty: Dawna Bennett, MS, RD, CDN; Khalid Bibi, PhD, EP-C; Elizabeth Greenwald, MS, EP-C, CSCS, CIC; Dennis Koch, PhD; Garry Ladd, DHSc, EP-C; Devorah Lucas, DBH, CDE; Soghra Naheed Ali-Sayeed, MS, RD, CNSC, CDN; Gregory Reeds, EdD; Dan Smith, PhD, CRC, NCC, LMHC, BCC; Kaitlyn Summers, MS, RD, CDN; Sheryl Warren, MS, RD.

Degree: Master of Science

Introduction

The Master of Science in Applied Nutrition program is offered in a **fully online format** structured to fit the busy lifestyle of working professionals. It is designed for students, practitioners and professionals who are interested in expanding their knowledge in health-related fields. This program can be completed in as little as one year.

Graduates of the master's in applied nutrition program will be qualified to assume leadership, management or administrative roles. In addition, graduates will be able to:

- Conduct and comprehend dietetic research
- Apply current research to practice
- Evaluate nutritional programs
- Apply many other acquired skills

The program will provide students with the opportunity to build theoretical knowledge and specialize in two specialty areas:

- Obesity and Eating Disorders
- Fitness and Sports Nutrition

Admission

Applications are processed on a rolling basis and are considered as they are received for each of our terms. We recommend submitting all material required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The on-line application can be submitted with no application fee.

To qualify for admission, all students must:

- Complete the graduate admissions application.
- Complete a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.7.
- Submit one (1) official undergraduate transcript from each institution attended with the degree posted from the degree-granting institution.
- Submit two (2) letters of recommendation.
- Provide evidence of sufficient college-level coursework in the sciences or possess current licensure as a Registered Dietitian. Students who do not meet prerequisites may be required to complete additional undergraduate/graduate coursework.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Applied Nutrition at Canisius College. The statement may be submitted in the essay section of the graduate application.

Transfer credit: Previous graduate level transfer credits will be assessed on a case-by-case basis.

Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-. More information can be found at the program website (<https://www.canisius.edu/academics/programs/applied-nutrition/>).

Curriculum

Total credit hours = 33. Every student must complete six required courses (18 credits), one elective (3 credits), and four courses (12 credits) within a concentration.

Prerequisite

ALH 502 Nutrition (3 credits) may be required for non-RD students. Studies nutrition principles, behavior, and counseling, as well as clinical applications of nutrition as it relates to health, clinical exercise physiology, and cardiac rehabilitation. This will be in addition to the required courses in the program.

Required Courses

Code	Title	Credits
ALH 503	Medical Nutrition Therapy	3
NTR 505	Advanced Nutrition	3
ALH 507	Clinical Health Behavior Change	3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3
ALH 689	Master's Project ¹	3
Concentration Electives (complete the 4 courses from one of the concentrations below)		12
Elective (choose one course from the other concentration)		3
Total Credits		33

¹ Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

Obesity and Eating Disorders Concentration

Code	Title	Credits
ALH 501	Health Promotion and Disease Prevention	3
NTR 510	Adult and Pediatric Obesity	3
NTR 512	Eating Disorders in Children and Adults	3
NTR 612	Sociology of Nutrition	3
Total Credits		12

Fitness and Sports Nutrition Concentration

Code	Title	Credits
ALH 520	Exercise Prescription	3
ALH 522	Fitness Psychology	3
NTR 536	Exercise Physiology	3
ALH 622	Sports and Fitness Nutrition	3
Total Credits		12

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – OBSERVED IN WRITING)

Candidates in the Applied Nutrition program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will have the opportunity to:

- Understand the dynamic nature of nutrition and the complex biochemical factors that influence health status.
- Understand and be able to apply behavior change principles as they apply to health settings.

- Demonstrate a working knowledge of the basic principles of nutrition and how they relate to overall health and exercise performance.
- Understand the factors influencing obesity and the metabolic consequences of obesity and its relationship to chronic disease.
- Understand the factors influencing the development of eating disorders and eating disorder sequelae.
- Demonstrate an understanding of the general principles of fitness psychology as they apply to exercise professionals.

Learning Goal 2 (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)

Candidates in the Applied Nutrition program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will have the opportunity to:

- Understand and evaluate educational programs and prevention and treatment interventions toward improving the health status of target population groups.
- Acquire the skills necessary to interpret, design and/or conduct applied nutrition and fitness research.
- Create and/or evaluate a comprehensive and coherent educational and/or instructional nutrition tool, care plan or program using appropriate technologies.
- Prescribe safe and effective exercise for a variety of populations, including healthy clients and special populations (e.g., pregnant women, elderly, children, etc.).
- Create an appropriate sports specific exercise prescription for an athlete.

Learning Goal 3 (SERVICE)

Candidates in the Applied Nutrition program will demonstrate willingness to use their skills to benefit and serve society. Within contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will have the opportunity to:

- Describe the ethical principles of respect for persons, beneficence, and justice, both within the context of research and within the larger context of professional practice.
- Understand moral and ethical implications of media influences and policy decisions that affect the health and well-being of consumers: patients, clients, and the community at large.
- Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the local community, and show utility of such resources in developing health promotion and disease prevention programs to benefit society.

Learning Goal 4 (PROFESSIONALISM)

Candidates in the Applied Nutrition program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of sound evidence-based knowledge, skills, and attitudes for effective performance ensuring that all patients, clients and/or consumers have optimal opportunities to learn and grow.

Students will have the opportunity to:

- Write a research proposal that demonstrates an understanding of research design by incorporating appropriate consideration of ethical issues and controlling threats to internal and external validity.
- Use statistics as a tool for evaluating data and drawing inferences, and for judging the strength and quality of data used in research in health professions.

Learning Goal 5 (LEADERSHIP)

Candidates in the Applied Nutrition program will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on patients, clients, organizations, and the community at large.

Students will have the opportunity to:

- Understand and evaluate potential moral and legal consequences of decision-making relative to the health and welfare of patients and clients
- Understand, anticipate, and assess emerging trends and initiatives in order to promote best practices in health care and effective educational strategies with the goal of improving the health and well being of patients, clients, and the community at large.
- Understand, anticipate, and assess emerging trends and initiatives in order to promote best practices in health care and effective educational strategies with the goal of improving the health and well being of patients, clients, and the community at large.

Courses

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 155).

NTR 505 Advanced Nutrition 3 Credits

This course examines the metabolism, physiological actions and interrelationships of carbohydrates, protein, fats, vitamins, minerals and water. Topics discussed include the regulation of the biochemical pathways and the nutritional principles of macronutrient and micronutrient metabolism; absorption, excretion, transport and cellular metabolism; nutritional and toxicological standards for humans and animal models and bioavailability of minerals.

Prerequisite: ALH 502, unless student is a Registered Dietician (RD).

Offered: every fall, online only.

NTR 510 Adult and Pediatric Obesity 3 Credits

This course addresses the epidemiology, etiology, and risk factors associated with obesity across the lifespan. The medical management and complications of obesity will be discussed in depth. Students will review and critically assess current treatment strategies such as pharmacotherapy, bariatric surgery, and behavioral approaches. Review and discussion of current research and theory will allow students to gain a broad understanding of the causes, prevention, and treatment of obesity.

Prerequisite: ALH 502, unless student is a Registered Dietician (RD).

Offered: every spring, online only.

NTR 512 Eating Disorders in Children and Adults 3 Credits

This course is an in-depth examination of eating disorders in children and adults, including the definition and clinical presentation of eating disorders. Medical complications of eating disorders will be considered, as well as the relationship between eating disorders and obesity. Family issues, especially for children and adolescents, in the etiology and treatment of eating disorders will be examined. Existing approaches to treatment will be examined, as well as new and experimental treatments.

Prerequisite: ALH 502, unless student is a Registered Dietician (RD).

Offered: every spring, online only.

NTR 536 Exercise Physiology 3 Credits

Covers the advanced study of concepts, principles, and research in the field of exercise physiology. Discusses advanced concepts in the muscular/neuromuscular, cardiovascular, ventilatory, endocrine, and metabolic responses to exercise and exercise training. Specific study of the physiological control mechanisms regulating these systems are also addressed during periods of rest, acute exercise, and following chronic exercise training.

Offered: every summer, online only.

NTR 612 Sociology of Nutrition 3 Credits

This course addresses the effects of family and society on food availability and the development of eating habits, food rituals and norms, and body acceptance across the lifespan. The influence of family systems and cultural contexts on psychosocial development and the adoption of pathogenic eating behaviors will be explored. Theoretical perspectives related to the epidemiology, prevention and treatment of eating disorders and obesity will be examined in depth.

Offered: every fall, online only.

Community and School Health

This program is being discontinued and will not accept new students after Fall 2020. Students who have enrolled in the program prior Fall 2020 will use these standards to complete their degree.

Program Director: Garry Ladd, DHSc, EP-C

Faculty: Dennis Koch, PhD; Khalid Bibi, PhD, EP-C; Kathy Hassey, MEd, RN, BSN; Arvela Heider, PhD; Bonnie Sunday, MD; Sheryl Warren, MS, RD; Melva Visser, MA, RHIA.

Degree: Master of Science

Introduction

The Online Master's in Community and School Health program is designed for nurses, physical therapists, occupational therapists, social workers, counselors, psychologists, and others with a bachelor's degree and the appropriate science and health background. The program is ideal for working professionals who need to balance work, family and a continuing education, since it can be completed entirely online.

Graduates of the Master's in Community & School Health program will:

- Have excellent knowledge surrounding health, education, health services, nutrition services, and social services, health promotion, and family and community involvement.
- Be well prepared to participate in the development of policy within the work place, as well as healthcare systems at the community, state or national level.

Upon completion of the Master's in Community and School Health program, graduates will be prepared for positions in:

- Nursing /Healthcare Administration.
- School, Corporate, and Public Health Education and Wellness Programming.
- Healthcare Management and Leadership.
- Health Policy Application.

Admission

Applications are processed on a rolling basis and are considered as they are received for each of our terms. We recommend submitting all material required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The on-line application can be submitted with no application fee.

To qualify for admission, all students must:

- Complete the graduate admissions application.
- Submit one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.70.
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Community and School Health at Canisius College. The statement may be submitted in the essay section of the graduate application.

Transfer credit: Previous graduate level transfer credits will be assessed on a case-by-case basis.

Program Details

Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-. More information can be found at the program website (<https://www.canisius.edu/academics/programs/community-school-health/>) website (<http://www.canisius.edu/community-school-health/>).

Curriculum

Total credit hours = 33. Each student must complete all of the courses in the curriculum, including a guided elective selected with his or her academic advisor.

Code	Title	Credits
ALH 500	Health Care Systems	3
ALH 501	Health Promotion and Disease Prevention	3
CSH 520	Leadership Initiatives in Community and School Health	3
CSH 530	State of the Nation's Child	3
ALH 540	Program Planning in Healthcare	3
CSH 550	Health Impacts on Academic Success K-12	3
CSH 670	Health Care and Public Policy	3
Guided Elective		3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3
ALH 689	Master's Project ¹	3
Total Credits		33

¹ Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

Learning Goals & Objectives

Learning Goal #1 (KNOWLEDGE – OBSERVED IN WRITING)

Candidates in the CSH program will have the opportunity to demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will have the opportunity to:

- 1.1 - Develop and promote programs for health, exercise, physical activity, nutrition, or health services through family, worksite, school, or other community involvement.
- 1.2 - Understand how communities, school districts, and worksites protect the health, welfare, and safety of its populations through policy, administration, responsibilities, and/or initiatives.

Learning Goal #2 (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)

Candidates in the CSH program will have the opportunity to demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will have the opportunity to:

- 2.1 - Collaboratively develop and articulate the understanding of community, school, or worksite health programs responding to health-related interests and needs by building and sustaining productive relationships with community, school, or worksite partners.
- 2.2 - Demonstrate leadership initiative in community, school, or worksite health programs and policies.

Learning Goal #3 (SERVICE)

Candidates in the CSH program will have the opportunity to demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will have the opportunity to:

- 3.1 - Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the local community, school district, or worksite.
- 3.2 - Understand how to influence community, school district, or worksite population health-related policy options and political strategies.

Learning Goal #4 (PROFESSIONALISM)

Candidates in the CSH program will have the opportunity to demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will have the opportunity to:

- 4.1 - Demonstrate an understanding of research design, including consideration of ethical issues and the appropriate use of statistics as a tool for evaluating data and drawing inferences.

Learning Goal #5 (LEADERSHIP)

Candidates in the CSH program will have the opportunity to become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will have the opportunity to:

- 5.1 - Understand and evaluate potential moral and legal consequences of health-related decision making in communities, school districts, or worksites promoting social justice to ensure that individual needs address all aspects of health throughout the lifespan.
- 5.2 - Understand, anticipate, and assess emerging trends and initiatives in order to adapt community, school, or worksite-based leadership strategies in an effort to improve the health and well-being of those served.

Courses

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 155).

CSH 520 Leadership Initiatives in Community and School Health 3 Credits

This course is designed to expand the student's knowledge of a variety of leadership concepts and explore how these concepts can be integrated into community and school health settings. Students will examine organizational systems and structures, leadership styles, change theory, conflict and power, and coalition building.

Offered: every fall, online only.

CSH 530 State of the Nation's Child 3 Credits

This course is an exploratory course on the national and statewide issues impacting the health of the nation's children with a focus on poverty, child welfare, and youth at risk.

Offered: every fall, online only.

CSH 550 Health Impacts on Academic Success K-12 3 Credits

This course addresses the growing number of health issues unique to the school age child K-12. Topics such as expanding chronic health problems and diseases linked to teen lifestyle choices will be explored and discussed.

Offered: every spring, online only.

CSH 670 Health Care and Public Policy 3 Credits

This course expands the student's knowledge of the U.S. healthcare system and fosters understanding of the process of public policy development. Political policy debates related to school health are discussed.

Offered: every spring, online only.

Health and Human Performance (MS)

Program Director: Dennis Koch, PhD

Faculty: Khalid Bibi, PhD, EP-C; Paul Childress, MS, CSCS; Chad Ford, MS; Patrick Gannon, PharmD; Michael Guzda, MS, CSCS; Garry Ladd, DHSc; Gregory Reeds, EdD; Kaitlyn Summers, MS, RD, CDE; Arthur Taft, PhD, RRT, FAARC; Sheryl Warren, MS, RD.

