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For more information about the programs,  
please contact the appropriate number below:  
Business  716-888-2140, 1-800-543-7906  
Graduate Education/Admissions  716-888-2545,  
1-800-950-2505  
Education of Deaf and Hard of Hearing  716-888-2260  
Communication and Leadership  716-888-2115
### Graduate Calendar 2006-2008

#### 2006

**August**
- 28 Monday  Classes begin in all divisions.

**September**
- 2 Saturday  Graduate Education classes in session.
- 4 Monday   Labor Day – No Classes.
- 6 Wednesday Last day to drop/add classes.
- 11 Monday  Withdrawal from classes begins.
  - 90% withdrawal refund.
- 18 Monday  50% withdrawal refund.
- 25 Monday  50% withdrawal refund.

**October**
- 2 Monday   25% withdrawal refund.
- 7 Saturday  Graduate Education classes in session.
- 9 Monday   Graduate Business classes in session.
  - 25% withdrawal refund.
- 10 Tuesday  Fall Holiday – No classes.
- 16 Monday  25% withdrawal refund.
- 20 Friday  First Graduate Business Module ends.
- 23 Monday  25% withdrawal refund.
- 30 Monday  Second Graduate Business module begins.
  - No withdrawal refund.
  - Spring 2007 Graduate registration begins.

**November**
- 17 Friday  Last day to withdraw from a class.
- 22 Wednesday Thanksgiving Recess begins – No classes.
- 25 Saturday No classes.
- 27 Monday  Classes resume.

**December**
- 9 Saturday  Graduate classes end.
- 11 Monday  Final exams begin.
- 16 Saturday Final exams end.
- 21 Thursday Fall 2006 final grades available on web.
- 23 Saturday College Shutdown begins.

#### 2007

**January**
- 2 Tuesday  College reopens.
- 15 Monday  Martin Luther King Day – No Classes.
- 16 Tuesday Classes begin in all divisions.
- 24 Wednesday Last day to drop/add a class.
- 29 Monday  Withdrawal from classes begins.
  - 90% withdrawal credit.

**February**
- 5 Monday  50% withdrawal credit
- 12 Monday  50% withdrawal credit.
- 17 Saturday  Graduate Education classes in session.
- 19 Monday  President’s Day Holiday – No classes.
  - Graduate Business Classes in session.
  - 25% withdrawal refund.
- 20 Tuesday President’s Day Holiday – No classes.
- 26 Monday  25% withdrawal refund.

**March**
- 5 Monday  25% withdrawal refund.
- 9 Thursday First Graduate Business module ends.
- 10 Saturday Graduate Education classes in session.
- 12 Monday  Spring Break begins – No classes.
  - 25% withdrawal refund.
- 17 Saturday No classes – Graduate Education
  - Classes resume.
  - No withdrawal refund.
  - Second Graduate Business module begins.
- 26 Monday  Summer 2007 registration begins.

**April**
- 2 Monday  Fall 2007 graduate registration begins.
- 5 Thursday Easter Recess begins – No classes.
- 7 Saturday No classes Graduate Education.
- 9 Monday  No classes.
  - Graduate Business Classes in session.
- 10 Tuesday Classes resume.
- 13 Friday Last day to withdraw from a class.

**May**
- 5 Saturday  Classes end in graduate division.
- 7 Monday  Final exams begin.
- 12 Saturday Final exams end.
- 16 Wednesday 141st Graduate Commencement Exercises.
- 17 Thursday Spring 2007 final grades available on the web.
- 18 Friday Baccalaureate Mass for all members of the Class of 2007.
- 21 Monday  First summer sessions begin.
- 28 Monday  Memorial Day – No classes.

**June**
- 1 Friday  Make-up session for Graduate Business Memorial Day classes.
- 7 Thursday Three week Graduate Education summer session ends.
- 21 Thursday First five week Graduate Education summer session ends.
- 25 Monday  Second five week Graduate Education summer session begins.
- 29 Friday  First Graduate Business summer session ends.

**July**
- 2 Monday  Second Graduate Business summer session begins.
- 4 Wednesday Fourth of July Holiday – No classes.
- 6 Friday  Make-up session for Graduate Business Fourth of July classes.
- 26 Thursday Second five week Graduate Education summer session ends.
### August
- **9 Thursday**  Second Graduate Business summer session ends.
- **27 Monday**  Fall 2007 classes begin in all divisions.

### September
- **1 Saturday**  Graduate Education classes in session.
- **3 Monday**  Labor Day – No classes.
- **5 Wednesday**  Last day to drop/add a class.
- **10 Monday**  Withdrawal from classes begins. 90% withdrawal refund.
- **17 Monday**  50% withdrawal refund.
- **24 Monday**  50% withdrawal refund.

