Master of Science
Community and School Health Program
(CSH)

The School of Education and Human Services
Canisius College
Buffalo, NY

CSH Handbook and Program Guidelines

August 2013
CANISIUS COLLEGE MISSION STATEMENT

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.

Supporting Key Concepts

Catholic

Canisius is an open, welcoming university where our Catholic faith and traditions are vitally present and operative. Rooted in the Catholic intellectual tradition, Canisius cultivates human knowledge for the benefit of Church and society.

Jesuit

Founded by the Society of Jesus as a manifestation of its chrism, Canisius espouses the Jesuit principles of human excellence, care for the whole person and service to humanity. 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 and Student Engagement

Steepled 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 the 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.

Leadership

Benefitting from academically rich, values-based experiences in their interactions with faculty, staff, and community, students learn responsible leadership and develop their ability to inspire others to achieve excellence. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities.
Online Community and School Health Program

The Online Master of Science in Community and School Health (CSH) 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 Master of Science in CSH is a 33 credit-hour program that may be completed entirely online. The program is ideal for working professionals who need to balance work, family and a continuing education.

Graduates of the CSH program will have excellent knowledge surrounding health education, physical education, health services, nutrition services, counseling, psychological and social services, health promotion, and family and community involvement. Graduates will 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 CSH program, graduates will be prepared for positions as:

- Senior clinicians
- Nursing / healthcare administrators
- Clinical nurse educators
- Healthcare managers and leaders
- Health policy application specialists

All coursework for the CSH program can be completed online. The program is approved by the New York State Department of Education.

ALIGNMENT OF COURSE ASSESSMENTS AND ALH 689: MASTERS PROJECT/THESIS I

The faculty member for each course will provide a course syllabus that identifies the requirements for the class. Each syllabus will identify content and tasks and all will be aligned to the Learning Goals and Objectives as well as the standards of the Community and School Health Program. There is a separate syllabus for ALH 689 MASTERS PROFESSIONAL PROJECT / THESIS I that provides the alignments as described above for this capstone course as well as requirements for completion and documentation.
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).

**Mission**

**Mission Statement of the School of Education and Human Services**

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors 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 educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism and leadership in their field.

**Goal Statement**

Candidates in the SEHS will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards (New York State, INTASC, NBPTS, NCATE and Middle States). Candidates will also demonstrate proficiencies with indicators articulated by the Specialty Professional Association (SPA) of their discipline.

**Dispositions**

NCATE defines dispositions as, “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development”. In addition to the fundamental beliefs in fairness and the understanding that all
students can learn, 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 graduate candidate will embody the SEHS dispositions with maturing expertise. With emphasis on the movement from theory to practice, our graduate programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

**Candidate Proficiencies**

The successful Canisius College graduate will demonstrate proficiency in the knowledge, skills and dispositions delineated by the standards outlined by their program, NCATE, Middle States, and specialized professional association (SPA).

**Assessment System**

The School of Education and Human Services’ assessment system utilizes four transition points that are common to all programs at the undergraduate and graduate levels. The unit assessment system serves to evaluate performance of the SEHS, its programs and candidates, relative to the conceptual framework, institutional, state, national, and professional standards.

**Theoretical Framework**

**KNOWLEDGE**

Programs in the Canisius College SEHS provide candidates with the content, pedagogical, and professional knowledge, skills, and dispositions necessary for quality performance in their field. These fields include education, counseling, educational leadership, health, and physical education. Canisius has made a college-wide commitment to equipping candidates with the knowledge to use technology effectively to enhance learning. The College’s strategic plan recognizes the importance of technology integration and candidates are prepared to become more competent with tools of technology to effectively teach, counsel, and administer programs for diverse individuals and to remain current with the research on the field. The SEHS goals regarding technology integration is aligned with the NCATE accreditation standards, which state that teacher candidates need to have opportunities in the classroom and during field experience to utilize technology to enhance learning.
Professional development schools are partners in an expanded and purposeful learning community. The SEHS is jointly committed to, and mutually benefits from, improving educational outcomes for P-16 students. In the spirit of *cura personalis*, our candidates, faculty, and partners strive to foster relationships that positively impact students in the schools, the College, and the community. In caring for personal relationships, human dignity and individual differences are acknowledged and valued.