Degree: Master of Science

Introduction

The Master of Science degree program in Health and Human Performance at Canisius College trains students in the areas of rehabilitative and preventive health, and gives students options to specialize in cardiac rehabilitation, health promotion, or strength and conditioning. This degree is appropriate for people who hope to work in corporate wellness, fitness training, clinical exercise physiology, human performance/strength and conditioning, or research settings. The program prepares students to practice in clinical settings as part of a health care team, or to work in exercise and health-promotion programs with apparently healthy or high-risk populations. This program also offers a solid platform to go on to doctoral studies. Finally, some students have found this program to be helpful in preparing for medical school or doctor of physical therapy programs.

Offered in a **hybrid format** that includes some online and some face-to-face classes, the 34 to 35 credit hour MS program offers students the choice between an internship and a research (thesis) experience, the latter a preparation for doctoral programs. For out-of-town students, **all face-to-face courses required for graduation can be completed in 1 semester** in Buffalo, and the rest of the curriculum can be completed from anywhere.

The curriculum will provide students with appropriate course work and field experiences to prepare for the American College of Sports Medicine's Certified Personal Trainer (ACSM-CPT), Certified Exercise Physiologist (ACSM-EP), and Certified Clinical Exercise Physiologist (ACSM-CEP) certification exams. There is also coursework geared towards preparing students for the Certified Strength and Conditioning Specialist (CSCS) exam offered by the National Strength and Conditioning Association (NSCA).

Admission

Applications are processed on a rolling basis and are considered as they are received for each term. We recommend submitting all materials required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The online application can be submitted with no application fee.

To qualify for admission, all students must:

- Complete the graduate admissions application.
- Complete a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.70.
- Submit one (1) official undergraduate transcript from each institution attended with the degree posted from the degree-granting institution.
- Submit two (2) letters of recommendation.
- Provide evidence of sufficient college-level coursework in the areas of anatomy and physiology and exercise physiology. Students who do not meet prerequisites may be required to complete additional coursework.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Health and Human Performance at Canisius College. The statement may be submitted in the essay section of the graduate application.

Transfer credit: Previous graduate level transfer credits will be assessed on a case-by-case basis.

Program Details

Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-. More information can be found at the program website (<https://www.canisius.edu/academics/programs/health-human-performance/>).

Curriculum

Total credit hours = 34 or 35, depending on specialty track chosen. Every student must complete 19 credit hours of core courses, each of the courses in one (1) of the specialty tracks, and 6 credit hours of internship or thesis.

Code	Title	Credits
Core Courses		
ALH 502	Nutrition	3
HHP 506	Epidemiology	1
ALH 520	Exercise Prescription	3
HHP 521	Exercise Testing	3
ALH 582	Functional Conditioning	3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3
Specialty Track		
Select one of the specialty tracks listed below		9-10
Additional Requirements		
Select one of the following:		6

ALH 689 & ALH 699	Master's Project and Masters Project II ¹	
HHP 603 & HHP 604	Internship I and Internship II	
Total Credits		34-35

¹ Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

Specialty Track 1: Cardiac Rehabilitation

Code	Title	Credits
HHP 565	Electrocardiography and Clinical Stress Testing	4
ALH 602	Cardiopulmonary Pathophysiology	3
ALH 621	Cardiopulmonary Pharmacodynamics	3
Total Credits		10

Specialty Track 2: Health Promotion

Code	Title	Credits
ALH 501	Health Promotion and Disease Prevention	3
ALH 507	Clinical Health Behavior Change	3
ALH 540	Program Planning in Healthcare	3
Total Credits		9

Specialty Track 3: Strength and Conditioning

Code	Title	Credits
ALH 522	Fitness Psychology	3
HHP 583	Advanced Movement Analysis	3
ALH 622	Sports and Fitness Nutrition	3
Total Credits		9

Learning Goals & Objectives

Learning Goal #1: Degree candidates in the M.S. program in Health and Human Performance will understand exercise and nutrition principles necessary to be competent and effective exercise physiologists.

Students will have the opportunity to:

- 1.1 - Demonstrate principles of exercise and relate them to fitness development.
- 1.2 - Know and apply nutritional principles.
- 1.3 - Know the pathophysiology of common cardiovascular and pulmonary diseases as well as the mechanisms through which commonly used medications work to treat these diseases.

Learning Goal #2: Degree candidates in the M.S. program in Health and Human Performance will safely and effectively assess patient status, evaluate fitness, and prescribe exercise.

Students will have the opportunity to:

- 2.1 - Prescribe safe and effective exercise for a variety of populations, including healthy clients, athletes, and special populations.
- 2.2 - Demonstrate safe and proper use of clinical techniques and protocols to assess a client's fitness and/or clinical status. Create an appropriate sport-specific exercise prescription for an athlete.

Learning Goal #3: Degree candidates in the M.S. program in Health and Human Performance will demonstrate appropriate dispositions in a professional setting.

Students will have the opportunity to:

- 3.1 Exhibit personal attributes of dependability, preparedness, willingness to learn, and responsibility in a professional setting.

Learning Goal #4: Degree candidates in the M.S. program in Health and Human Performance will demonstrate information literacy and critical thinking skills within their field of study.

Students will have the opportunity to:

- 4.1 - Systematically analyze, evaluate, and critique a published, peer-reviewed article identifying threats to validity and weaknesses in methodology, as well as evaluating the appropriateness of statistical analysis used to derive conclusions.
- 4.2 - Design a quantitative research study related to their field of study with appropriate consideration given to ethical issues and appropriate controls for threats to validity.
- 4.3 - Use peer-reviewed journals and other reputable sources to develop an epidemiological argument as to whether a cause-and-effect relationship exists between a potential risk factor and a disease or other health outcome.

Courses

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 155).

HHP 506 Epidemiology 1-2 Credits

The study of the distribution and determinants of health related states or events in a population and applications to control specific health problems. Emphasis will be placed on discussing evidence for the role of lifestyle choices in determining long-term health and chronic disease risk.

Offered: every fall, online only.

HHP 521 Exercise Testing 3 Credits

Didactic instruction and practical training will be used to educate students in the various methodologies used to assess adult health and fitness. Practical experiences include the assessment of cardiovascular risk, coronary artery disease risk stratification, body composition assessment, functional capacity assessment and muscular fitness assessment.

Offered: every spring.

HHP 565 Electrocardiography and Clinical Stress Testing 4 Credits

This course is designed to present the theoretical principles of electrocardiography. Topics include a review of cardiac physiology including the normal sequence of cardiac muscle depolarization and repolarization, determination of heart rate and rhythm, electrical axis and the diagnosis of cardiac rhythm in 12-lead ECG. Special emphasis will be placed on myocardial ischemia, myocardial infarction, treatment and clinical evaluation. Pharmacological interventions and the impact of the ECG, as well as exercise will be discussed. There will also be a laboratory component in which students will gain hands-on practical experience in ECG electrode placement and clinical stress testing, culminating in a practical exam in which students are expected to run an ECG stress test.

Offered: every spring.

HHP 583 Advanced Movement Analysis 3 Credits

In this course, students will learn how to perform functional movement screens to evaluate movement patterns. Students will also learn how to interpret and analyze movement patterns to identify muscular weaknesses/ imbalances as well as areas where flexibility limits proper execution of a movement. Finally, students will learn to customize an exercise/stretching routine to address the limitations of the athlete to both improve their athletic performance and reduce the risk of injury.

Prerequisite: ALH 582.

Offered: every spring.

HHP 603 Internship I 3 Credits

A supervised part-time internship in clinical and non-clinical exercise programs or in clinical exercise testing laboratories. Includes clinical exercise testing, exercise prescription and/or exercise leadership experiences. Requires students to complete a minimum of 120 hours.

Prerequisite: permission of program director & associate dean.

Offered: fall, spring & summer.

HHP 604 Internship II 3 Credits

Continues HHP 603.

Prerequisite: HHP 603 & permission of program director.

Offered: fall, spring & summer.

Respiratory Care

This program is being discontinued and will not accept new students after Fall 2020. Students who have enrolled in the program prior Fall 2020 will use these standards to complete their degree.

Program Director: Arthur Taft, PhD, RRT, FAARC;

Faculty: Claire Aloan, MS, RRT; Khalid Bibi, PhD, EP-C; Timothy Buckley, MS, RRT; Patrick Gannon, PharmD; Margaret Garfoot, MS, RD, CDN; Garry Ladd, DHSc, EP-C; Marie Larcara, EdD; Ray Mueller, MS; John Rutkowski, MPA, MBA, RRT, FACHE, FAARC; Kenneth Wyka, MS, RRT, AE-C, FAARC.

Degree: Master of Science

Introduction

The online Master of Science degree program in Respiratory Care (MSRC) is designed for Registered Respiratory Therapists looking to strengthen their career and become an expert in the field.

The MSRC program is offered in a fully online format, structured to fit the busy lifestyle of working students. The 33 credit hour master's program may be completed in as little as 1 year with full-time study. The MSRC consists of 5 core courses and 6 specialty track courses. The program provides students with the opportunity to select one of the specialty areas below:

- Respiratory Therapeutics
- Respiratory Care Education

Students in the online Master's Degree in Respiratory Care program can expect to prepare for clinical practice, undergo leadership training in management, supervision, education and research, develop skills to formulate appropriate questions, organize and test hypotheses, and apply research results to practice, among other acquired skills. More information can be found at the Respiratory Care program's website (<https://www.canisius.edu/academics/programs/respiratory-care/>).

Admission

Applications are processed on a rolling basis and are considered as they are received for each term. We recommend submitting all materials required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The online application can be submitted with no application fee.

To qualify for admission, all students must:

- Complete the graduate admissions application.
- Submit one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.70.
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide evidence of current licensure as a Registered Respiratory Therapist.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Respiratory Care. The statement may be submitted in the essay section of the graduate application.

Transfer credit: Previous graduate level transfer credits will be assessed on a case-by-case basis.

Program Details

Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-.

Curriculum

Total credit hours = 33

Every student must complete 21 credit hours of core courses and each of the courses in one (1) of the specialty tracks (12 credits).

Code	Title	Credits
Core Courses		
ALH 501	Health Promotion and Disease Prevention	3
RES 512	Pulmonary Function Testing	3
RES 618	Pulmonary and Cardiac Rehabilitation	3
ALH 602	Cardiopulmonary Pathophysiology	3
ALH 621	Cardiopulmonary Pharmacodynamics	3

ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3

Specialty Track

Select one of the specialty tracks listed below

Total Credits 33

Specialty Track 1: Respiratory Therapeutics

Code	Title	Credits
ALH 503	Medical Nutrition Therapy	3
RES 612	Advanced Cardiopulmonary Monitoring	3
RES 615	Advanced Topics in Ventilatory Support	3
ALH 689	Master's Project ¹	3
Total Credits		12

¹ Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

Specialty Track 2: Respiratory Care Education

Code	Title	Credits
RES 522	Adult Learning Theory	3
ALH 645	Teaching Technology for Health Leaders	3
ALH 689	Master's Project	3
ALH 699	Masters Project II ¹	3
Total Credits		12

¹ Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

Learning Goals & Objectives

Learning Goal 1

Candidates in the Respiratory Care program will demonstrate content knowledge and professional knowledge necessary for successful advanced performance in respiratory therapy.

Students will:

- Assess and evaluate patient's cardiopulmonary status, to provide appropriate care by applying patient care protocols, and to evaluate the medical and cost effectiveness of their care.

Learning Goal 2

Candidates in the Respiratory Care program will demonstrate professional skills and dispositions necessary for successful advanced performance in respiratory therapy. Students will:

- Develop a better understanding of therapeutic techniques, medications, and medical devices to evaluate and treat patients with increasingly complex cardiopulmonary disorders.
- Develop clinical knowledge to become specialists in the areas of critical care, pulmonary function technology and cardiopulmonary diagnostics, polysomnography, and other clinical areas, as needed.

Learning Goal 3

Candidates in the Respiratory Care program will demonstrate willingness to use their advanced skills to benefit and serve patients who utilize respiratory therapy services while maintaining an environment that offers a commitment to social justice with respect and dignity to all. Students will:

- Model and promote dignity and respect to all patients while administering appropriate care and assistance in respiratory care.

Learning Goal 4

Candidates in the Respiratory Care program will continuously assess and refine their professional practice as they build a large collection of research-based knowledge, skills, and attitudes for ensuring professionalism throughout their professional career as respiratory therapists. Students will:

- Demonstrate professional educational knowledge necessary to teach at college and university based respiratory care educational programs.
- Demonstrate ability to formulate appropriate questions, organize and test hypotheses, and apply research results to the practice of respiratory care.
- Act with integrity and fairness to ensure a professional system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5

Candidates in the Respiratory Care program will become acquire the necessary knowledge to become effective leaders in their field by developing confidence in their own decision-making with respect to their patients, the community and their peers. Students will:

- Demonstrate critical thinking, decision-making, and competence to perform newly expected responsibilities.
- Demonstrate leadership in the areas of management, supervision, education and research.
- Demonstrate ability to plan, develop, and deliver high quality, cost-effective health care services.

Courses

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 155).

RES 512 Pulmonary Function Testing 3 Credits

A study of pulmonary diagnostic techniques, with an emphasis on pulmonary function testing and interpretation.

Offered: every spring, online only.

RES 522 Adult Learning Theory 3 Credits

The concept of lifelong learning has become an increasing reality as adults continually engage in learning activities, whether through their employer, institutions of higher education, or self-directed study. This course will examine the social and psychological aspects of adult development and learning, including the various motivations of adult learners. Students will also learn various methods of training and development, as well as specific instructional practices.

Offered: every fall, online only.

RES 612 Advanced Cardiopulmonary Monitoring 3 Credits

This course is an overview of invasive and noninvasive cardiopulmonary monitoring, emphasizing theory of operation and techniques. Topics include physiologic principles of hemodynamic monitoring, pulmonary artery catheter use, respiratory gas monitoring, noninvasive and minimally-invasive hemodynamic monitoring, clinical applications of hemodynamic and respiratory gas monitoring, work of breathing determinations, and respiratory muscle strength.

Prerequisites: ALH 602 and ALH 621.

Offered: every fall, online only.