### October
- **1 Monday**  25% withdrawal refund.
- **6 Saturday**  Graduate Education classes in session.
- **8 Monday**  Fall Holiday – No classes.  Graduate Business classes in session. 25% withdrawal refund.
- **9 Tuesday**  Fall Holiday – No classes.
- **15 Monday**  25% withdrawal credit.
- **19 Friday**  First Graduate Business module ends.
- **22 Monday**  Second Graduate Business module begins. 25% withdrawal refund.
- **29 Monday**  Spring 2008 Graduate registration begins. No withdrawal refund.

### November
- **16 Friday**  Last day to withdraw from a class.
- **21 Wednesday**  Thanksgiving recess begins – No classes.
- **24 Saturday**  No Graduate Education classes.
- **26 Monday**  Classes resume.

### December
- **8 Saturday**  Classes end in graduate division.
- **10 Monday**  Final exams begin.
- **15 Saturday**  Final exams end.
- **20 Thursday**  Fall 2007 final grades available on the web.
- **22 Saturday**  College shutdown begins.

### 2008

#### January
- **2 Wednesday**  College reopens.
- **14 Monday**  Classes begin in all divisions.
- **19 Saturday**  Graduate Education classes in session.
- **21 Monday**  Martin Luther King Day – No classes.
- **23 Wednesday**  Last day to drop/add classes.
- **28 Monday**  Withdrawal from classes begins. 90% withdrawal refund.

#### February
- **4 Monday**  50% withdrawal refund.
- **11 Monday**  50% withdrawal refund.
- **16 Saturday**  President’s Day Holiday – No classes.
- **18 Monday**  Graduate Business classes in session. 25% withdrawal refund.
- **19 Tuesday**  President’s Day Holiday – No classes.
- **25 Monday**  25% withdrawal refund.

#### March
- **3 Monday**  25% withdrawal refund.
- **7 Friday**  First Graduate Business module ends. 25% withdrawal refund.
- **10 Monday**  Second Graduate Business module begins. No withdrawal refund.
- **17 Monday**  Easter recess begins – No classes.
- **22 Saturday**  No Graduate Education classes.
- **29 Saturday**  No Graduate Education classes.
- **31 Monday**  Classes resume. Summer 2008 registration begins.

#### April
- **7 Monday**  Fall 2008 graduate registration begins.
- **11 Friday**  Last day to withdraw from a class.

#### May
- **3 Saturday**  Graduate classes end.
- **5 Monday**  Final exams begin.
- **10 Saturday**  Final exams end.
- **14 Wednesday**  142nd Graduate Commencement Exercises.
- **16 Friday**  First Graduate summer sessions begin.
- **19 Monday**  Memorial Day – No classes.
- **26 Monday**  Make-up for Graduate Business Memorial Day classes.

#### June
- **5 Thursday**  Graduate Education three week summer session ends.
- **19 Thursday**  Graduate Education first five week summer session ends.
- **23 Monday**  Second Graduate Education five week summer session begins.
- **27 Friday**  First Graduate Business summer session ends.
- **30 Monday**  Second Graduate Business summer session begins.

#### July
- **4 Friday**  Fourth of July Holiday.
- **24 Thursday**  Second Graduate Education five week session ends.

#### August
- **7 Thursday**  Second Graduate Business summer session ends.
- **25 Monday**  Fall 2008 classes begin in all divisions.
general information

The college and its mission

Founded by the Jesuits in 1870, Canisius College is an independent, co-educational, medium sized institution of higher education conducted in the Catholic and Jesuit tradition. It offers undergraduate programs built upon a liberal arts core curriculum, leading to associate and baccalaureate degrees, plus graduate programs in business, education, and other professional fields, leading to the master's degree.

Canisius espouses the ideal of academic excellence along with a sense of responsibility to use one's gifts for the service of others and the benefit of society. It seeks to promote the intellectual and ethical life of its students, helping to prepare them for productive careers as well as for meaningful personal lives and positive contributions to human progress. Its curricular and co-curricular programs are designed to educate the whole person through the development of intellectual, moral, spiritual and social qualities. It aims to promote the contemporary Jesuit mission of the service of faith and the promotion of justice.

As a Catholic institution which welcomes all who share in its quest, Canisius will:

• foster an atmosphere of understanding and respect in dialog with other intellectual and spiritual traditions;
• teach the responsible use of human freedom in a value-oriented curriculum and co-curriculum which incorporate concern for spiritual and human factors as well as more pragmatic ones;
• continue the Jesuit principle of care for individual persons;
• emphasize excellence in teaching, marked by intellectual vigor, close student-faculty relations, and an expectation of active rather than passive learning;
• prepare students to assume positions of leadership in church and society;
• foster a sense of community among its students and staff through personal interaction marked by friendliness, respect, openness and integrity.