Through their coursework, field experiences and clinical practice, candidates will be prepared and supported by college faculty and school partners to engage in self-directed inquiry, problem-solving, critical thinking, and discourse as well as reflection on real world situations.

Cochran-Smith and Lytle (1999), in their detailed account of prevalent underlying conceptions of teacher learning, propose an inquiry stance that acknowledges the complex relationships between theory and practice that are at the center of teacher preparation. They conclude that content knowledge and pedagogy are linked to very basic questions and emphasize that individuals must face such questions, as "local knowledge" that evolves from problem solving and leads to "knowledge of practice". They state:

> ...constructing local knowledge is understood to be a process of building, interrogating, elaborating, and critiquing conceptual frameworks that link action and problem posing to the immediate context as well as to larger social, cultural, and political issues. Implicit in this process is a set of questions that function as lenses for seeing and making sense of practice broadly construed: Who am I as a teacher? What am I assuming about this child, this group, and this community? What sense are my students making of what is going on in this classroom? How do the frameworks and research of others inform my own understandings? What are the underlying assumptions of these materials, texts, tests, and curriculum frameworks, and school reporting documents? What am I trying to make happen here and why? How do my efforts as an individual teacher connect to the efforts of the community and to larger agendas for school and social change?

The acquisition and application of the knowledge, skills, and dispositions required to meet college, local, state and national professional standards are recursive as illustrated in our symbol of infinity. These dispositions embrace the charisms, or values of Jesuit educational philosophy.

**SERVICE**

Candidates in the SEHS are provided with a variety of service opportunities to enable them to learn from populations that are ethnically, racially, culturally, religiously, and intellectually diverse. Service learning opportunities embedded in the academic program are intended to “emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth” (Kendall, 1990, p. 20).

Service initiatives within candidates’ course work provide them with a healthy forum of exchange among their classmates and professors. This model has been shown to increase the value of the experience for the student and enhance the relationship between the academic material and the service experience (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Astin, Vogelgesang, Ikeda, & Yee (2000) have demonstrated that service participation positively effects important outcome measures including GPA, critical thinking skills, a commitment to activism and the
promotion of racial understanding, leadership activities, interpersonal skills, choice of a service career, and plans to participate in service after college. Other benefits include the development of citizenship skills and a higher regard for social responsibility and diversity (Keith, 1994).

Throughout their coursework, field experiences, and clinical practice candidates are encouraged to seek academic excellence for them and for the students they teach. During their programs of study, candidates engage in and promote authentic learning experiences, support the social and emotional development of students, and demonstrate a commitment to social justice in environments that foster a culture of care, respect for diversity and the dignity of all.

Through careful placement in field-based practica secured in collaboration with the college and its professional development schools and other partners, our candidates learn to plan, act, reflect upon and revise curriculum and service projects. Under the guidance and mentorship of field-based professionals who model the knowledge, skills, and dispositions required to ensure equity in education, our candidates develop the skills and sensitivities necessary to promote social justice and cultivate an appreciation for diversity.

Service provides opportunities for our candidates, faculty, and community partners to actively live out, and share the knowledge, skills, and dispositions gained in the classroom. In building relationships beyond the classroom, one can seek the greater good (magis) in service to others, supporting the potential, and uniqueness of people.

**PROFESSIONALISM**

The SEHS seeks to promote a high level of professionalism and to share a mutual commitment to achieve the objectives of all partners.

Candidates benefit from the acquisition of self-reflection as a habit of mind, continuously assessing and refining their professional practice (Schon, 1983) as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective candidate and/or counseling instruction and assessment, ensuring that all students and/or clients have optimal opportunities to learn and grow (Schein, 1973).