RES 615 Advanced Topics in Ventilatory Support 3 Credits

Advanced study in methods of mechanical ventilatory support. Patient assessment by advanced monitoring is stressed, with attention to patient ventilator interactions, optimization of ventilatory support, and weaning of marginal patients. New ventilation technology and modes of support are discussed.

Prerequisite: ALH 602 and 621

Offered: every spring, online only.

RES 618 Pulmonary and Cardiac Rehabilitation 3 Credits

This course explores pulmonary/cardiac rehabilitation clinics and combines exercise training with behavioral and educational programs designed to help patients with COPD and cardiac issues control symptoms and improve day-to-day activities. We will look at the team approach--patients work closely with their doctors; nurses; respiratory, physical, and occupational therapists; psychologists, exercise specialists; and dietitians. We will also explore the differences between cardiac and pulmonary rehabilitation.

Offered: every spring, online only.

Sport Administration (MS)

Sport Administration On campus and Online

Program Director: Shawn O'Rourke

Faculty: Nicolas Lorgnier

Degree: Master of Science

Introduction

The master's degree program in sport administration provides graduate candidates with the skills needed to effectively manage a wide range of sport-related enterprises including intercollegiate athletics, amateur and professional sports, sport-marketing firms, special-event management, and facility management. It is designed for students who are currently in or plan to enter professional staff and management positions in the public and private sectors.

The sport administration program also includes a business management core of courses in accounting, economics, statistics and management offered in the AACSB-accredited M.B.A. program of the Richard J. Wehle School of Business. More information can be found at the program website (<https://www.canisius.edu/academics/programs/sport-administration/>).

Admission

Applicants must meet the general requirements for admission to graduate work in education. In addition, applicants must submit two letters of reference, a resume and a written essay describing their background in sport activities and career goals.

Curriculum

Program Details

Code	Title	Credits
Sport Administration Core		
MSA 520	Leadership in Sport	3
MSA 550	Strategic Sport Marketing	3
MSA 560	Moral and Ethics in Sport	3
MSA 611	Risk Management and Contract Negotiation	3
MSA 660	Sport Finance and Business	3
MSA 799	Internship in Sport Administration	6
MSA 899	Practica for International Students	0
Business Management Core		
ACC 505	Financial Accounting	3
ECO 503	Statistics for Managers with Excel	3
ECO 606	Managerial Economics	3
MSA 613	Organizational Behaviors	3
Specialization/Concentration Area		
Select any three electives:		9
MSA 530	Managing Sport Facilities	
MSA 565	Sport Communication	
MSA 621	Rule Compliance Intercollegiate Athletics	
MSA 631	Intercollegiate Athletics	
MSA 641	Professional Sport	
MSA 650	Special Events	
Total Credits		42

Online Sport Administration Curriculum

Code	Title	Credits
MSA 520	Leadership in Sport	3
MSA 550	Strategic Sport Marketing	3
MSA 560	Moral and Ethics in Sport	3
MSA 565	Sport Communication	3
MSA 611	Risk Management and Contract Negotiation	3
MSA 621	Rule Compliance Intercollegiate Athletics	3
or MSA 530	Managing Sport Facilities	
MSA 631	Intercollegiate Athletics	3
MSA 641	Professional Sport	3
MSA 660	Sport Finance and Business	3
MSA 799	Internship in Sport Administration	6
Total Credits		33

33 credits are required

Learning Goals & Objectives

Learning Goal 1 (Knowledge-Observed in Writing)

Candidates in the GR Sport Management programs will demonstrate content and professional knowledge necessary for successful performance in their field.

Students will:

- Demonstrate an understanding of the common principles of sport management; sport leadership; sport operations management; event and venue management; and sport governance.
- Demonstrate an understanding of the principles of finance, and the economics of sport as they fit into national and international economies.

Learning Goal 2 (Knowledge – Observed Skills and Dispositions)

Candidates in the GR Sport Management programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Demonstrate the ability to communicate with various public and professional audiences through written texts, oral discussions, and multi-media presentations.
- Demonstrate skill in the application of the basic principles of interpersonal and mass communications through interaction with internal and external sport publics.
- Demonstrate essential management and business related skills in the work place.
- Demonstrate skillful operation of technology and assessment related tools that may be applied to various sport management settings.

Learning Goal 3 (Service)

Candidates in the GR Sport Management programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Demonstrate understanding of the critical social, psychological, and philosophical base issues of the sport environment.
- Demonstrate understanding of moral and ethical implications of sport policy and strategies.

Learning Goal 4 (Professionalism)

Candidates in the GR Sport Management program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Learn to ask challenging, probing questions and seek thorough, well-rounded answers.

- Act with integrity and fairness to ensure a professional system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5 (Leadership)

Candidates in the graduate Sport Management programs will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and wider community.

Students will:

- Demonstrate the ability to assume leadership roles in various professional settings and work effectively with diverse groups and organizations seeking to improve the performance of those they lead.
- Understand and can anticipate and assess emerging trends and initiatives in the sport environment.

Courses

MSA 520 Leadership in Sport 3 Credits

This course will examine the concepts relating to efficient management and leadership of the sport industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events and personnel.

MSA 530 Managing Sport Facilities 3 Credits

This course is designed to provide learning experiences in the administrative tasks of planning, managing, and operating various types of athletic facilities. Financial, legal, and safety issues relevant to operating facilities will be examined. In addition, management principles and concepts as they affect program selection and scheduling of sport and fitness facilities will also be examined.

MSA 550 Strategic Sport Marketing 3 Credits

A study of marketing concepts with application to sport organizations. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, branding and sponsorship sales.

MSA 560 Moral and Ethics in Sport 3 Credits

This course helps students establish a fundamental philosophy for sport in their personal and professional life. The course addresses the decision to be involved in sports in a professional capacity, the decisions that drive actions and decision-making in professional life and the formulation of a personal ethical code.

MSA 565 Sport Communication 3 Credits

A study of basic knowledge and understanding of media relations in sport. Emphasis on building and managing an effective media relations program at the intercollegiate and professional levels. Examines news releases, home town features, contest management, press conferences, statistics and publications.

MSA 599 Independent Study 1-3 Credits

Independent studies require an application and approval by associate dean. **Prerequisite:** permission of the instructor, department chair, & associate dean.

MSA 611 Risk Management and Contract Negotiation 3 Credits

This course is directed at understanding basic legal concepts in the sport setting. As a practical matter, the course will aid the student in recognizing how these legal concepts can be applied in the administration and management of sport programs, facilities and personnel.

MSA 613 Organizational Behaviors 3 Credits

Presents existing research, theories and models explaining how individual and group behavior and processes shape the internal dynamics of organizations. Provides the foundation to understand contemporary debates concerning alternative organizational designs and management practices. **Offered:** occasionally.

MSA 621 Rule Compliance Intercollegiate Athletics 3 Credits

This course will provide an overview of the NCAA's governance structure and legislative process, as well as the role of on-campus athletics compliance officers. Using case studies from the NCAA's major and secondary infractions database, students will examine each of the NCAA's operating bylaws: amateurism, recruiting, eligibility, financial aid, awards and benefits and playing and practice seasons. Students will learn how rules violations are investigated, reported and processed (and maybe even avoided), and how the role of the NCAA's enforcement staff and infractions committee impacts rules compliance in intercollegiate athletics.

MSA 631 Intercollegiate Athletics 3 Credits

An introduction to the management of intercollegiate athletics and a review of the organizational structure of the intercollegiate athletic department, conferences and the NCAA. Analysis of prevailing issues in college athletics including financial trends, academic recruiting, legislation, conference realignment, reform and Title IX/gender equity.

MSA 641 Professional Sport 3 Credits

This course is aimed at providing an overview of professional sports and their leagues, including organizational structure and the associated job market. The emphasis will be placed on sports outside of the four major leagues, such as the PGA, WNBA, LPGA, and NASCAR.

MSA 650 Special Events 3 Credits

Overview of all elements involved in sport event management. Key components of the course include practical application at actual events and interaction with industry experts, as well as creation and implementation of a major class event to benefit a local charity. A strong emphasis is placed on coursework outside of the classroom environment.

MSA 660 Sport Finance and Business 3 Credits

An overview of general business economics and financial principles. Topics include private and public sector funding, economic impact analysis, sponsorship, partnerships and fundraising related to sport and sport organizations.

MSA 798 Internship in Sport Administration 3 Credits

Individually structured work-related independent research guided by a faculty/staff member. The goal is to integrate student's academic experience with that of the work place. Research report required.

MSA 799 Internship in Sport Administration 1-6 Credits

Individually structured work-related independent research guided by a faculty/staff member. The goal is to integrate student's academic experience with that of the work place. Research report required.

Prerequisites: completion of all other required courses and the signature and approval of program director.

MSA 899 Practica for International Students 0 Credits

Allows the international student to learn and gain experience in the workings of a sport and/or entertainment organization in the United States.

Sport Product Development (MS)

Beginning in Fall 2018, we will begin offering an online MS in Sport Product Development. Dr. Shawn O'Rourke, Chair of Kinesiology, is the Program Director and can provide additional information.

The sports industry generates approximately \$400 billion in revenue annually. Industry statistics show that U.S. sporting equipment sales at retail sporting goods stores are roughly \$60 billion yearly. Sporting goods attract a wide range of consumers and requires a variety of marketing and distribution strategies. Consider a degree in Sport Product Development for a range of career opportunities in the fields of sports, entertainment, arts and recreation.

Program Description

The Sport Product Development program emphasizes the development and management of the sporting goods industry providing the equipment needs in six different areas: competitive team sports, extreme sports, fitness, individual sports, indoor games, and outdoor recreation sports.

The online MS in Sport Product Development program is 33 credit hours (nine courses, plus six-credit internship). After completing the six core courses, you can choose to focus on either product design or retail management. You will gain knowledge for positions in the sport product industry such as product line management, product development, merchandising, innovation and materials management, and retail, brand, or factory management.

Admission

Applicants must meet the general requirements for admission to graduate work in education. In addition, applicants must submit two letters of reference, a resume and a written essay describing their background in sport activities and career goals.

Curriculum

Code	Title	Credits
MSA 550	Strategic Sport Marketing	3
MSA 611	Risk Management and Contract Negotiation	3
SPD 500	Sport Product	3
SPD 501	Entrepreneurship & New Venture Planning	3
SPD 502	Sport Marketing Research	3
SPD 505	Managing Global Sport Industry	3
SPD 609	Integrated Retail/Merchandise	3
SPD 610	Sport Product Logistics and Supply Chain	3
SPD 799	Sport Product Development Internship	6
Choose one of the following:		3
SPD 606	Sport Product Branding	
SPD 607	Sport Product Design	
SPD 608	Digital Products & Services	
SPD 612	Retail Management	
Total Credits		33

Roadmap

First Year

Fall	Spring
SPD 500	SPD 505
SPD 501	MSA 550
SPD 502	MSA 611

Second Year

Fall	Spring
SPD 609	SPD 799

SPD 610

Elective¹

¹ Students must choose one elective from the following list: SPD 606, SPD 607, SPD 608, or SPD 612

Learning Goals & Objectives

Learning Goal 1: Knowledge-Observed in Writing

Candidates in the GR Sport Product Development program will demonstrate content and professional knowledge necessary for successful performance in their field.

Students will:

- Objective A: Demonstrate an understanding of the common principles of sport management; sport leadership; sport operations management; event and venue management; and sport governance.
- Objective B: Demonstrate an understanding of the principles of finance, and the economics of sport as they fit into national and international economies.

Learning Goal 2: Knowledge – Observed Skills and Dispositions

Candidates in the GR Sport Product Development program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Objective A: Demonstrate the ability to communicate with various public and professional audiences through written texts, oral discussions, and multi-media presentations.
- Objective B: Demonstrate skill in the application of the basic principles of interpersonal and mass communications through interaction with internal and external sport publics.
- Objective C: Demonstrate essential management and business related skills in the work place.
- Objective D: Demonstrate skillful operation of technology and assessment related tools that may be applied to various sport management settings.

Learning Goal 3: Service

Candidates in the GR Sport Product Development program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Objective A: Understand the critical social, psychological, and philosophical base issues of the sport environment.
- Objective B: Understand moral and ethical implications of sport policy and strategies.

Learning Goal 4: Professionalism

Candidates in the GR Sport Product Development program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Objective A: Learn to ask challenging, probing questions and seek thorough, well-rounded answers.
- Objective B: Act with integrity and fairness to ensure a professional system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5: Leadership

Candidates in the GR Sport Product Development program will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and wider community.

Students will:

- Objective A: Demonstrate the ability to assume leadership roles in various professional settings and work effectively with diverse groups and organizations seeking to improve the performance of those they lead.
- Objective B: Understand and can anticipate and assess emerging trends and initiatives in the sport environment.

Courses**SPD 500 Sport Product 3 Credits**

Strategic understanding of the athlete and consumer insights that drive new markets globally and the tactical process of creating sport products including innovation, design, development, merchandising, testing, commercialization, costing and manufacturing. The course includes go-to-market approaches including pricing, discounting, marketing, allocations, sales and retailing.

Restriction: Sport Product Development majors only.

Offered: fall.

SPD 501 Entrepreneurship & New Venture Planning 3 Credits

Student and student teams engage in customer discovery and brand strategy along with an assessment of innovative market opportunities and business requirements for the product creation process. Students should develop the requirements and insights to build a solid Brand Strategy.

Restriction: Sport Product Development majors only.

Offered: fall.

SPD 502 Sport Marketing Research 3 Credits

The focus is on global sport marketing research and consumer insight. Market research tools include research design, measurement, experimental and non-experimental techniques, analysis and interpretation of data and reporting research results. A major focus of the course will be on consumer insight as part of your brand strategy. Sport Product Development majors only.

Offered: fall.

SPD 505 Managing Global Sport Industry 3 Credits

To prepare managers to work effectively with people and companies from highly divergent cultural backgrounds to succeed in an increasingly competitive global sport industry. The course will examine how basic organization and management processes can differ across borders, as well as various management strategies for accommodating these differences. Emphasis is also given to developing the global management skills necessary to succeed in the new global economy. Sport Product Development majors only.

Offered: spring.

SPD 606 Sport Product Branding 3 Credits

With an emphasis on sports product brands, this course is designed to explore company branding strategies, how customer insight drives sources of differentiation that drive brand attributes, positioning and brand name, various methods of creating a brand name, how a brand fits into product line strategy, price-performance position and value creation, and competitor analysis and brand positioning. The end of course deliverable will be a brand strategy brief. Sport Product Development majors only.