As an urban college, Canisius enjoys a special relationship with the city of Buffalo. The concept of community service on which the college prides itself is best evidenced by the large number of Canisius graduates who have occupied important positions in the professional, educational, commercial and political life of the city and its surrounding communities.

Buffalo's largest private college is named after Saint Peter Canisius, a 16th-century Dutch scholar. The college's founders were guided by the same educational ideals which inspired several European universities and initiated a tradition of service to student and community.

Starting out as a single building in the center of downtown Buffalo, Canisius College has since expanded to cover the more than 57 acres and 35 academic buildings of its dual campus on Main Street. It is easily accessible by expressway, subway and bus routes.

In addition to the College of Arts and Sciences, Canisius includes the Richard J. Wehle School of Business, the School of Education and Human Services, a Graduate Division and a Summer Session, with a total enrollment for 2006-2007 of nearly 5000 students.

Canisius College is a private, independent Roman Catholic college. It is governed by an independent self-perpetuating Board of Trustees under a charter granted by the Board of Regents of the University of the State of New York.

Graduate division

Although Canisius College awarded its first master's degree as far back as 1887, graduate-level coursework was not offered on a regular basis until much later. Primarily to meet the needs of the public schools which were just starting to require a bachelor's degree for elementary teaching and a master's degree for teaching on the secondary level, an extension school was opened in 1919. From this beginning, a separate graduate division began to emerge a few years later, and by the late 1930s there was a formally designated Regent of the Graduate School.

Over the years, Canisius College has offered graduate programs in English, history, chemistry, biology and religious studies at various times, but the two largest areas have always been education and business. Master's degrees have been awarded on a regular basis in education since 1930 and in business since 1969. These programs have been joined in recent years by curricula in sport administration and in communication and leadership.

The college's graduate programs have become increasingly prominent over the years. Over 1500 individuals, or about 30 per cent of the student body, are currently enrolled in the graduate division.

Accreditation

Canisius College received its authority to confer bachelor's degrees in 1883 when it was incorporated by the Regents of the University of the State of New York. In 1894, the college offered its first course in the graduate program leading to the degree of master of arts.

Canisius College is an accredited member of the Middle States Association of Colleges and Schools1 and is on the list of registered colleges and universities of the Regents of the University of the State of New York. It's programs are

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1 Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; Telephone: (215) 662-5606.
registered by the New York State Education Department. The undergraduate programs in Business Administration and the M.B.A. program are accredited by the Association to Advance Collegiate Schools of Business-International. The chemistry major is accredited by the American Chemical Society and the Athletic Trainer Certificate Program by the National Athletic Trainers Association. Programs in education are accredited by the National Council for Accreditation of Teacher Education.

The college is also a member of the National Association of Independent Colleges and Universities, the Commission on Independent Colleges and Universities of the State of New York, the Association of Catholic Colleges and Universities, the Association of Jesuit Colleges and Universities, the Association of Colleges and Universities of the State of New York, the Middle Atlantic Association of Colleges of Business Administration and the Western New York Consortium of Higher Education.

Campus ministry
Canisius College's campus ministry offers opportunities for student, faculty and staff involvement in worship, spirituality, volunteer service to the needy and social justice issues. Eucharistic liturgies, including the Sunday night candlelight Mass, are regularly scheduled in Christ the King Chapel. Students are invited to serve in various roles of leadership in college-wide liturgies, the retreat program, the spring break trip to Appalachia and other campus ministry events. There is a number of student retreats each semester and a faculty/staff retreat at the beginning of each academic year. The members of the campus ministry team are available to the college community for pastoral counseling to help explore the human and spiritual dimensions of their lives.

The faculty
The college considers itself primarily a teaching institution, where research is valued for its contribution to the learning experiences of the students. Small class size is the norm and interaction among students and faculty is easy and natural. Each of the faculty members has been chosen for his or her academic competence, ability to teach, interest in research and moral integrity. The college's present faculty is a group of highly trained, dedicated individuals who take a personal interest in the students under their charge.

The 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.

The Andrew L. Bouwhuis Library is housed in a beautiful and inviting modern facility. The building has ample study facilities, a computer laboratory, a curriculum materials center, group work rooms, and audio-visual areas. Canisius students have at their disposal an excellent library collection of over 400,000 volumes of books, periodicals, microforms and other materials. The library subscribes to over 24,000 full-text electronic periodicals as well as to hundreds of paper journal subscriptions. Electronic resources can also be accessed from computer labs and residence halls through the campus network and from off-campus via the World Wide Web. The catalog and various other operations are fully automated. The library has a substantial complement of computer equipment to access these resources, including over 50 laptop computers with wireless network access that may be used by students within the building.

Canisius students have convenient and rapid access to over 5.8 million volumes in the ConnectNY consortium. Further, the library's participation in OCLC (On-line Computer Library Center), an international library consortium, enables it to borrow materials from libraries throughout the United States via direct computer link.