In the context of coursework, community based research and practice, faculty model and nurture the dispositions required for candidates to develop projects, learn with and from others, form a professional network of colleagues, and assume positions of responsibility.

Course work continuously presents research bases for theories and practice and develops candidates’ visions of ways in which they can contribute to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate’s professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.

Bridging theory to practice, candidates are integrated into authentic environments and provided “with real responsibilities, the opportunity to make decisions and to develop skills, to analyze student needs and to adjust practices using student performance data while receiving continuous monitoring and
feedback” from faculty and p-12 mentors (p10, BRR). Field experience and clinical practice embedded throughout the preparation program provide opportunities for candidates to become contributing and collaborative members of learning communities, and a variety of contexts in which the candidate can develop complex analytical and practical skills (p. 10 BRR). Candidates understand that their decisions, actions, and reactions are context dependent and student/client driven. As professionals, they involve colleagues, parents and the community in the responsible care and development of each participant.

Candidates are encouraged to embark on a lifelong commitment to their profession. They are encouraged to join professional organizations and actively participate in professional conferences and research (Donoahue, 1996; Patterson, 1996; Patterson, Santa, Short, & Smith, 1993). As professionals in their fields, Canisius College candidates will internalize the processes of reflective practice, and utilize multiple sources of information to inform educational decision-making that meets the needs of the individuals and communities in which they are engaged. Effective leaders, make these ethical choices in a spirit of cura personalis, when perhaps less socially responsible decisions might be easier.

Effective instructional planning demonstrates the candidate’s ability to integrate outcome based, state, national, and professional standards in their instruction. Assessment driven instruction is evidenced in classroom practice.

**LEADERSHIP**

Candidates 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 (Borich, 1996). Candidates accept that, as professionals, they are responsible for the long-term social and ethical implications of their performance and decision-making. The unit recognizes that the professionals it prepares for the future must be able to effectively use technology, analyze situations, set appropriate and attainable goals as well as plan and monitor actions that will lead to the accomplishment of these goals. They must be able to efficiently evaluate results, reflect on outcomes, and use their conclusions to improve practice. Throughout this activity candidates must maintain the standards of professional conduct (Fullan, 1990).

Through coursework, field experiences and clinical practice, candidates learn that education reform is ongoing and best accomplished by committed and well-informed practitioners (Porter & Brophy, 1988). Course work continuously presents research bases for theories and practice and develops candidates’ vision of themselves as change agents responsible for contributing to the body of knowledge in their field. Those directly and indirectly involved in teacher education believe that each candidate must be prepared as a leader whose professional growth is ongoing and characterized by a spirit of service, professionalism, and advocacy.
REFERENCES


CSH PROGRAM LEARNING GOALS AND OBJECTIVES

The degree programs offered at Canisius College are accredited by the Middle States Association of Colleges and Universities. Middle States sets forth a requirement that programs must establish learning goals and objectives for the programs, and identify how students are assessed according to these learning goals and objectives.

As discussed earlier, the School of Education and Human Services has established a Conceptual Framework to govern the programs offered within the school. The Conceptual Framework is used to identify program learning goals and the CSH Program Standards used to identify program objectives. The program objectives are broad, but they are refined in each course as appropriate for the course content. The syllabi for the courses provide detailed Learning Goals and Objectives and show how the proficiency of the students will be assessed in that course.

1. **CSH 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. ALL COURSES

   Students will have the opportunity to:

   1.1- Develop and promote programs for health, exercise, physical activity, nutrition, or health services through family, school, worksite, 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.

2. **CSH 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. ALL COURSES

   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.

3. **CSH 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 and advocate for community, school district, or worksite populations by acting to influence local, district, state, and national moral and ethical implications of policy options and political strategies decisions to benefit adult learning in the respective environments.

4. **CSH 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. **ALL COURSES**

Students will have the opportunity to:

4.0- Act with integrity and fairness to ensure community, school, and worksite accountability for every individual’s academic and/or social success while modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.