Offered: spring.

SPD 607 Sport Product Design 3 Credits

Focuses on designing products with an athlete and consumer focused product brief. The course will include learning about materials, sustainability specifications, as well as how to make a prototype. The main goal of this course is for you to design and the production methods for any sports product. Sport Product Development majors only.

Offered: spring.

SPD 608 Digital Products & Services 3 Credits

This course will focus on digital strategies used in the sports product industry as well as learn about digital strategies used outside the sports product industry along with emerging digital platforms and strategies. Sport Product Development majors only.

Offered: spring.

SPD 609 Integrated Retail/Merchandise 3 Credits

Learn about merchandising, pricing, discounting, allocations, retail management, consumer shopping behavior as well as store layout and retail sales. Sport Product Development majors only.

Offered: fall.

SPD 610 Sport Product Logistics and Supply Chain 3 Credits

Strategic and tactical issues pertaining to the distribution and delivery of sport products and services. Methodologies and systems for designing, tracking, and managing the complex global sport operations. This course also cover global sourcing strategies and the global supply chain used by the sport product companies including the history of sourcing in Asia and the importance of managing sustainability in this process. Sport Product Development majors only.

Offered: fall.

SPD 612 Retail Management 3 Credits

Students will gain an understanding of organizational and environmental issues and how they manage these contingencies through its structure and strategy to gain competitive advantages. The focus will be on diagnosing and assessing organization situations and to show how large and small firms can be more effective and efficient. Sport Product Development majors only.

Offered: fall.

SPD 799 Sport Product Development Internship 3-6 Credits

The Canisius College Master of Sport Product Development (MSD) Internships are designed to provide a supervised exposure to a professional practice through a well organized, carefully administered program of study. Each field experience has specific objectives and assignments that are adjusted to meet each student's specific internship requirements. The internship should enhance the student's learning by working as a member of the sport industry. The internship is a culminating activity required of all students pursuing the Master of Sport Product Development degree. The average participation for the internship is approximately 20 weeks. The intern should expect to participate an average of 15-20 hours per week for a total of 400 hours. The internship required must be completed in ONE calendar year, continuous enrollment required. The Internship will provide an integration of academic study with practical work experiences and training on the job. It will serve as a continuing and essential element of the educational process.

Restrictions: Graduate Sport Product Development majors only.

Offered: every fall & spring.

Student Affairs

Our Mission

The division of Student Affairs at Canisius College intentionally cultivates an environment where students are expected to be attentive to their experiences, reflect upon the meaning of those experiences, and develop a lifelong habit of discernment in order to encourage purposeful action.

Our Values

The values of the Student Affairs division at Canisius College are consistent with those stated in the College's Strategic Plan, and we emphasize the following values:

- Diversity and inclusivity
- Care and respect for every person
- Spiritual development
- Healthy lifestyle
- Teamwork
- Collegiality
- Kindness
- Humor

The vice president for student affairs determines all student affairs policies and procedures for the college, subject to the approval of the president.

Assistance to students is provided by the following offices within the division of student affairs:

- ALANA (African American, Latino/a, Native American, Asian American) Student Center (p. 169)
- Athletics – Division I Intercollegiate (p. 169)
- Campus Ministry (p. 170)
- Counseling Center (p. 170)
- Griff Center for Student Success (p. 170)
- International Student Programs (p. 171)
- Public Safety (p. 171)
- Student Health Center (p. 171)
- Study Abroad Programs (p. 172)

Student Life

- Student Involvement (p. 172)
- Club Sports and Intramurals (p. 173)
- New Student Orientation (p. 173)
- Office of Event Services (p. 173)
- Housing (p. 173)

ALANA Student Center

(ALANA = African American, Latino/a American, Asian American, Native American students) A genuine, pluralistic campus fosters respect, equality and understanding of a mosaic of cultural heritages. Such a campus recognizes the interdependence of cross-cultural student communities and the integrity of each individual. The college aims for all individuals to feel a sense of inclusion in the college's mission and activities, particularly those who have been historically marginalized in America primarily due to the color of their skin.

The ALANA Student Center (<https://www.canisius.edu/student-experience/student-support-services/alana-student-center/>) assists the college in providing services for ALANA students while educating the entire student population about ALANA cultural patterns and trends in higher education. The staff assists students concerning racial perspectives, self-concept issues and participatory involvement within the framework of the campus.

Although primarily co-curricular focused, the ALANA Student Center also serves students as a referral and support unit with respect to other collegiate matters. The Center provides a place for students to share and discuss cross-cultural experiences and to interpret those experiences. By way of this service, and other support services campus-wide, Canisius College provides students with tools essential for their success in school and in the greater community.

Athletics

Canisius College conducts an extensive NCAA Division I athletics program for both men and women and is a member of the Metro Atlantic Athletic Conference and the Atlantic Hockey Conference.

Men's Sports

- Baseball
- Basketball
- Cross-country/indoor/outdoor track
- Golf
- Ice hockey
- Lacrosse
- Soccer
- Swimming and diving

Women's Sports

- Basketball
- Cross-country/indoor/outdoor track
- Lacrosse
- Rowing
- Soccer
- Softball
- Swimming and diving
- Volleyball

Campus Ministry

Campus Ministry (<https://www.canisius.edu/faith-and-service/campus-ministry/>) supports the spiritual and religious life of the campus with activities open to students and staff of all faiths. Campus Ministry seeks to empower students, faculty, administrators, staff and alumni as persons of faith “for and with others” in the Catholic, Jesuit tradition.

In addition to providing for a vital Roman Catholic liturgical and sacramental life, the campus ministry team:

- offers opportunities for spiritual retreats
- organizes opportunities for prayer and small faith communities
- promotes opportunities for service to those in need, both locally and through domestic and international service immersion trips
- promotes ethical values and educates and organizes around issues of social justice and peace
- provides pastoral counseling and spiritual direction

Counseling Center

The Counseling Center (<https://www.canisius.edu/student-experience/student-support-services/counseling-center/>) is committed to developing the personal and academic potential of Canisius College students by providing comprehensive counseling services and outreach education to support the emotional and mental health of our students. Professional counseling services are available to all registered students to address concerns that interfere with a student’s functioning, well-being and academic success. In addition to individual and group counseling, counselors are available during and after college business hours for crisis intervention and mental health emergencies. Counselors are also available for consultation and referrals to community resources.

Students who access counseling services are assured confidentiality, unless it is apparent that a student may do harm to others. No information about participation in counseling becomes part of any official record. The Counseling Center is located in Bosch Hall Room 105, directly off the lobby of Bosch Hall.

Refer to the Counseling Center website for the most current information on programs, services and scheduling appointments.

The Griff Center for Student Success

The Griff Center for Student Success (<https://www.canisius.edu/student-experience/student-support-services/griff-center/>) represents a collaboration between the Office of Academic Affairs and the Office of Student Affairs that provides comprehensive programs, services, and resources to support student academic and career success and a transformative learning experience grounded in our Catholic, Jesuit mission.

The mission of The Griff Center for Student Success is to serve our transformative learning community in the spirit of cura personalis, care for the whole person, through opportunities and services which develop and empower students to achieve academic and career success.

This Griff Center is made up of a dedicated team of academic and career coaches committed to student retention and persistence. There are three distinct groups of student development experts working within the Griff Center for Student Success: Academic Achievement Team, Career Development Team, and Support Services Team. Each team is housed together in three locations to effectively serve our students based upon their respective function.

Academic Achievement (Old Main 013)

The Academic Achievement supports students through academic support of freshmen, still deciding students, transfer students, and student-athletes. Additionally, the team is responsible for working with students to set academic goals and assist with their academic success. The Academic Achievement team provides the following services to students:

Freshmen Course Scheduling: Collaborate with academic departments to ensure new students have a positive academic transition from high school to college by creating a schedule based on their academic goals. Canisius has a faculty advising model where beginning in their first semester, faculty within their respective department serve as their academic advisor. For students who are still deciding, a member of student success serves as their advisor.

Academic Support for Transfers, Still Deciding Majors, and Student-Athletes: Responsible for an additional layer of academic support for students who are transfers, still deciding on a major, and Division 1 NCAA student-athletes.

Care and Concern Management: Create a network of support for students who are academically at-risk or are experiencing any challenges during their pursuit of their educational goals.

Career Development (Horan O'Donnell 014)

The Career Development assists students with their career goals through strategic partnerships with employers and our Canisius faculty. This team supports our students through one-on-one career coaching, alumni connections, on campus recruitment, and career events. The Career Development team provides the following services to students:

Career Coaching: Available for all students seeking assistance in exploring and defining their career interests. Students can work with their dedicated career coach to review resumes, cover letters, and LinkedIn profiles; practice interviewing skills; learn how to effectively job and internship search, gain networking opportunities, and more!

Handshake: Canisius’ exclusive online job board available to all students and alumni. To access full-time, part-time, and internship postings, as well as information on career events and resources, go to your MyCanisius student portal and find Handshake under “My Applications.”

Alumni Career Services: As a benefit of being a graduate of Canisius, alumni can utilize the services of the Career Development team to assist in the job search process at any time.

Support Services (Old Main - 3rd Floor) Tutoring Center (OM 315)

Tutoring services are available for all Canisius students and provide a variety of opportunities for them to achieve their own academic success in their current coursework. Group tutoring sessions allow students to receive academic assistance from peer and/or adjunct professor tutors. Tutors are available in the majority of academic disciplines and employ various academic strategies to help address individual student needs. Students are limited to 3 sessions (total of 3 hours) of tutoring services per week and must be currently enrolled in the courses for which they are receiving tutoring.

Study Center (OM 311)

Open to all Canisius students, Study Zone provides students with an opportunity to focus on academic work in a quiet environment conveniently located near Tutoring Center where additional assistance may be sought.

Scuba Zone: Academic Mentor Program (OM 318)

This program presents students with an opportunity to meet one-on-one with an academic mentor on a regular basis to assist with better time management, prioritization of responsibilities, study skills, and assistance needed to achieve academic success.

Student Accessibility Services (OM 317)

Committed to creating equal access for all Canisius students with disabilities, Accessibility Support helps meet individual needs and oversees the administration of reasonable accommodations and proctoring exams. Academic and non-academic accommodations are determined on a case-by-case/course-by-course basis after review of a student's official documentation.

Testing Center (OM 317)

The Proctor Site assists in proctoring make-up exams for the campus community. Students must determine the feasibility of a make-up exam with their professor prior to making arrangements with the proctor site.

Veterans Resource Center (OM 320)

The Griff Center provides an environment that helps student-veterans achieve their academic and personal goals. Our staff is committed to creating a supportive and friendly atmosphere where students feel comfortable seeking assistance concerning both academic and non-academic issues. In addition, there is a lounge designated for student-veterans where they may study and relax between classes.

International Student Programs

Whether you are an international student who will study on an F-1 student visa, a visiting student who will be studying abroad for one semester, or an incoming student who did not grow up in the United States, the Office of International Student Programs (<https://www.canisius.edu/global-education/international-student-programs/>) is here to support you. The Office of International Student Programs (ISP) at Canisius College supports the needs and development of the global student community through advisement and cultural support, in order to assist them in achieving their academic, personal, and professional goals. Other services for international students include an extensive orientation for new students, assistance understanding immigration regulations and workshops on practical training benefits. Global Horizons, a student organization for American and international students, plans additional activities to promote cultural awareness on campus. An example of this is Global Fest, an annual event celebrating different cultures through food tasting, music, performances and crafts from around the world! International students are required to complete an online semester SEVIS registration form at the start of each semester. This form ensures that ISP properly registers them for the semester in the SEVIS (Student Exchange and Visitor Information System). All international students studying on an F-1 or J-1 visa are required by the college to purchase a health insurance plan offered by Canisius College. Information about the required health insurance plan is available here <https://www.canisius.edu/student-experience/student-support-services/student-health/student-health-insurance> (<https://www.canisius.edu/student-experience/student-support-services/student-health/student-health-insurance/>).

Public Safety

The Department of Public Safety, located in the basement of the Bosch Residence Hall, is open 24 hours a day, providing around the clock protection and services to the campus community. The department was established to protect the educational environment of Canisius College, keeping the environment free from the threat of physical harm, property

damage and disruptive activity. Departmental objectives include aiding in the enforcement of federal, state and local laws; preventing crime; regulating non-criminal conduct and preserving the peace. Uniformed Public Safety Officers, all of whom are sworn peace officers, are on duty 24 hours a day, seven days a week, 365 days a year. Their primary responsibilities include patrolling the campus area on foot, on bicycles and in vehicles; security services; emergency response; and requests for assistance involving members of the campus community.

Public Safety also provides a variety of support services that are tailored to meet the needs of the campus community. These services include conducting crime prevention and personal safety programs, dispatching the campus shuttle system, providing Canisius ID cards, and providing assistance to campus motorists experiencing minor mechanical problems.

For a comprehensive summary of the activities and services provided by Public Safety, visit the Department of Public Safety website (<https://www.canisius.edu/student-experience/student-support-services/public-safety/>).

Crime Statistics

Canisius College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing available information on campus security and personal safety. This information includes crime prevention, public safety, law-enforcement authority, crime reporting policies, disciplinary procedures and other important matters regarding campus security. Statistics are available from the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Canisius College, and on public property within or immediately adjacent to and accessible from the campus. Upon request, the Canisius College Advisory Committee on Campus Safety will provide all campus crime statistics as reported to the United States Department of Education. This information is available on the Public Safety website (<https://www.canisius.edu/student-experience/student-support-services/public-safety/>) website (<http://www.canisius.edu/campus-life/public-safety/policy-laws-stats/>). A printed copy may be obtained by calling the office of student affairs at 716-888-2130.

Student Health Center

The Student Health Center (<https://www.canisius.edu/student-experience/student-support-services/student-health/>) staff strives to provide high-quality care that is easy to access, individualized and designed to treat common sicknesses and injuries that slow down healthy college students. Staffed by doctors, a nurse practitioner and registered nurses, each visit offers an opportunity to feel better and to learn to optimize good health for success in college and beyond.

To ensure the safety of our students and staff, appointments are required. Students wishing to schedule an appointment should call Student Health.