The library is open every day of the week for study and research, and is open nights until midnight from Sunday through Thursday. Assistance and guidance in the use of the library and its facilities are provided by a highly competent staff of professional librarians and technical assistants.

The Rev. J. Clayton Murray, S.J. Archives, located in Bouwhuis Library, houses information related to the history of Canisius College. Visitors and researchers are welcome.

Computer facilities
Instructional computing facilities include over 325 personal computers, as well as scanners and printers. Computers in student labs have access to word processing, spreadsheet, database, presentation, web development, statistical analysis and electronic mail software. There are several Internet Plazas located around campus where students may check their electronic mail or access the World Wide Web. All computers are connected to the World Wide Web and have access to extensive online research databases provided by the Andrew L. Bouwhuis Library. Laptops for loan and wireless networking are available for use in the Bouwhuis Library.

The college has an extensive web site at www.canisius.edu that includes web-based electronic mail, course materials, course discussion boards, and course registration. Student user accounts and electronic mail addresses are automatically created for all students who agree to the Canisius College...
acceptable use policy.

Classrooms have been recently renovated and all contain some level of technology. Many classrooms provide video and computer projection for the instructor. Wireless networking is also available in many parts of the campus.

Several departments, including Digital Media Arts and Computer Science, maintain a substantial complement of computing equipment specific to their needs.

Nondiscrimination
Canisius College does not discriminate on the basis of age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, veteran’s status, genetic predisposition or carrier status, or disability 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, or veteran’s status to all rights, privileges, programs and activities generally accorded or made available to students at the college.

It continues to be the policy of Canisius College not to discriminate on the basis of handicap. No person is denied employment, admission, or access solely because of any physical, mental, or medical impairment which is unrelated to the ability to engage in the activities involved in the education requirements or occupation for which application has been made.

Campus Security
Canisius College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by making available information on campus security and personal safety. This information includes crime prevention, public safety, law-enforcement authority, crime reporting polices, disciplinary procedures and other important matters about security on campus. Also available are statistics for 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.

The Canisius College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. This information is available on-line at www.ope.ed.gov/security. A PDF of the full report is available on the Canisius College Web site at http://www.canisius.edu/public_safety/stats.pdf. A printed copy may be obtained by calling Dr. Cary Anderson, dean of students at 716-888-2130.

student affairs

Division of Student Affairs
The vice president for student Affairs and the dean of students, with the aid of staff and committees, determine all student affairs policies and procedures for the college, subject to the approval of the president. Assistance to all students is provided by the following offices and functions:

- Campus Programming and Leadership Development
- Community Relations
- Counseling Center
- Disability Support Services
- Intercollegiate Athletics
- International Student Programs
- Intramural Athletics
- Multicultural Programs
- Public Safety
- Residence Life
- Student Development
- Student Health Center

Athletics and recreation
Canisius College conducts an extensive program of intercollegiate athletics at the N.C.A.A. Division I level. While participation by an incoming graduate student is somewhat rare, there are occasionally opportunities to participate. Interested individuals should contact the head coach of the program to inquire about their tryout opportunities. Griffin teams also provide an excellent venue for the sports spectator. Information on schedules is available from the Athletics Department at the Koessler Athletic Center.

Graduate students are encouraged to participate in both club and intramural sports. Club sports include rugby and volleyball for men; and co-educational bowling, skiing and scuba. Intramural sports include basketball, football, indoor soccer and softball for men, basketball and softball for women; and co-educational racquetball, volleyball, floor hockey and tennis.

Student Health Center
Frisch Hall 001 Phone 888-2610
The Student Health Center, located on the tunnel level of Frisch Hall, Room 101, is a nurse-directed health service which provides nursing care to graduate students, Monday through Friday, during the academic year of September through May. The exact hours of the clinic are circulated on campus at the beginning of each semester. A registered nurse and a nurse practitioner are available to treat some of the common health problems that affect students. Students needing more extensive health care are referred off-campus. Appointments are not necessary and all nursing visits are free.
Health and accident insurance
All Canisius College students need to have health insurance to prevent the financial burdens associated with health care. Students must have their own coverage or purchase a sickness plan offered by the college. Information about eligibility, cost and enrollment periods in the sickness plan is available in the Student Health Center. International students are required to purchase the college's health insurance plan written specifically for those studying away from their home countries. Information about this plan is available in the Office of International Student Programs. Canisius College provides accident insurance for all full-time undergraduates.

All students must carry proof of their health insurance coverage while on campus. Most health insurance companies issue a health insurance card for that purpose. To prevent confusion, it is also recommended that all students know how their health insurance program is administered in the event a need for health care arises while at school. This is especially important for those students covered by a Health Maintenance Organization (HMO) or those needing their physician's authorization prior to receiving health care by another provider.