5. **CSH 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, schools, 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 and school (district)-based leadership strategies in an effort to improve individual and community health and well-being.
DIVERSITY PROFICIENCIES

A Canisius faculty committee is tasked with evaluating issues of diversity within all School of Education and Human Services programs. The following is a list of proficiencies that students will develop as they complete their program:

1. Candidates engage in culturally responsive practice that promotes achievement for all learners from diverse backgrounds through a variety of instructional opportunities.
2. Candidates demonstrate a critical stance that embraces multiple and comparative perspectives in their examination of various cultural contexts in the practical setting.
3. Candidates cultivate a classroom or clinical environment that reflects an exchange of honor and respect for all constituents representing diverse backgrounds.
4. Candidates effectively incorporate instructional strategies using appropriate resources that promote cooperation, democracy, and social justice in the classroom/clinic.
5. Candidates behave as change agents and engage their students in activities that embrace social action. They take personal, social, and civic action related to the concepts, problems, and issues they have studied.

These proficiencies overlap the requirements of the CSH program. The alignment of these proficiencies with the program requirements has been provided. These proficiencies will be assessed within the program common assignments.
PROGRAM FORMAT

ONLINE CSH PROGRAM

All of the courses for the CSH program can be completed entirely online. The college encourages candidates to apply and take the course sections associated with the online CSH program. There may be instances for individual students to be granted permission to take on-campus courses.

Each student will coordinate their Degree Requirements through the Academic Program Director within the Office of Professional Studies (716-888-8296). A record of student progress and fulfillment of degree requirements will be kept using the Degree Requirement Summary (DRS).

ONLINE COURSE LEARNING MANAGEMENT SYSTEM

The CSH courses in the on-line program are facilitated through an online Learning Management System (LMS) maintained by Canisius College. During the Fall and Spring semesters, professors will post assignments weekly following the regular semester format. During the Summer, professors may choose to shorten the duration of the courses and increase the required workload each week.
PROGRAM COURSE REQUIREMENTS

ONLINE MASTER OF SCIENCE IN COMMUNITY AND SCHOOL HEALTH

- ALH 500 Healthcare Systems (3 credits)
- ALH 501 Health Promotion and Disease Prevention (3 credits)
- CSH 520 Leadership Initiatives in Community and School Health (3 credits)
- CSH 530 State of the Nation’s Child (3 credits)
- ALH 540 Program Planning in Healthcare (3 credits)
- CSH 550 Health Impacts on Academic Success K-12 (3 credits)
- ALH 631 Research Methods in Allied Health (3 credits)
- ALH 531 Statistics for Health Professionals (3 credits)
- CSH 670 Healthcare and Public Policy (3 credits)
- ALH 689 Masters Project/Thesis I (3 credits)
- Guided Elective (3 credits)

Total: 33 credit hours

Courses do not need to be taken in any particular order with the exception of ALH 689 being taken during the last semester of the program.
COMMON ASSIGNMENTS

Each course has one or more program common assignments for which Canisius collects and displays assessment data. Canisius uses this information to demonstrate the proficiency of our students for each common assignment and for the program overall. Each common assignment is aligned with the Conceptual Framework and the CSH program standards through the Learning Goals and Objectives. Canisius utilizes an electronic portfolio management system to collect and display program data.

Each faculty member will identify on each syllabus which assignment within their course is considered the “common assignment” aligned with the CSH annual assessment program. It is the responsibility of the faculty member to gather assessment data from their respective courses and report such data to the School of Education and Human Services as per instructions. Individual student information will not be identified to maintain confidentiality. Faculty may also choose to consider this assignment as part of the final course grade calculation.
PROGRAM TRANSITION POINTS

The progress of CSH program candidates is checked at several transition points during their tenure. Candidates are assessed according to admission criteria, successful completion of common assignments, and successful completion of the Masters Project/Thesis course requirements as well as other criteria. The transition points are discussed below.