Students can select either a virtual visit over the computer or a face-to-face visit. In some cases, Student Health may recommend one visit type over the other based on the student's health needs.

All students must wear a mask when they come to Student Health even if fully vaccinated. Student Health will not allow visitors, family or friends to accompany students into Student Health. There is a waiting area outside Student Health for that purpose.

When Student Health is closed, students can visit one of the urgent care centers in Western New York. A list of those centers is located on MyCanisiusHealth. These urgent care providers also provide virtual visits.

In the event of a medical emergency on campus, students should contact Public Safety or dial 911.

MyCanisiusHealth (<https://canisius.medicatconnect.com/home.aspx>) is a web based confidential health portal designed specifically for Canisius students. The portal provides students 24/7 access to self care tips for common illnesses and injuries, health care resources both on and off campus and receive confidential messages from Student Health medical staff. A link to MyCanisiusHealth is also located on the student portal.

Student Health does not write medical notes for missed classes or work.

Health Center appointment verifications are sent via college email from noreply@medicat each evening. Student Health recommends students share the email verification notice with faculty or employers if proof of a doctor's appointment is needed.

Student Health requires that students bring copy of their health insurance card to their appointment. Students contact member services at their health plan to learn how their coverage works while at school.

The Student Health Center web site (<https://www.canisius.edu/student-experience/student-support-services/student-health/>) provides detailed information about Student Health services, hours, staff, location, health requirements, health insurance, medical notes and more.

Health Insurance

Canisius College recommends all students have health insurance to ease the fiscal burden associated with sickness or injury. Students needing health insurance, who are US citizens, should visit www.healthcare.gov (<http://www.healthcare.gov/>)

International students, studying on a F1 Visa, are required to purchase the international health insurance plan designed specifically for them. Information about the international student plan can be found at the Student Health Center web site.

Accident Insurance

All full time undergraduates and full time graduate students are covered under a college sponsored accident plan. This plan works with a student's own health insurance to help cover some of the costs associated with an accidental injury. This plan also provide an accidental death benefit. Information about the student accident injury plan can be found at the Student Health Center web site.

Immunization Requirements for Class Attendance Measles, Mumps, Rubella

New York State law requires all students taking six or more credits, attending any classes on campus, and born on or after January 1, 1957 to provide proof of immunity against measles, mumps and rubella to the Student Health Center prior to class attendance. Students must submit proof of two doses of measles (rubeola) vaccine, one dose of rubella (German measles) vaccine and one dose of mumps vaccine, given on or after their first birthday and after 1967.

Meningitis Requirement

All students registered for 6 or more credits and attending class on campus, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are

required to read the information and either obtain the meningitis vaccine or sign a vaccine refusal statement within thirty days of first class attendance.

Submission Dates and Non-Compliance

Immunization records, must be submitted by July 31 for fall attendance and January 1 for spring attendance. Summer students must submit records before their first day of class. Non-compliance with health requirements results in registration withdrawal, removal from college housing, and inability to register with the college for future semesters. If registration is withdrawn, a student will be reinstated once the health forms are submitted and deemed complete. Canisius College charges an immunization reinstatement fee. To view the fee click here <https://www.canisius.edu/tuition-aid/student-records-and-financial-services/cost-attendance> (<https://www.canisius.edu/tuition-aid/student-records-and-financial-services/cost-attendance/>). Compliance with New York State health requirements is strictly enforced across the campus.

Students taking online courses only are generally exempt from these requirements; however some online programs have established stricter immunization requirements. On line students should discuss health requirements with Admissions or their program directors.

The Student Health Center website (<https://www.canisius.edu/student-experience/student-support-services/student-health/>) has detailed information about health requirements and links to the required forms.

Study Abroad Programs

Canisius College students who study abroad say it is a life-changing experience which significantly expands their personal and professional horizons. The college offers diverse study abroad opportunities in 13 countries and 21 cities. While several Canisius majors require an international experience, students of all majors should consider study abroad.

Students who study abroad:

- Get jobs. They acquire marketable skills which are sought by potential employers in this global economy. According to an article in the Huffington Post, four out of five business leaders say that if similar candidates were before them and one had study abroad experience and one didn't, they'd almost always hire the one with study abroad experience.
- Become more fluent in a foreign language when they immerse themselves in the culture and live among native speakers (however, some locations have no language requirement).
- Develop valuable life skills such as independence, flexibility, cross-cultural awareness/communication and problem-solving.
- Enhance their knowledge of global relations and deepen their knowledge of cultural and societal differences.
- Travel and meet new people and gain confidence.

Additional information about Study Abroad and other international experiences is available at the Global Opportunities website (<https://www.canisius.edu/global-education/>).

Student Life (Student Involvement)

Campus Programming encourages and promotes involvement and enhances student learning through co-curricular programming opportunities. To help achieve this mission, Campus Programming allows students the opportunity to get involved on campus. Students may choose from a variety of clubs and organizations (<https://www.canisius.edu/student-experience/student-life-and-housing/student-involvement/clubs-and-organizations/>), including the Undergraduate Student Association (USA) (<https://www.canisius.edu/>)

student-experience/student-affairs/student-life-and-housing/student-involvement/undergraduate/) which is comprised of the entire student body and is represented by an elected group, the Student Senate. The purpose of the Senate is to assist, finance and integrate all student organizations and to represent the views of the student body to the college administration. The Commuter Student Association (CSA) (<https://www.canisius.edu/student-experience/student-life-and-housing/commuter-students/>) represents all of the commuter students, and the Residence Hall Association (RHA) is the student governing body for the resident students at Canisius. Additionally, there are over 90 student clubs and organizations at Canisius. These organizations provide students with an opportunity to explore an academic subject informally yet deeply, gain familiarity with the arts or with differing cultures, provide service to the college or to the community, develop a wide range of leadership skills, or simply socialize with other students. Various honor societies give recognition to student excellence in numerous areas, and the student-run media on campus, such as the college newspaper (The Griffin) and the campus radio station (WCCG), provide students with opportunities to explore communications media while keeping the college community informed and entertained.

Club Sports and Intramurals

The currently active club sports (<https://www.canisius.edu/student-experience/sports-athletic-facilities/club-sports/>) are listed below. Additional club sports can be added based on student interest. Club sports are played at a more competitive level than intramurals (<https://www.canisius.edu/student-experience/sports-athletic-facilities/intramurals/>) and often involve team travel. Students are responsible for additional fees associated with most club sports.

Co-ed club sports

- Bowling
- Cheerleading and Dance
- Field hockey
- IHSA (Equestrian)
- Mixed Martial Arts
- Rifle
- Tennis
- Ultimate Frisbee

Men's club sports

- Men's Rugby
- Men's Soccer
- Men's Volleyball
- Men's Ice Hockey
- Men's Crew

Women's club sports

- Women's Soccer
- Women's Volleyball
- Women's Rugby

Intramurals

All intramural sports are currently co-ed and provide an opportunity for students to engage recreationally for fun, health, and wellness. Current intramural sports:

- Basketball-open
- Volleyball

- Floor Hockey
- Indoor Soccer
- Outdoor Soccer
- Flag Football
- Dodgeball
- Whiffle ball

New Student Orientation

New Student Orientation is the beginning of the journey for new students that provide a welcoming, informative, and incredibly fun start to their academic careers at Canisius. The program highlights a variety of academic supports and campus resources through informational sessions and activities.

Office of Event Services

Members of the Canisius Community or the public looking to reserve non-classroom space (including athletic facilities) for meetings and events should contact the Office of Event Services. Office staff will assist with room selection, securing appropriate technology, and facilitating connections with Chartwells food service when requested.

Student Life (Housing)

Student Life promotes the personal growth of resident students as they adjust to college life and interact with others in the residence halls and the college community.

Canisius College believes that the experience of living on-campus contributes to the development of a well-rounded individual. Student Life creates an environment where students can live, learn and develop leadership skills, and become men and women for and with others.

There are several housing options available to resident students. Bosch and Frisch halls are traditional residence halls for freshman students. They include double rooms, suites and social lounges with kitchens and lounges on each floor. Dugan Hall, our newest traditional residence hall for sophomore students includes suites and social lounges with kitchens on alternate floors. The Delavan Townhouses, built in 2002, feature one-, two-, three-, four-, and five-person apartments with single-person bedrooms. These apartments also have living rooms, kitchens, bathrooms and air conditioning. The Village Townhouses feature two and five person apartments. These apartments are equipped with some single and double bedrooms, kitchens bathrooms, and air conditioning. Additional information including virtual tours, pictures, floor plans, cost and the application process can be found on the Student Life webpages (<https://www.canisius.edu/student-experience/student-life-and-housing/student-housing/>).

Administrative Directory

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Lab Coordinator Biology

Larry Tassini
Laboratory Manager/Biology

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Laboratory Coordinator for Chemistry & Biochemistry

Jaime Sheridan, PhD
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Associate Dean

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Administrative & Data Assistant

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Executive Associate to the Dean

Rosemary A. Evans
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Executive Director Education and Leadership Development

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Director for Women's Business Center

Heather L. Jason
Assistant Director for Women's Business Center

Christel E. Brown
Coordinator, Women's Business Center

Sam J. Long
COVID -19 Business Recovery Administrative Associate

Theresa L. Nusstein
Administrative Specialist Undergraduate & Graduate Business Programs

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Vice President for Enrollment Management

Lauren M. Kicak, MEd, MS
Assistant Director, Graduate Admissions

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Sr. Assistant Director, Undergraduate Admissions

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Assistant Director, Undergraduate Admissions Counselor

Jennifer Lavoie
Assistant Director, Admissions Processing

Brandi Banks, MS
Sr. Graduate Admissions Counselor

Taylor Bowers
Admissions Processing Associate

Elizabeth A. Zucco
Admissions Operations Assistant

Catherine Gaston
Admissions Processing Associate

Jakai Harrison
Undergraduate Admissions Counselor

Kayla Maggiore, MBA
Undergraduate Admissions Counselor

Joshua Martin
Admissions Processing Associate

Rachel Massaro, MS
Undergraduate Admissions Counselor

Jack Neitz
Undergraduate Admissions Counselor

Samantha Palma
Undergraduate Admissions Counselor

Michael Seaman, MSA
Sr. Graduate Admissions Counselor

Tiffany Wagner
Undergraduate Admissions Counselor

Library

Kristine E. Kasbohm, MA, MLS

Library Director

Samuel Cochrane
Library Associate Public Services

Patricia Coward, PhD
Library Assessment Coordinator

Kathleen M. DeLaney, MA, MLS
Reference Librarian III & Archivist

Matthew K. Kochan, MLS
Librarian/Head of Public Services

Jeff M. Proehl, MLIS
Librarian/Head of Technical Services

Lisa M. Sullivan, MSED
Librarian/Collection & Instruction Services

Information Technology Services

Scott D. Clark, MS Ed *
Director of User Services

Daniel J. Drew, MA
Director of Media Center

Michael E. Szymendera*
Director of Infrastructure/Network Engineer

Lauren M. Barry
Programmer Analyst

Russell P. Calianno, BS
Programmer Analyst

Andrew R. Chaplin, BS*
Systems Administrator

Pamela M. Dart, BS
Programmer Analyst

Michele L. Folsom, MS*
Director of Administrative Computing

Grant J. Guzda, BS
Help Desk Manager

Nathan A. Johnson, BA
Instructional Media Technician

David J. Koenig, BA
Computer Support Specialist

Kristina Laun
Administrative Associate ITS

Nathan D. Lukenbill
Computer Support Technician

Lisa M. Mastropaolo, BA
System Administrator III

Erik T. Michaelsen, BS
Instructional Media Technician

Thomas M. Prince, BA

Computer Support Specialist

Marc J. Schnirel, BA*
Systems Administrator

David A. Shakarjian, BS
Senior Programmer Analyst/DBA

Tracy A. Wass, MS*
Senior Programmer Analyst/DBA

Alan D. Weitzsacker, BS*
System Administrator

Business and Finance

Timothy P. Balkin, MBA
Vice President for Business and Finance

Sharon M. Federico, MS
Support Manager

Ronald J. Haberer, MBA
Controller

Kelly L. Schultz, BBA
Associate Director of Tax, Endowment and Grant Accounting

JoAnn Feary
Controller's Office Manager

Denise M. Flannery
Accounts Payable Associate

Thomas E. Ciminelli
Director of Facilities Management

Joseph J. Snodgrass
Facilities Operations Manager/Safety Coordinator

Nacole Parkhurst
Facilities Management Operations Coordinator

Jodel L. Woods
Housekeeping Manager

Linda M. Walleshauser, SPHR, BA
Associate VP for Human Resources & Compliance

Mary E. Braun
Human Resources Generalist

Dawn M. Rotterman, CEBS
Benefits/ HRIS Manager

Susan M. Lyons
Payroll Manager

Lynn M. Incardona
Human Resources/ Payroll Associate

Institutional Advancement

Kimberly A. Venti, MS
Vice President for Institutional Advancement

Mary Ellen Bakowski

Development Officer

J. Patrick Greenwald, BA*
Director, Principal Gifts

Katherine M. Huck, BS
Director of Advancement Services

Carol M. Lower
Advancement Services Coordinator

Sandy A. Miller, MA
Director of Corporate and Foundation Relations

James A. Marotto
Development Office

Angela M. Butler
Advancement Coordinator

Summer L. Handzlik, MBA
Sr. Director of Annual Giving & Stewardship

Matthew J. Gorczyca
Associate Director of Annual Giving & Stewardship

Courtney T. Sullivan, BS
Leadership Giving Officer

Erin M. Zack, MS
Director of Alumni Engagement

Marketing and Communication

Eileen C. Herbert, MS*
Chief Communications Officer/Director of College Communications

Brianna M. Blank
Multimedia Editor & Photographer

Audrey R. Browka, BA
Senior Associate Director of College Communications

Patricia A. Herkey, BS
Creative Director

Susan L. Hough
Art Director

Gwen Ito
Marketing Copywriter

Josh E. Kruk, MA
Digital Marketing Director

Stephanie Masood
Marketing Project Manager

Student Affairs

Sandra M. Estanek, PhD
Interim Vice President for Student Affairs

Matthew H. Mulville, MS*
Assistant Vice President of Students

Mark J. Piatkowski, MS, MBA
Associate Director for Student Life

Albert F. Pilato
Associate Director for Student Life

Kimberly L. Beaty
Director of Public Safety

Brian P. Smith, M Ed*
Director of International Students and Study Abroad

Bennie D. Williams, MS
Assistant Dean of Students & Director of Multicultural Student Center