New York State immunization requirement for measles, mumps and rubella
New York State law requires all graduate students taking six or more credits, 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. Graduate 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. Non-compliance with this law results in exclusion from class and inability to register for future courses. Immunization forms can be picked up in the Student Health Center, or may be obtained by calling the center at (716) 888-2610.

Counseling Center
Consistent with the college's Jesuit mission, the Canisius College Counseling Center is committed to helping students reach their full potential by offering a wide range of services designed to meet the psychological and developmental needs of our students. Our free and confidential services include: Individual and group counseling, mental health screenings, self help literature, alcohol and other drug screenings and education, personal development workshops, referrals for medication and off-campus resources, when necessary. The Counseling Center staff is also available for crisis intervention during and after college business hours. All services are provided within a supportive and encouraging environment, one that is conducive to personal growth. Our professional and experienced staff is trained to be responsive and objective listeners and supportive educators.

Living accommodations
Housing for graduate students is available on a limited basis as space permits. For more information about the types of housing Canisius offers, contact the Office of Residence Life at 716-888-2220 or visit our web page at reslife@canisius.edu.

Services for students with disabilities
Canisius College is committed to providing assistance to graduate students with disabilities to insure that their performance is measured by their ability, not their disability. Services to graduate students include:

- **Guide to the campus.** Maps are available describing accessibility via the campus tunnels, elevators and ramps.
- **Parking.** Specially marked parking spaces are available for students with both a college parking permit and a handicapped parking permit.
- **Transportation.** A college-operated van equipped with a wheelchair lift provides transportation between the main campus and the Delavan campus.
- **Physical recreation, therapy and athletics.** The Koessler Athletic Center, within its resources, makes available adaptive physical education courses and physical therapy as the need arises.
- **Personal assistants.** Students in need of assistants will be helped to identify appropriate personnel. The college cannot take responsibility for hiring, training or paying such personnel.

The Director for Disability Support Services serves as the college's advocate for students with disabilities and is responsible for arranging necessary support. Any graduate student who needs special services should contact the director at (716) 888-3748 before the semester begins when possible since ample lead time is often required to plan for appropriate on-campus services.

International students
Canisius College welcomes international students and appreciates the cultural diversity they bring to the campus. Currently our international students are from approximately 25 countries including areas as diverse as Canada, Europe, the Middle East, Africa, Asia, South America and Australia. The Office of International Student Programs advises international students and assists them with their adjustment to Canisius College and American culture by organizing educational and social programs. To encourage cultural understanding within the Canisius community, arrangements are made for host families and each year the college sponsors an International Fest — a week-long celebration of cultural diversity on campus.

Other services for international students include orientation for new students, assistance with immigration regulations, and special tutorial help in English. The Global Horizons Association, a student organization for American and international students, plans additional activities to promote cultural awareness on campus
**Student handbook**
The Canisius College Student Handbook provides information on student life at Canisius. Although written primarily for the undergraduate student, it contains considerable information of value to graduate students. Extensive information is provided on student organizations, student services and student housing. The handbook also contains the student code of conduct and other student life policies; these apply equally to both graduate and undergraduate students. The student handbook can be found online at [http://canisius.edu/studentlife/stuaffairs/handbook.asp](http://canisius.edu/studentlife/stuaffairs/handbook.asp).

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**academic policies**

**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 alone.

**Admission procedures:**
Applicants for admission to the Graduate Division may be accepted as matriculants (master's degree candidates) in a particular department, or as non-matriculants (graduate course credit students). 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 $25.00 (check payable to Canisius College).
2. Two transcripts of all previous undergraduate studies. No student will be permitted to register for class until he/she has been formally accepted into the graduate division.

Additional admissions requirements may be found in the description of each graduate program.

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. G.R.E. or G.M.A.T. requirements, where applicable, are described in the departmental regulations.

**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. A student who interrupts matriculation for more than one complete calendar year is bound by the regulations in force at the time of readmission. Each student is responsible for the preparation of a program of studies in conformity with the requirements and

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1. Canadian students see page 15 for additional procedures.
2. One transcript in the M.B.A.P.A. programs.
course prerequisites in force in the student’s program of study at the time of matriculation.

Non-matriculated students: In the education 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.

In the business programs, non-matriculation is not encouraged. In exceptional circumstances, students may be accepted in this category on a limited 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.

courses of instruction

Introduction
The college year consists of two regular semesters, fall and spring, plus several summer sessions of varying lengths.

The number of semester credits to be earned in a given course is always indicated by the number after the course title. The semester when taught is given after the description.

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 Q.P.A. 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., EDD 536-537 Language Theories and Strategies), it is understood that successful completion of the first semester is a prerequisite for admission to the second half of the course.