TRANSITION POINT ONE: ADMISSION

Candidates must meet the following criteria to be admitted to the CSH program:

1. Completion of the graduate admissions application.
2. Submission of one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.7 (or a GPA of 2.5 or above with 3 years of relevant work experience).
3. Submission of two (2) letters of recommendation.
4. Submission of a current resume.
5. 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.

TRANSITION POINT TWO: PRIOR TO ENROLLMENT IN ALH 689: MASTERS PROJECT / THESIS I

This transition point will be checked upon registration for ALH 689. Candidates must meet the following criteria:

1. Candidates must have a Canisius GPA of 3.0 or higher.
2. Candidates must have completed all other required CSH courses.
3. Candidates must have submitted common assignments for each class and each, on average, must be assessed as “acceptable” or “target.”
4. Candidates must submit a Masters Project/Thesis I proposal to the Program Director. After approval, a faculty advisor will be assigned for ALH 689.

TRANSITION POINT THREE: AFTER SUCCESSFUL COMPLETION OF ALH 689 MASTERS PROJECT / THESIS I

This transition point will be checked after completion of ALH 689. Candidates must meet the following criteria:

1. Candidates must successfully complete ALH 689.
2. Candidates must have submitted all course requirements and any common assignment as “acceptable” or “target.”
TRANSITION POINT FOUR: COMPLETION OF PROGRAM

This transition point will be checked upon receipt of an application for graduation. This transition point is checked by the Associate Dean. Candidates must meet the following criteria:

1. Candidates must have successfully completed the 33 credits required for the CSH program.
2. Candidates must have submitted all common assignments and each, on average, must be assessed as “acceptable” or “target.”
3. Candidates must have a minimum 3.0 GPA.

REMEDICATION AT TRANSITION POINTS

If candidates fail to meet any of the criteria listed in the transition points, a review by departmental administrators and/or faculty will be initiated. The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. A plan for satisfactory remediation will be developed. If remediation is deemed satisfactory, candidates are allowed to progress in the program. If the terms for satisfactory remediation are not met, the candidate will not be allowed to continue in the program.

In addition to transition and academic questions, and consistent with the ethical standards of the profession, the faculty are responsible to insure that candidates are able to be ethical and personally effective in their professional roles. Concerns that may prohibit a candidate’s success in the field arising from candidate dispositions or behaviors are not considered confidential and may be discussed among faculty members and College administrators.

The college also requires that graduate candidates’ GPAs be monitored to meet the minimally acceptable target of a 3.0. If a candidate does not meet the college required GPA each semester, he/she is placed on probation and the Associate Dean monitors their academic progress.
CSH CANDIDATE CONCERNS PROCESSES AND PROCEDURES

The professor, advisor, or candidate may request an informal meeting at any time in order to address any concern(s) regarding the candidate’s academic or professional behaviors. Possible solutions can be explored and enacted without additional process or procedures. Throughout the candidate concerns process and up to dismissal from the program, the student is able to explore educational and career alternatives with the program advisor. The following describes the process and procedures for handling candidate concerns not addressed in an informal manner.

If a candidate:
   a. fails to meet any of the criteria listed in the four transition points, or
   b. fails to meet critical course expectations, or
   c. fails to act in an ethical, mature, respectful, or otherwise professional manner

The advisor or the professor will complete a Candidate Concerns Report Form and submit it to the Department Chair to be referred to the Candidate Concerns Committee. Upon the receipt of a Candidate Concerns Report, the Department chair will either:
   a. determine that the matter does not warrant action by the Candidate Concerns Committee OR
   b. determine that the matter should be referred to the Candidate Concerns Committee

If the chair determines that the matter does not warrant a meeting of the Candidate Concerns Committee (s)he will communicate that decision to the person reporting the concern, keep a copy of the report and give a copy to the student’s advisor.