Campus Ministry

Rev. John J. Mattimore, S.J.
Chief Mission & Ministry Officer

Kaitlyn Buehlmann
Associate Campus Minister

Events Services

Connie Pileri, MS*
Assistant Dean for Student Affairs

Student Health

Patricia H. Creahan, MS, ANPC*
Director of Student Health

Megan Maslanka, CMA
Certified Medical Assistant

Melissa Petrie, RN
Staff Nurse

Lisa Rowley, RN
Staff Nurse

Counseling Center

Eileen A. Niland, MS, LMHC, NCC*
Director of Counseling Center

Michael Cammarata, MS, LMHC, NCC
Associate Director of Counseling Center

Charita Price, MS, LMHC-P
Counseling Center Counselor

Athletics

William J. Maher, MS Ed
Director of Athletics

Jarrett L. Abelson
Director of Athletic Communication

Patrick Clarke, MS
Director Canisius Athletic Facilities

Timothy Seil
Assistant Director Canisius Athletic Facilities

Michael Guzda, MS
Director of Athletic Performance

Lisa M. Liotta, ME
Associate Director, Senior Women's Administrator

Matthew Reitnour
Associate Athletic Director

Erika Seagren
Assistant Athletic Director of Compliance

Paul Andary
Assistant Athletic Trainer

Brandon Bielecki
Assistant Coach Baseball

Kerri Brace
Head Coach Women's Rowing

Allison Daley
Head Coach Women's Lacrosse

Kimberly Griffin
Head Coach Women's Softball

Chris Hawkins
Assistant Coach Men's Basketball

Alfred Hemer
Head Coach Women's Basketball

Laurie Hennessy
Administrative Operations Coordinator

Nathan Huckle
Head Coach Cross Country

Todd Hummel
Head Coach Men's Golf/ Ticket Office Manager

Tyler Lamonica
Assistant Athletic Trainer

Trevor Large
Head Coach Hockey

Garrett Layton
Director of Digital Media

Ryan Louis
Head Coach Women's Soccer

Derek Marks
Associate Head Coach Men's Lacrosse

Matthew Mazurek
Head Coach Men's Baseball

Dermot McGrane
Head Coach Men's Soccer

Mark Miyashita
Head Coach Men's Lacrosse

Maxwell Mobley
Assistant Coach Men's Hockey

Amber Moore
Assistant Coach Women's Basketball

Taylor Nelson

Assistant Coach Men's Hockey

Kristen Saviola
Assistant Athletic Trainer

Thurman Schaetzle
Assistant Coach Men's Basketball

Shannon Thompson
Head Coach Women's Volleyball

Scott Vanderzell
Head Coach Swimming & Diving

Christina Weaver
Assistant Coach Women's Basketball

Phillip Witherspoon
Head Coach Men's Basketball

Academic Affairs and Student Affairs Academic Talent Search

Elizabeth P. Caffee, MS
Director of Academic Talent Search

Philip Davis
Counselor/Academic Talent Search

Chloe Hennings
Counselor/Academic Talent Search

Griff Center for Student Success

Mark R. Harrington, PhD
Assistant Vice President for Student Success and Director of HESA Program

Jennifer Herrmann, MS
Associate Dean of Student Success

Tracy Callaghan, MS Ed
Associate Director of Academic Achievement

Eileen Abbatoy, MS
Sr. Associate Director of Career Center

Sheila M. Pettigrew
Sr. Assistant Director of Career Development/ Interim Title IX Coordinator

Rachel E. Emmons
Career Development Coordinator

Sierra Bonerb, MS
Associate Director, of Support Services

Monika L. McFoy
Assistant Director of Support Services

Angela Bufalino
Support Services Coordinator

Student Records and Financial Services Center

Kevin M. Smith, MS; MBA.*
Assistant Vice President and Director

Mary A. Koehneke, BS*

Associate Director

Deborah Whiting-Prohn, MS
Assistant Director and Registrar

Lisa C. Fischer, MS
Assistant Registrar

Julie A. Almendinger
Assistant Director of Financial Services

Michele A. Rizzo, BA*
Assistant Director of Financial Services

Samantha M. Brennan
Student Services Processing Specialist

Laura A. Zirnheld, BA
Student Records Specialist

Angela Galante
Financial Aid Specialist

Margaret M. Kraatz *
Financial Aid Specialist and Special Projects

Eileen Tally, BS
Student Accounts Supervisor

Allaina Faulise
Customer Services Specialist

* Bene Merenti — awarded for 20 years of service to Canisius College.

** Special Bene Merenti — awarded for 40 years of service to Canisius College.

Faculty Directory

Denise M. Akin (2011)
 Clinical Instructor of Psychology
 AA, Cazenovia College
 BA, Canisius College
 MSW, PhD, State University of New York at Buffalo

Antone F. Alber (2002)
 Professor Emeritus of Marketing & Information Systems
 BA, Lehigh University
 MBA, University of Pittsburgh
 PhD, The Pennsylvania State University

MaryDonna Anderson (2018)
 Clinical Assistant Professor of Physician Assistant Studies
 BS, D'Youville College
 MS, State University Center at Stony Brook

Nathan L. Arbuckle (2016)
 Assistant Professor of Psychology
 BS, Oklahoma State University
 MA The Ohio State University
 PhD, The Ohio State University

Nancy M. Bailey (2006)
 Professor Emerita of Teacher Education
 BA, William Smith
 MA, University of Illinois Champaign-Urbana
 MEd, Nazareth
 PhD, State University of New York at Buffalo

Richard A. Bailey (2008)
 Associate Professor of History
 BA, University of Mobile
 MDiv, The Southern Baptist Theological Seminary
 PhD, University of Kentucky

Thomas M. Banchich (1985) *
 Professor Emeritus of Classics & History
 BA, MA, Bowling Green State University
 PhD, State University of New York at Buffalo

Zeenat Bashir (2019)
 Teaching Post Doctoral Fellow of Chemistry & Biochemistry
 MS, Hamdard University
 PhD, University of Nottingham

Dewey J. Bayer (1970) **
 Professor Emeritus of Psychology
 AB, AM, Xavier University
 PhD, University of Arkansas

John A. Baynes (2018)
 Assistant Professor of Economics & Finance
 BA, Yale University
 MA, University of Rochester

Mary J. Becker (2018)
 Assistant Professor of Economics & Finance
 BA, John Carroll University
 PhD, University of Pittsburgh

Peter Bergenstock (1998) *
 Teaching Faculty of English
 JD, State University of New York at Buffalo

Kimberly A. Bernosky-Smith (2019)
 Associate Professor & Pharmacotherapeutics Coordinator of Physician Assistant Studies
 BA, MA, State University of New York at Buffalo
 PhD, Wake Forest University

Khalid W. Bibi (1991) *
 Professor Emeritus of Professional Studies
 BS, University of Illinois
 MS, Northeastern University
 PhD, University of Connecticut

Joesph F. Bieron (1966) *
 Professor Emeritus of Chemistry & Biochemistry
 BS, MS, Canisius College
 PhD, State University of New York at Buffalo

H. James Birx (1969) **
 Professor Emeritus of Sociology, Anthropology & Criminal Justice
 BSEd, MEd, State University College at Geneseo
 AM, PhD, State University of New York at Buffalo

Terrance P. Bisson (1981) *

Professor Emeritus of Mathematics & Statistics
BA, University of Chicago
MA, PhD, Duke University

Sarah J. Blakely-McClure (2019)

Assistant Professor of Psychology
MA, PhD, State University of New York at Buffalo

George Boger (1987) *

Professor Emeritus of Philosophy
BA, MA, PhD, State University of New York at Buffalo

Donald I. Bosshardt (1987) *

Professor Emeritus of Economics & Finance
BBA, PhD, University of Wisconsin

Michael J. Braunscheidel (1997)

Professor Emeritus of Management
BM, University of Detroit
MBA, Canisius College
PhD, State University of New York at Buffalo

Robyn L. Brouer (2013)

Professor of Management
MS, PhD, University of Central Florida

Debra T. Burhans (2001) *

Associate Professor of Quantitative Sciences
BS, University of Michigan
MS, PhD, State University of New York at Buffalo

Keith R. Burich (1977) *

Professor Emeritus of History
BA, Ohio Wesleyan University
MA, PhD, University of North Carolina - Chapel Hill

Barbara A. Burns (2001) *

Professor of Teacher Education & Leadership
BA, Molloy College
MEd, PhD, State University of New York at Buffalo

Anita C. Butera (2018)

Assistant Professor of Sociology, Criminal Justice, & Environmental Studies
JD, State University of New York at Buffalo
PhD, American University

Robert J. Butler (1966) **

Professor Emeritus of English
AB, St Michael's College (Vermont)
AM, PhD, University of Notre Dame

Nicki M. Calabrese (2000)

Professor Emerita of Teacher Education
BS, State University College at Buffalo
PhD, State University of New York at Buffalo

Jane G. Cary (1995) *

Professor Emerita of Fine Arts
BM, Syracuse University
MM, Eastman School of Music

Thomas J. Caulfield (1969) *

Professor Emeritus of Counselor Education
BS, MEd, Canisius College
EdD, State University of New York at Buffalo

Steven A. Chanderbahn (2011)

Associate Professor of Philosophy
BA, The College of William and Mary
PhD, St Louis University

Sai Chidambaram (1973) *

Professor Emeritus of Biology
BS, Madras University
MS, Annamalai University, India
PhD, University of Wisconsin

Raymond J. Clough (1967) *

Professor Emeritus of Modern Languages
AB, College of the Holy Cross
AM, The Catholic University of America
PhD, State University of New York at Buffalo

Hamilton E. Cochrane (1985) *

Professor of English
BA, College of St Thomas
PhD, University of Minnesota

Ellen O. Conley (1970) **

Professor Emerita of Physical Education
BS, Slippery Rock State College
MEd, University of Pittsburgh
PhD, State University of New York at Buffalo

Kathleen M. Contrino (2011)

Associate Professor of Sociology, Criminal Justice, & Environmental Studies
BS, MS, Northeastern University
PhD, JD, University at Buffalo

Sandra P. Cookson (1987) *

Professor Emerita of English
BA, MA, PhD, University of Connecticut

Katie S. Costanzo (2010)

Associate Professor of Biology
BS, State University of New York at Oswego
MS, Illinois State University
PhD, University at Buffalo

David R. Costello (1966) **

Professor Emeritus of History
BA, Notre Dame
MA, PhD, University of Virginia

Jack P. D'Amico (1981) *

Professor Emeritus of English
BA, PhD, State University of New York at Buffalo

Holly D'Angelis (2004)

Associate Professor of Counseling & Human Services
BS, Washington State University
MS, Portland State University
PhD, University of New Orleans

John S. Dahlberg (1996) *

Professor of Communication Studies
 BA, MA, State University College at Fredonia
 PhD, State University of New York at Buffalo

Robert R. Davis (1967) **

Professor Emeritus of Accounting
 BS, Canisius College
 AM, Ohio State University
 CPA, State of New York
 PhD, State University of New York at Buffalo

Rene A. De La Pedraja (1989) *

Professor of History
 BA, University of Houston
 MA, PhD, University of Chicago

Betsy M. Dellebovi (1988) *

Professor Emerita of Teacher Education
 BA, MA, PhD, State University of New York at Buffalo

Daniel F. Dempsy (1977) **

Professor Emeritus of Physics
 BS, Canisius College
 PhD, University of Notre Dame

Jennifer A. Desiderio (2005)

Associate Professor of English
 BA, Marquette University
 MA, PhD, The Ohio State University

David R. Devereux (1999) *

Associate Professor of History
 BA, University of Western Ontario
 MA, Dalhousie University
 PhD, University of London

Lorraine K. DiCamillo (2006)

Professor of Teacher Education & Leadership
 BA, University of Notre Dame
 MA, EdD, University of San Francisco

Bruce J. Dierenfield (1986) *

Professor Emeritus of History
 BA, St Olaf College
 MA, PhD, University of Virginia

David B. Dietz (1965) **

Professor Emeritus of Classics
 AB, Canisius College
 AM, PhD, Fordham University

Frank J. Dinan (1965) **

Professor Emeritus of Chemistry & Biochemistry
 AB, PhD, State University of New York at Buffalo

Marianne Djuth (1988) *

Professor of Philosophy
 BA, Duquesne University
 MA, PhD, University of Toronto

James C. Dolan (1971) *

Professor Emeritus of English
 AB, AM, Canisius College
 PhD, University of Illinois

Michael G. Dolan (1985) *

Professor of Kinesiology
 BS, Canisius College
 MA, University of North Carolina
 ATC, National Athletic Trainers Association

James P. Donnelly (2012)

Professor of Counseling & Human Services
 BA, Allegheny College
 MA, Claremont Graduate University, PhD, University at Buffalo

Paul M. Dowling (1970) **

Professor Emeritus of English
 AB, Assumption College
 AM, St Louis University
 PhD, Indiana University

Alan I. Duchan (1973) *

Professor Emeritus of Marketing & Information Systems
 BS, Carnegie-Mellon University
 MBA, Case-Western Reserve University
 MA, PhD, University of Wisconsin

Dennis C. Duling (1978) *

Professor Emeritus of Religious Studies & Theology
 AB, College of Wooster (Ohio)
 BD, McCormick Theological Seminary (Chicago)
 MA, Goethe Institute (Germany)
 AM, PhD, University of Chicago

Martha L. Dunkelman (1997)

Professor Emerita of Fine Arts
 BA, Wellesley College
 MA, PhD, New York University

Benjamin J. Dunkle (2001) *

Professor of Communication Studies
 BFA, State University of New York at Purchase
 MFA, State University of New York at Buffalo

Patricia E. Erickson (1998) *

Professor Emerita of Sociology, Anthropology & Criminal Justice
 BA, State University of New York at Buffalo
 MA, PhD, University of Denver
 JD, State University of New York at Buffalo, College of Law

Secil E. Ertorer (2017)

Associate Professor of Sociology, Criminal Justice, & Environmental Studies
 BA, Hacettepe University
 MA, Hacettepe University
 PhD, University of Western Ontario, Canada