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.

Registration
Students register for courses on-line at www.canisius.edu. Click on “Current Students” and follow the instructions. Students are encouraged to register as early as possible to avoid the danger of finding the courses closed. It is strongly recommended that they consult with their advisors each semester to insure that they are taking the proper courses.

In the fall and spring, the first seven days of the semester are Drop/Add week, a time during which students may drop or add classes without penalty (see 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.

Students who have not completed registration will not be admitted to class. It is the responsibility of the graduate student to be aware of registration procedures. Students who register late are assessed an additional fee.

Once registration has been completed, the student must follow the program of studies shown on the official registration form. No change or deletion of courses, except for authorized withdrawals, may be made after the first full week of any semester.

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.

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 “D”.

Withdrawal
A student wishing to withdraw from a course must submit a course withdrawal form to the Student Record’s office
Prohibited actions

The following categories of academic misconduct are prohibited:

1. **Cheating.** Cheating includes, but is not limited to:
   a. giving or receiving answers or using any materials or aids pertinent to examinations or course assignments without permission of instructor;
   b. any alteration of academic records;
   c. unauthorized possession of examinations.

2. **Plagiarism.** Plagiarism is offering the work of someone else as one's own. This may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, 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.

3. Obtaining without permission, manipulating or interfering with any academic work of another student.

4. Buying or selling term papers, examinations or other written assignments, or any part of them.

5. Aiding or abetting the conduct in sections (1) to (4).

6. Attempting to engage in any of the conduct in sections (1) to (5).

Academic Procedures

**Examinations**

One purpose of examinations is to benefit students. Examinations make more memorable the structure and materials of the course, satisfy the need for definite goals and provide an opportunity to exercise knowledge and skill in the subject. They are experiences in which students can learn about the subject and themselves.

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.

**Academic misconduct**

Faculty and students alike have rights and responsibilities for learning, teaching and scholarship within the entire college community. Academic functions are characterized by reasoned discourse, intellectual honesty, mutual respect and openness to constructive change. Individuals must remain active in avoiding violations of academic ethics.

Infractions do occur, however. In order to show all persons how infractions are handled in a way that respects rights and punishes violators, Canisius College publishes this statement concerning academic misconduct.

Procedures for handling academic misconduct

1. A faculty member may charge a student in his/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.

2. 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. Each party will present his case to the chair, who will then render a decision.

3. The student and the faculty member may accept the decision of the chair or either of them may appeal the matter to the appropriate academic dean within ten calendar days. (The appropriate academic dean is the dean of the school in which the course is offered: Dean of Arts and Sciences, Dean of the W. E. H. School of Business, or Dean of Education and Human Services.) Each party will present his case to the dean or his/her designee, who shall then render a decision.

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

5. At any time after a student has been charged with academic misconduct, but before the dean or his/her designee
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/she may request the assistance of another member of the college community in presenting an explanation or defense to the faculty member, chair, dean, or his/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 dean of the student’s school reveals no prior offense:**
1. The student’s grade in the assignment or examination in question will be a “D”. At the discretion of the instructor, the assignment or examination may be repeated in a different form. In addition:
2. The student may receive a failing grade in the course.
3. The instructor may devise a penalty appropriate to the circumstances.

**If a prior offense is on record:**
1. The course grade should be a “D”.
2. The student’s 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**
1. In all instances of academic misconduct in which a final penalty has been imposed, the person imposing the penalty shall notify the dean of the student’s school for inclusion of the matter in the student’s confidential file. This file enables the 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.
2. 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.

**Academic forgiveness policy**
This policy is intended to assist former Canisius College students whose cumulative average is below 2.0. It is to be used to assist students that have reapplied to the college and demonstrate personal growth and motivation to accomplish their educational goals. This policy will allow for up to thirty (30) credit hours of course work with grades of F or FX to be removed from the calculation of the cumulative average.

A period of not less than five years must have passed prior to the student’s readmission to the college. The student must submit a petition for academic forgiveness with the application to the college. The appropriate associate dean will meet with the student, review the petition, and make a recommendation. No acceptance decision will be made without the recommendation of the associate dean after a review of the petition.

The admissions office will then process the application and notify the student of the decision. Once the associate dean has made a recommendation, a memo will be sent to the student records office indicating that the student has been approved for academic forgiveness. The memo will list the courses that should be removed from the student’s cumulative average. The student records office will adjust the student’s record to reflect the forgiveness policy. The courses and grades will remain a part of the student’s academic record. Each course will have an “X” listed after the course number. This will indicate the course is part of the academic forgiveness policy. A notation will also appear on the transcript indicating the student was approved for academic forgiveness.