If the chair determines that the matter does warrant a meeting of the Candidate Concerns Committee (s)he will contact the chair of the CCC (the candidate’s advisor) to convene a meeting with the candidate. The Candidate Concerns Committee consists of the student’s program advisor, the Department Chair, and the Associate Dean. In cases where the professor who initiates the Candidate Concerns Report is the program advisor, another faculty member will be asked to become the other member of the committee.

The chair of the Candidate Concerns Committee will contact the candidate and schedule a meeting.

If the candidate does not attend the meeting as required, a hold will be placed on the candidate’s field experience placements until the candidate complies. This action will be communicated to:
   a. the candidate
   b. the appropriate associate dean of the SEHS
   c. the candidate’s academic advisor
   d. the person reporting the concern
   e. the appropriate department chair
   f. the candidate’s departmental file
The Candidate Concerns Committee will:
   a. discuss the concerns report with the candidate
   b. determine an appropriate remediation plan (the chair of the Candidate Concerns Committee is responsible for evaluating whether the candidate has successfully met the conditions of the remediation plan)

The Remediation Plan will:
   a. be specific and measurable
   b. have specific due dates
   c. have specific consequences for not completing the conditions of the plan

The plan may include, but is not limited to: resubmitting selected portfolio artifacts or reflections, repeating courses, and repeating field placements before progressing in the program.

The candidate and the chair of the Candidate Concerns Committee will sign the Remediation Plan. Copies of the plan will be provided to:
   a. the candidate
   b. the appropriate associate dean of the SEHS
   c. the candidate’s academic advisor
   d. the person reporting the concern
   e. the appropriate department chair
   f. the candidate’s departmental file

If the candidate completes the plan as expected, the person responsible for the candidate’s evaluation will indicate this in writing to the candidate and the chair of the Candidate Concerns Committee. Copies will be sent to:
   a. the appropriate associate dean of the SEHS
   b. the candidate’s academic advisor
   c. the person reporting the concern
   d. the appropriate department chair
   e. the candidate’s departmental file

If the candidate wishes to appeal the proposed Remediation Plan, s/he may petition the appropriate department chair within five (5) working days of meeting with the Candidate Concerns Committee. The Department Chair will attempt to come to a mutually agreed-upon solution. If that is not possible, the department chair will refer the matter to the Associate Dean of Graduate Studies in the SEHS. The decision of the Associate Dean is final. In cases where the Department Chair is a member of the committee, the appeal will be made directly to the Associate Dean.

If the candidate fails to complete the plan satisfactorily:

   a. The person responsible for the completion of the plan will notify the chair of the Candidate Concerns Committee who will notify the Department Chair.
b. The Department Chair will confer with the candidate’s academic advisor and program coordinator (if applicable).

The department chair will either:
   a. revise or re-establish the remediation plan, OR
   b. dismiss the candidate from the program

Dismissal notice will be provided to the candidate in writing. Copies of the letter will be sent to:
   a. the appropriate associate dean of the SEHS
   b. the candidate’s academic advisor for inclusion in the candidate’s file

Appeal of a dismissal may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

In addition to the normal candidate concerns process, a candidate may be dismissed for a single egregious breach of professional ethics/behavior. This decision is made by the Department Chairperson, the appropriate Program Coordinator and the student’s advisor. An appeal of may be made to the Associate Dean of Graduate Studies within ten (10) days of the date of the dismissal notice. The decision of the associate dean is final.

**STUDENT COMPLAINT PROCESS**

If a student is unable to resolve a concern about their experiences in the CSH program through direct, informal communication with the professor, the student’s advisor, program coordinator or Department chairperson, the student may initiate a formal complaint. A formal complaint must be in writing and delivered to the student’s advisor, program director or Department chairperson. The advisor, program director and the Department chairperson will consider the complaint and respond to the student in an appropriate manner (taking action to resolve the student’s concern, providing written material, referral of the student, etc.). The Department Chairperson, the student’s advisor and the Associate Dean will keep a record of the complaint and its resolution. If the student does not agree with the resolution of the concern, the student may appeal the resolution to the Associate Dean.

**Revised: August 26, 2013**  
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