Richard H. Escobales, Jr. (1973) **

Professor Emeritus of Mathematics & Statistics
 AB, St Peter's College
 MS, PhD, University of Notre Dame

Sandra M. Estanek (2002)

Professor Emerita of Graduate Education & Leadership
BA, Ohio Dominican College
MA, Ohio University
PhD, Union Institute and University

Paola C. Fajardo Heyward (2010)

Associate Professor of Political Science
BA, Universidad Nacional de Colombia
MA, PhD, State University of New York at Binghamton

Richard K. Falkenstein (2002) *

Professor Emeritus of Fine Arts
BFA, MA, PhD, State University of New York at Buffalo

Daniel C. Falkowski (1975)

Professor Emeritus of Economics & Finance
BA, Kent State University
PhD, New York University

Alexander Farkash (1975) *

Professor Emeritus of Management
BS, St. Louis University
MS, Columbia University
PhD, University of Minnesota

David L. Farrguia (1982) *

Professor of Counseling & Human Services
BA, MS, Canisius College
EdD, Northern Illinois University

Janet M. Ferguson (1993) *

Professor Emerita of Teacher Education
BA, MEd, Salem State College
EdD, Boston University

Kristin E. Finn (2001) *

Professor of Teacher Education & Leadership
BA, Canisius College
MA, PhD, State University of New York at Buffalo

Lynn A. Fish (1993) *

Professor of Management
BS, MS, MBA, PhD, State University of New York at Buffalo

Jane E. Fisher (1989) *

Associate Professor of English
BA, Boston University
MA, PhD, Cornell University

Michael J. Forest (2000) *

Professor of Philosophy
BA, University of Detroit
MA, PhD, Marquette University

S. Catherine Foster (2007)

Professor Emerita of Communication Studies
BS, MS, University of Tennessee at Knoxville
MBA, Lewis University

Robin L. Foster (2018)

Assistant Professor of Animal Behavior, Ecology, & Conservation
BA, Canisius College and Buffalo State College
MA, Buffalo State College
PhD, State University of New York at Buffalo

Nathan H. Fox (2020)

Assistant Professor of Quantitative Sciences
BS, University of Minnesota-Twin Cities
PhD, Rutgers, The State University of New Jersey

Laurence W. Franz (1965) **

Professor Emeritus of Economics & Finance
BS, AM, PhD, State University of New York at Buffalo

Sarah L. Galasso (2020)

Associate Professor of Communication Studies
BA, State University College at Buffalo
MA, Rochester Institute of Technology

Peter J. Galie (1972) **

Professor Emeritus of Political Science
BS, AM, Villanova University
PhD, University of Pittsburgh

Eric L. Gansworth (2001) *

Professor of English
BA, MA, State University College at Buffalo

Rev. Joseph Gariolo (1978) *

Professor Emeritus of Modern Languages
BA, Collegio San Jose (Buenos Aires, Argentina)
MA, State University of La Plata (Argentina)
PhD, State University of New York at Buffalo

Edward J. Garrity (1990) *

Professor of Marketing & Information Systems
BA, State University College at Plattsburgh
MBA, PhD, State University of New York at Buffalo

Steven Gattuso (2013)

Executive Director of the Golden Griffin Fund
BA, MBA Canisius College

Michael J. Gent (1978) *

Professor Emeritus of Management
AB, St. Mary's University (Texas)
MS, PhD, Texas Christian University

Guy H. Gessner (1981) **

Associate Professor of Marketing & Information Systems
BS, MBA, PhD, State University of New York at Buffalo

Julie S. Gibert (1990) *

Associate Professor of History
AB, Davidson College
MA, PhD, University of North Carolina

Donald F. Girod (1970) *

Professor Emeritus of Mathematics & Statistics
AB, Carleton College
MA, PhD, University of Rochester

James C. Goldstein (2009)

Associate Professor of Accounting
BS, Binghamton University
MBA, New York University
PhD, Syracuse University

Julieanna M. Golebiewski (2015)

Associate Professor of Economics & Finance
BA, Canisius College
MA, PhD, Syracuse University

Charles H. Goodsell (2010)

Associate Professor of Psychology
BS, State University of New York at Cortland
MA, University of Alabama in Huntsville
PhD, University of Oklahoma

Marya Grande (2002)

Professor of Teacher Education & Leadership
BS, State University of New York at Genesee
MSEd, Canisius College
PhD, State University of New York at Buffalo

Robert J. Grebenok (1996) *

Professor of Biology
BS, PhD, Michigan Technological University

David J. Greenman (1964) *

Professor Emeritus of English
BS, Canisius College
AM, PhD, Indiana University

Timothy M. Gregg (2005)

Associate Professor of Chemistry & Biochemistry
AB, Brown University
PhD, University of Arizona

Jean A. Gregorek (2011)

Associate Professor of English
BA, Ohio State University
MA, The University of York
PhD, Ohio State University

Edward J. Gress (1976) **

Professor Emeritus of Accounting
BBA, MBA, American University of Beirut
PhD, University of Arizona

Daniel P. Haeusser (2015)

Associate Professor of Biology
BS, Juniata College
PhD, Washington University in St Louis

Barbara A. Hanson (1986) *

Professor Emerita of Biology
BS, Stanford University
MS, PhD, University of California at San Diego

Kevin R. Hardwick (1989) *

Associate Professor of Political Science
BA, MA, PhD, State University of New York at Binghamton

Kelly A. Harper (2008)

Associate Professor of Teacher Education & Leadership
BS, St Bonaventure University
MEd, University of Hartford
PhD, Boston College

Mark R. Harrington (2018)

Assistant Professor of Graduate Education & Leadership
BA, Emmanuel College
MS, Canisius College
Ed.D, Regis College

Rosanne L. Hartman (2005)

Professor of Communication Studies
BA, MA, PhD, State University of New York at Buffalo

Michael V. Haselswerdt (1974) **

Professor Emeritus of Political Science
AB, University of California at Davis
AM, PhD, Michigan State University

Devonya N. Havis (2008)

Associate Professor of Philosophy
BA, Williams College
PhD, Boston College

Daniel E. Higgins (2017)

Assistant Professor of Communication Studies
BA, State University of New York at Potsdam
MFA, Goucher College

Mark Hodin (2001) *

Professor of English
BA, Colby College
PhD, University of Wisconsin-Madison

Christy L. Hoffman (2012)

Associate Professor of Animal Behavior, Ecology, & Conservation
BA, College of William and Mary
MA, PhD, The University of Chicago

Elizabeth A. Hogan (1999) *

Associate Professor of Biology
BS, Siena College
PhD, State University of New York at Albany

W. J. Howell, JR. (1975) *

Professor Emeritus of Communication Studies
AB, St Lawrence University
MS, PhD, Syracuse University

James G. Huard (1984) *

Professor Emeritus of Mathematics & Statistics
BA, University of Maine (Orono)
MS, Yale University
PhD, Pennsylvania State University

Patricia A. Hutton (1981) *

Professor Emerita of Economics & Finance
BSA, University of Manitoba
PhD, University of Wisconsin

Wilma A. Iggers (1965) *

Professor Emerita of Modern Languages
 AB, McMaster University
 AM, PhD, University of Chicago

Barbara J. Irwin (1991) *

Professor of Communication Studies
 BA, MA, PhD, State University of New York at Buffalo

Geneveive L. James (1985) *

Professor Emerita of Modern Languages
 Licentiate in Law, Diploma in Chinese, University of Paris
 MA, PhD, State University of New York at Buffalo

Rev. Daniel J. Jamros, SJ (1985) *

Professor Emeriti/Religious Studies & Theology
 BA, Holy Cross College
 MA, Boston College
 MT, Centre-S?vres Seminary (Paris)
 PhD, Vanderbilt University

Shannon R. Jemiolo (2018)

Assistant Professor of Accounting
 BS, BA, West Virginia University
 PhD, University of Oklahoma, Price College of Business

Larry E. Jones (1968) *

Professor Emeritus of History
 AB, AM, University of Kansas
 PhD, University of Wisconsin

Byung-Jay Kahng (2006)

Professor of Quantitative Sciences
 BS, Seoul National University (Korea)
 PhD, University of California at Berkeley

John E. Kelly (1966) **

Professor Emeritus of Philosophy
 AB, University of Toronto
 AM, PhD, The Catholic University of America

Marguerite D. Kermis (1977) *

Professor Emerita of Psychology
 AB, Canisius College
 AM, PhD, Syracuse University

George F. Kermis, III (1978) **

Professor Emeritus of Accounting
 BS, Canisius College
 MBA, PhD, Syracuse University
 CPA, State of New York

Leonid A. Khinkis (1993) *

Professor Emeritus of Mathematics & Statistics
 MS, Chernovtsy State University (USSR)
 MS, Ukrainian Independent Institute of Management and Business
 PhD, Voronezh State University (USSR)

L. Christine Kinsey (1990) *

Professor Emerita of Mathematics & Statistics
 BS, MA, PhD, University of Maryland

Edward C. Kisailus (1981) **

Professor of Biology
 BS, King's College (PA)
 PhD, Columbia University

Dennis W. Koch (2004)

Associate Professor of Professional Studies
 BS, Canisius College
 PhD, Pennsylvania State University

Peter M. Koehneke (1978) **

Professor Emeritus of Kinesiology
 BS, MS, Indiana State University
 ATC, National Athletic Trainers Association

Mariusz M. Kozik (1990) *

Professor of Chemistry & Biochemistry
 MSc, Jagiellonian University (Poland)
 PhD, Georgetown University

Karl F. Kozlowski (2011)

Associate Professor of Kinesiology
 BS, EdM, PhD, State University of New York at Buffalo

Rebecca Krawiec (2002)

Professor of Religious Studies & Theology
 AB, Brown University
 MA, MPhil, PhD, Yale University

Judith E. Larkin (1972) **

Professor Emerita of Psychology
 AB, Vassar College
 MA, PhD, Columbia University

Aimee S. Larson (2018)

Director of Physician Assistant Program
 BS, MS D'Youville College
 DMSc, University of Lynchburg

David A. Lauerman (1962) *

Professor Emeritus of English
 BS, AM, University of Notre Dame
 PhD, Indiana University

James C. Lauffenburger (1964) **

Professor Emeritus of Physics
 BS, Canisius College
 PhD, University of Notre Dame

Jonathan D. Lawrence (2005)

Associate Professor of Religious Studies & Theology
 BA, Haverford College
 MDiv, Pittsburgh Theological Seminary
 PhD, University of Notre Dame

Christopher R. Lee (2001) *

Associate Professor of Religious Studies & Theology
 BA, State University College at Oneonta
 MA, PhD, Syracuse University

Ann Marie C. Lenhardt (1989) *

Professor of Counseling & Human Services
 BFA, MEd, State University of New York at Buffalo
 PhD, University of Pittsburgh

Larry Lichtenstein (1982) *

Professor Emeritus of Economics & Finance
 BA, Brooklyn College
 MA, PhD, State University of New York at Binghamton

Jeffrey R. Lindauer (2008)

Associate Professor of Kinesiology
 BA, Wartburg College
 MS, University of Wisconsin
 PhD, University of New Mexico

Jennifer Lodi-Smith (2011)

Professor of Psychology
 BA, MA, College of William and Mary
 PhD, University of Illinois at Urbana-Champaign

Christopher Lopata (2001) *

Professor of Psychology
 BA, State University of New York at Buffalo
 MS, San Diego State University
 MS, PhD, State University of New York at Albany

Jonathan E. Lopez (2015)

Associate Professor of Quantitative Sciences
 BA, Canisius College
 MA, PhD, University of Rochester

I. Joan Lorch (1972) *

Professor Emerita of Biology
 BSc, University of Birmingham (England)
 PhD, University of London

Nicholas Lorgnier (2009)

Professor of Kinesiology
 BS, MBA, Université du Littoral Côte d'Opale
 PhD, Université Grand Nord

Tanya M. Loughead (2005)

Professor of Philosophy
 BA, Northwest Missouri State University
 MA, PhD, Catholic University of Leuven

Rev. Patrick J. Lynch, SJ (1987) *

Professor Emeritus of Religious Studies & Theology
 BA, MA, Fordham University
 MDiv, Woodstock College
 STM, Yale University
 PhD, University of Chicago

Susan W. Margulis (2009)

Professor of Animal Behavior, Ecology, & Conservation
 BS, Bucknell University
 MA, University of Colorado
 PhD, University of Chicago

Rev. Paul J. McCarthy, SJ (1960) *

Professor Emeritus of Chemistry & Biochemistry
 AB, Spring Hill College
 MS, College of the Holy Cross
 PhD, Clark University
 STL, Woodstock College

Margaret C. McCarthy (1984) *

Professor of Graduate Education & Leadership
 BA, State University College at Buffalo
 MS, Canisius College
 PhD, State University of New York at Buffalo

Candalene J. McCombs (1980) *

Professor Emerita of Sociology, Anthropology & Criminal Justice
 BS, MA, State University College at Buffalo
 PhD, State University of New York at Buffalo

Jeffrey J. McConnell (1983) *

Professor of Quantitative Sciences
 AB, Canisius College
 MS, State University of New York at Buffalo
 PhD, Worcester Polytechnic Institute

James J. McGoldrick (1962) *

Professor Emeritus of Modern Languages
 AB, Queens College
 Diploma, Heidelberg University
 PhD, State University of New York at Buffalo

Zachary C.F. McGurk (2019)

Assistant Professor of Economics & Finance
 BA, Marietta College
 MA, PhD, West Virginia University

Janet McNally (2011)

Associate Professor of English
 BA, Canisius College
 MFA, University of Notre Dame

Joseph McWatters (2018)

Executive Accountant in Residence
 BBA, St. Bonaventure University
 MBA, University of Scranton

Gordon W. Meyer (1994) *

Professor Emeritus of Management
 BA, University of Delaware
 MOB, Brigham Young University
 PhD, Cornell University

R. Mark Meyer (1990) *

Associate Professor of Quantitative Sciences
 BS, MS, PhD, University of Nebraska

E. Christine Moll (1986) *

Professor Emerita of Counseling & Human Services
 BA, Barry College
 MS, Canisius College
 PhD, Barry University

Stephen C. Molloy (1990) *

Professor Emeritus of Management
 HBA, Wilfrid Laurier University (Ontario)
 MBA, York University (Ontario)
 PhD, Indiana University