The student must maintain a minimum semester average of 2.50 and a minimum cumulative average of 2.00. The student must meet with the department chair of the intended major. The department chair will review the academic record and make recommendations about what courses from five or more years ago will count toward completion of current major requirements. The student must take a minimum of ten (10) courses at Canisius College to be eligible for a degree. The student will be required to meet with the appropriate associate dean at least twice during the first semester. Progress reports will be required for students during their first semester after academic forgiveness is granted.

An agreement between the associate dean and the student will be completed in writing. The agreement will outline all the requirements for the student to be approved for academic forgiveness. This will also include but not be limited to the minimum semester and cumulative average requirements, the required appointments for progress review and course restrictions or limitations for the first semester. Failure of the student to meet the forgiveness agreement will result in automatic dismissal from the college.

**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 of 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 A: | 4.0 points | Grade C+: | 2.3 points |
| Grade A-: | 3.7 points | Grade C: | 2.0 points |
| Grade B+: | 3.5 points | Grade C-: | 1.7 points |
| Grade B: | 3.0 points | Grade D: | 0 points |
| Grade B-: | 2.7 points |

A student's Q.P.A. 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.
I  – Incomplete. The description is in a later section of this chapter.

Final course grades cannot in normal circumstances be altered after they have been recorded by the office of student records. The appropriate dean’s permission is required if a final grade is altered. Final grades are issued by mail at the conclusion of each semester by the registrar.

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 department chair). In such cases both grades will be entered in the student’s record, but, for the purpose of computing cumulative Q.P.A.’s, only the second grade will be used for the 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 examination may petition an instructor to request a grade of “I,” indicating Incomplete Performance, from the appropriate dean.

Only the appropriate dean may grant an incomplete grade. 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 a “D” grade if a final grade is not submitted to the student records office by the end of the academic semester following the semester in which it was incurred. A student seeking a further extension must petition the appropriate dean.

Grade grievance procedure
Occasions may arise when a student does not agree with the grade he/she has received in a course. When this happens, the question of whether the grade should be reconsidered is addressed in two stages.

A. The initial stage in the grievance procedure is as follows:
1. The student first contacts the course instructor to discuss the grade in question within four weeks of the start of the semester (regular academic session) immediately following that in which the grade was awarded. If the instructor agrees that the grade in question was inaccurate, a grade change is processed by the instructor.
2. If the student and the instructor cannot agree on the appropriateness of the grade in question, the student may contact the chair of the instructor's department, in writing, within ten working days after the meeting with the instructor. If a mutually agreeable decision is made through mediation conducted by the chair, the instructor will submit the agreed-upon grade and the process is completed. If there is no outcome that is mutually acceptable to the student and the instructor, the process may continue. If the instructor is also the chair, then Step 2 is omitted and the process goes to step 3.
3. The student may appeal the decision to the appropriate dean’s office within ten working days after the mediation process is complete. The dean shall collect written views and other pertinent material from the involved instructor, student and chair, as well as consult with any other individuals deemed necessary. The dean shall render the decision whether the grade should be reconsidered.
4. The decision of the dean to reconsider or not to reconsider the grade in question is final. If the decision is to reconsider the grade, the procedure outlined in Part B below is followed. If the decision is not to reconsider the grade, the original grade cannot be changed. Cases which are referred to the procedure in Part B can be withdrawn only with the consent of the student, instructor, department chair and dean – and after first informing all parties involved.
B. The final stage in the grievance procedure is as follows:

1. If the dean feels that the reconsideration of the grade in question is appropriate, a panel of tenured faculty who have not been involved in the process described above is formed from the department in question. The panel must be formed within ten days of the dean’s decision. If the department does not have a minimum of four members, it will be expanded to include all the tenured members of the departments within the division (Natural Science, Social Science, Humanities, Business or Education) of which the department in question is a member.

2. A three-member panel will be selected as follows. The dean, faculty member and student involved will each select one member of the panel from the designated pool.

3. The panel will review all appropriate material and make a determination about the grade change. This review must be completed within thirty days of the formation of the panel. The panel has the authority to assign a grade for the course in question. That grade may be the same grade as assigned by the instructor or a higher or lower grade, according to the panel’s judgment. The student and the instructor will be informed of the panel’s decision and, when applicable, the authorized grade change will be submitted to the registrar.

4. The decision of the panel may be appealed by the original instructor or the student to the vice president for academic affairs only in the following extraordinary circumstances:
   a. The grade grievance procedure was not followed.
   b. Prejudice was manifested against either the student or the instructor.
   c. New, relevant information was introduced.
   The appeal must be brought within thirty days of the panel’s decision. The burden of proof for the appeal rests with the individual bringing the appeal.

5. If the Vice President for Academic Affairs believes that the decision of the panel should be reviewed a three-member appeal panel will be appointed from the pool of tenured faculty as described in Step B; the vice president, the faculty member and the student involved will each select one member. No member of the original panel may serve on the appeal panel. The appeal panel will follow the procedure in Step B-3, including completion of its task within thirty days of the formation of the panel. The decision of the appeal panel is final.