David R. Montante (2012)

Teaching Faculty of Mathematics & Statistics
 BA, Canisius College

Lisa M. Morey (2010)

Associate Professor of Biology
BS, University of Southern Maine
PhD, University of Massachusetts - Amherst

Sara R. Morris (1996) *

Professor of Biology
BS, BA, Presbyterian College
MS, PhD, Cornell University

Rosemary K. Murray (2000)

Professor Emerita of Graduate Education & Leadership
BS, State University of New York College at Buffalo
MS, EdD, State University of New York at Buffalo

Herbert J. Nelson (1968) *

Professor Emeritus of Philosophy
PhB, PhL, Gregorian University
PhD, State University of New York at Buffalo

Robert E. Nida (2003)

Associate Professor of Teacher Education & Leadership
BA, MA, Wheaton College
PhD, University of North Carolina at Greensboro

Jonathan M O'Brien (2013)

Associate Professor of Biology
BS & MS, Southern Illinois University at Carbondale
PhD, Kansas State University

Eugene P. O'Conner (1976) *

Professor Emeritus of Accounting
BS, University of Notre Dame
JD, State University of New York at Buffalo

Joesph B O'Donnell (2000) *

Professor of Accounting
BBA, University of Notre Dame
MBA, PhD, State University of New York at Buffalo

Jamie M. O'Neil (2004)

Professor of Communication Studies
BFA, Boston University
MFA, State University of New York at Buffalo

Shawn O'Rourke (2000) *

Associate Professor of Kinesiology
BA, Wilfrid Laurier University
MSA, University of Richmond
PhD, The Ohio State University

Mary C. O'Sullivan (1999)

Professor Emerita of Chemistry & Biochemistry
BSc, University of Warwick (UK)
PhD, University of Newcastle upon Tyne (UK)

Mary Owusu (2020)

Assistant Professor of Marketing & Information Systems
BS, MBA, Canisius College

Jeffrey J. Oxman (2018)

Assistant Professor of Economics & Finance
Bachelor of Commerce, University of Saskatchewan
MBA Simon Fraser University
PhD, Syracuse University

George M. Palumbo (1978) *

Professor Emeritus of Economics & Finance
AB, Hobart College
AM, PhD, Syracuse University

Charles J. Pelitera (1989) *

Professor of Practice of Kinesiology
BS, MS Canisius College
CSCS, National Strength & Conditioning Association
EdD, ABD, Argosy University

Harvey A. Pines (1970) **

Professor Emeritus of Psychology
BBA, MS, City College, City University of New York
PhD, State University of New York at Buffalo

Susan K. Putnam (2001)

Professor Emerita of Psychology
BA, Canisius College
PhD, State University of New York at Buffalo

Thomas C. Reber (1990) *

Professor Emeritus of English
BA, University of Toledo
MA, Bowling Green State University
PhD, University of Texas

Ian J. Redpath (1985) *

Professor of Accounting
BLS, Hillsdale College
JD, University of Detroit
LLM, University of Wisconsin

Philip A. Reed (2009)

Associate Professor of Philosophy
BA, Davidson College
MA, PhD, University of Notre Dame

Gregory K. Reeds (1988) *

Professor Emeritus of Kinesiology
BPE, McMaster University
BEd, University of Toronto
MHK, University of Windsor
EdD, State University of New York at Buffalo

Ronald R. Reiber (1971) **

Professor Emeritus of Economics & Finance
BS, AM, State University of New York at Buffalo
PhD, University of Arizona

Richard D. Reitsma (2011)

Associate Professor of Modern Languages, Literatures & Cultures
BA, Grand Valley State University
MA, Purdue University
PhD, Washington University

Frank P. Riga (1964) **

Professor Emeritus of English
AB, AM, PhD, State University of New York at Buffalo

Ronald M. Rivas (2005)

Professor of Management
BSc, Universidad Nacional de Ingenieria, Lima
MA, Escuela de Administracion de Negocios, Lima
PhD, University of California, Los Angeles

Robert F. Rizzo (1968) *

Professor Emeritus of Religious Studies
AB, AM, PhD, The Catholic University of America
STL, Gregorian University

Erin E. Robinson (2003)

Professor of Sociology, Criminal Justice, & Environmental Studies
BA, State University of New York at Geneseo
MA, University of Tennessee
PhD, State University of New York at Buffalo

Jonathan D Rodgers (2013)

Assistant Professor of Psychology
BA, Cornell University
PhD, State University of New York at Buffalo

Craig D. Rogers (1996) *

Associate Professor of Economics & Finance
BS, State University College at Brockport
MA, MBA, PhD, State University of New York at Buffalo

Nancy J. Rosenbloom (1981) **

Professor of History
AB, Smith College
MA, University of Michigan
PhD, University of Rochester

Nancy M. Rourke (2008)

Associate Professor of Religious Studies & Theology
BA, Union College
MDiv, Boston University School of Theology
PhD, St Patrick's Pontifical Institute, Maynooth

Joshua J. Russell (2014)

Associate Professor of Animal Behavior, Ecology, & Conservation
BA, Canisius College
MA, New York University
PhD, York University

Michael E. Rutter (2000) *

Associate Professor of Counseling & Human Services
AB, Cornell University
PhD, State University of New York at Buffalo

Stanley C.W. Salvary (1979) *

Professor Emeritus of Accounting
BS, Brooklyn College
MBA, Long Island University
CPA, State of New York
DABFE, CGFM, PhD, New York University

Paul L. Sauer (1990) *

Professor Emeritus of Marketing & Information Systems
BSME, University of Notre Dame
MBA, PhD, Ohio State University

Timothy M. Sawicki (1997) *

Associate Professor of Kinesiology
BEd, Brock University
EdD, University of Toronto

Peter M. Schaber (1982) *

Professor of Chemistry & Biochemistry
BS, Canisius College
PhD, State University of New York at Buffalo

Kenneth D. Scherkoske (1979) *

Professor Emeritus of Physics
BS, MS, PhD, University of Toledo

Charles R. Schmidtke (1973) *

Professor Emeritus of Gerontology
BA, Canisius College
MA, PhD, Tulane University

Karl J. Schroeder, Jr. (1966) *

Professor Emeritus of Mathematics & Statistics
AB, AM, State University of New York at Buffalo

Janice L. Schultz-Aldrich (1979) *

Professor Emerita of Philosophy
AB, John Carroll University
MA, PhD, State University of New York at Buffalo

Nicole C. Scovazzo (2020)

Clinical Assistant Professor/Clinical Medical Coordinator of Physician Assistant Studies
BS, MS, EdD, D'Youville College

Christina M. Scovazzo (2021)

Clinical Assistant Professor/ Clinical Skills Coordinator of Physician Assistant Studies
AS, Community College of the Air Force
BS, MS, D'Youville College

Timothy J. Servoss (2006)

Associate Professor of Psychology
BA, University of Rochester
MA, University of South Carolina
PhD, ABD, State University of New York at Buffalo

Clancy M. Seymour (1998) *

Associate Professor of Kinesiology
BS, MS, Canisius College
PhD, D'Youville College

Girish Shambu (1989) *

Professor of Management
BTech, Indian Institute of Technology (Kharagpur)
PhD, State University of New York at Buffalo

Walter G. Sharrow (1964) **

Professor Emeritus of History
AB, University of Buffalo
PhD, University of Rochester

Mary E. Shea (1998) *

Professor Emerita of Graduate Education & Leadership
BS, Westfield State College (Massachusetts)
MS, Canisius College
MS, State University College of New York at Buffalo
PhD, State University of New York at Buffalo

H. David Sheets (1990) *

Professor of Quantitative Sciences
BS, State University College at Fredonia
PhD, State University of New York at Buffalo

Phillip M. Sheridan (2006)

Professor of Chemistry & Biochemistry
BS, Southern Connecticut State University
PhD, University of Arizona

Richard A. Shick (1978) *

Professor Emeritus of Economics & Finance
BS, MBA, PhD, State University of New York at Buffalo

Jennifer L. Snekser (2020)

Assistant Professor of Animal Behavior, Ecology, & Conservation
BS, Canisius College
MS, St. Joseph's University
PhD, Lehigh University

Stephanie Snios (2021)

Clinical Assistant Professor of Physician Assistant Studies
BS, MS, D'Youville College

Coral R. Snodgrass (1988) *

Professor of Management
BA, Duquesne University
MBA, PhD, University of Pittsburgh

David J. Snyder (1992) *

Professor Emeritus of Marketing & Information Systems
BA, Davidson College
MBA, St Bonaventure University
PhD, University of South Carolina

Kenneth M. Sroka (1970) **

Professor Emeritus of English
AB, Canisius College
AM, University of Chicago
PhD, University of Wisconsin

Howard Stanger (2001) *

Professor of Management/Affiliate Faculty of History
BA, Queens College
MA, Rutgers University
PhD, Ohio State University

Richard E. Stanton (1957) *

Professor Emeritus of Chemistry & Biochemistry
BS, Niagara University
MS, PhD, University of Notre Dame

Daniel P. Starr (1962) **

Professor Emeritus of History
BS, Canisius College
AM, PhD, Rutgers University

Margaret K. Stefanski (2003)

Professor of Modern Languages, Literatures & Cultures
MA, University of Warsaw, Poland
MA, PhD, State University of New York at Buffalo

E. Roger Stephenson (1970) **

Professor Emeritus of English
AB, AM, Boston College
PhD, Brown University

Andrew D Stewart (2013)

Associate Professor of Biology
BS, MS, University of Texas, Arlington
PhD Emory University

Graham B. Stowe (2018)

Assistant Professor of English
BA, University of North Carolina at Charlotte
MA, University of Tennessee
PhD, University of South Carolina

Malini C. Suchak (2012)

Associate Professor of Animal Behavior, Ecology, & Conservation
BS, Canisius College
MA, PhD, Emory University

James Sylvis (1973) *

Professor Emeritus of Physical Education & Health
BS, MEd, University of Pittsburgh
EdD, State University of New York at Buffalo

Steven H. Szczepankiewicz (2001) *

Associate Professor of Chemistry & Biochemistry
BS, Canisius College
PhD, California Institute of Technology

Edward J. Szewczak (1988) *

Professor Emeritus of Marketing & Information Systems
BA, Haverford College
MA, Temple University
MSBA, Boston University
PhD, University of Pittsburgh

Marcus L. Thomeer (2009)

Professor of Psychology
BA, PhD, University of Texas at Austin

Richard J. Thompson (1960) *

Professor Emeritus of English
BS, Canisius College
AM, University of Buffalo
PhD, State University of New York at Buffalo

Joseph A. Tomasulo (1971) *

Professor Emeritus of Biology
BS, LeMoyné College
PhL, Fordham University
BD, Weston College
PhD, State University of New York at Buffalo

Jennifer Trillizio-Smith (2021)

Clinical Assistant Professor of Physician Assistant Studies
BS, State University of New York at Buffalo
MS, Daemen College

Sarah L. Tulin (2016)

Assistant Professor of Biology
BS, John Hopkins University
PhD, California Institute of Technology

Richard L. Uschold (1956) **

Professor Emeritus of Mathematics & Statistics
BS, Canisius College
MS, University of Notre Dame
PhD, State University of New York at Buffalo

Patricia B. Van Verth (1984) *

Professor Emerita of Computer Science
BS, St Louis University
MS, PhD, State University of New York at Buffalo

Stanley L. Vodraska (1964) *

Professor Emeritus of Philosophy
AB, St John's University
AM, University of Chicago
PhD, University of London

Thomas J. Vogel (2008)

Associate Professor of Accounting
BS, Canisius College
PhD, The Pennsylvania State University

Timothy H. Wadkins (1992) *

Professor Emeritus of Religious Studies & Theology
BA, San Jose State University
MDiv, Trinity Evangelical Divinity School (Deerfield, IL)
PhD, Graduate Theological Union (Berkeley, CA)

Richard A. Wall (1980) *

Professor Emeritus of Economics & Finance
BS, Canisius College
MA, PhD, State University of New York at Buffalo

Nancy V. Wallace (2001) *

Associate Professor of Teacher Education & Leadership
BS, State University of New York at Cortland
MA, EdD, State University of New York at Buffalo

Melissa B. Wanzer (1996) *

Professor of Communication Studies
BA, West Chester University of Pennsylvania
MA, Syracuse University
EdD, West Virginia University

George Wenner (1999)

Professor Emeritus of Teacher Education
BS, State University of New York at Buffalo
EdM, Temple University
CAS, Buffalo State College
PhD, State University of New York at Buffalo

Julia L. Wescott (1988) *

Professor Emerita of Modern Languages
AB, MA, Brown University
PhD, University of Massachusetts

Yvonne Widenor (2003)

Teaching Faculty of Fine Arts
BA & MA, SUNY at Buffalo

Charles J. Wigley, III (1984) *

Professor Emeritus of Communication Studies
AB, Youngstown State University
JD, University of Akron
PhD, Kent State University

H. Jeanette Willert (1997)

Professor Emerita of Teacher Education
BA, West Virginia Institute of Technology
MEd, PhD, State University of New York at Buffalo

Amy L. Wolf (2001) *

Associate Professor of English
BA, Bowling Green State University
MA, PhD, University of Massachusetts at Amherst

Gregory R. Wood (1987) *

Professor of Marketing & Information Systems
BA, Oakland University
PhD, State University of New York at Albany

Michael H. Wood (2008)

Professor of Quantitative Sciences
BS, The Catholic University of America
MS, PhD, University of North Carolina at Chapel Hill

Paul A. Young (1967) *

Professor Emeritus of Teacher Education
BS, State University College at Buffalo
MS, Canisius College
EdD, University of Georgia

Mark P. Zaporowski (1984) *

Professor of Economics & Finance
BS, State University of New York at Oswego
MA, PhD, State University of New York at Albany

John Zeis (1989) *

Professor Emeritus of Philosophy
AB, University of Notre Dame
MA, Niagara University
PhD, University of Pennsylvania

Edward J. Zimmermann (1965) *

Professor Emeritus of English
BS, EdM, AM, Canisius College
PhD, State University of New York at Buffalo

* Bene Merenti - awarded for 20 years of service to Canisius College.

** Special Bene Merenti - awarded for 40 years of Service to Canisius College.

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