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

Records

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 office.

Transcript
A student wishing a transcript of his/her record in order to transfer to another college, university or professional school or for other purposes must make written application to the Office of Student Records one week before the transcript is needed. 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/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.

Policy on student records
In compliance with Section 438 of the “General Education Provisions Act,” entitled “Family Educational Rights and Privacy Act,” 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.

A “student” is defined as one who has attended or is attending Canisius College and whose records are in the files of the college. Student records to which this policy applies do not include files retained by individual faculty/staff members which are not accessible to any other person except a substitute designated by the faculty/staff member.

Public information is limited to name, address, phone, major field of study, dates of attendance, admission or enrollment status, school or division, class standing, degrees and awards, student organizations and sports and athletic information.

Public 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 Office of Student Records, Bagen 106. Public information which cannot be restricted includes name, enrollment status, degrees and dates of attendance.

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

- Dean of Arts and Sciences  Bagen 202
- Dean of Business  Bagen 202
- Associate Dean/Center for Adult Academic Services  Bagen 103
2. Records of parent’s financial status.
3. Employment records (see below).
4. Medical records (see below).

The employment records to which students do not have access are records kept in the normal course of business which relate exclusively to students as employees. Medical records are 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. Student records are open to members of the faculty and staff who have a legitimate need to know their contents, except where access is prohibited by special policies such as those governing medical 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.

The college has established the following procedures enabling the student to have access to his or her record:

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.
2. Access is to be granted promptly and no later than thirty days from the date of the request.
3. The student may make the request in person or by mail, but the request may always be required to be in writing.
4. The student may obtain upon request copies of documents to which he or she is entitled. The college may charge for these copies.
5. The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record. If the student considers the record faulty, he or she can request and receive review of the case according to the established procedures on file in the Office of Student Affairs, to the end that the record will be corrected if judged faulty or in violation of privacy. Normally, records can be released – or access given – to third parties (i.e., anyone not a member of the faculty and staff) only at the written request of the student. Without the consent of the student, releases to third parties may be given only as follows:
   1. To a specific list of persons, primarily including Canisius College officials.
   2. To federal, state and local officials as required by law.
   3. To appropriate persons in an emergency situation when necessary to protect the welfare of an individual.
   4. To parents of a student who is dependent for income tax purposes.

A student may secure from the student records office a consent form authorizing the release of specified records to 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. This policy does not preclude the destruction of any record if the college does not consider it germane. Persons in charge of records should ensure that only pertinent items are retained in student files.

**Career Center**

Canisius College provides a number of programs and services through the Career Center designed to help graduate students refine their career goals and to support their search for new jobs. Available services include:

- **Career Assessment.** All students will have access to the Strong Interest Inventory and the Self Directed Survey programs to assist them in determining the areas of their occupational interests.
- **Workshops.** Special one-hour sessions are held throughout the year focusing on such topics as career development, resume writing, interview skills, job search strategies and using the Internet.
- **Career Counseling.** Individual sessions with a career counselor are always available. Graduate students make appointments to discuss special situations, assess skills and interests, review resumes and develop career strategies.
- **Career Web Site.** An on-line listing of job openings with full and part-time positions, internships and seasonal and volunteer assignments through the Career Center website.
- **Career Library.** An extensive collection of resources and self-help career-related materials is available to graduate students and alumni.

*On-Campus Recruitment, Job Fairs, Career Days.*

Regularly scheduled events provide access to employers from
public, private and non-profit organizations.

• **Credentials and Resume Service.** Graduate students in education may create a credentials file at the Career Center which will be sent on request to school districts for a small fee. All graduate students may download their resumes on the password protected career web site. Employers may conduct a search of candidates meeting career qualifications.

• **Career Home Page.** The Center has established its own home page which provides computer access to information on job search topics and links to other websites that contain career-related information.

### Completing the Degree Program

#### Separation from 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.

#### 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 or December may obtain their diploma before the next commencement. All students, regardless of when the requirements are completed (May, August, or December), must file a Request for Diploma form with the Office of Student Records. Students should contact that office regarding the deadline dates for such requests.

Each student’s name should be submitted to the registrar exactly as the student wishes it to appear on all official documents of the college. It is the student’s responsibility to keep this file accurate. A fee of $30.00 will be assessed to reprint a diploma if the name on the new diploma is to differ from that on the official registration record of the college.

#### Canadian students
In order to attend Canisius College, Canadian and other international students must receive a Certificate of Visa Eligibility (Form I-20). This form is issued by Canisius College after the student has submitted proof of his/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.

### tuition & fees

#### General regulations
All tuition charges, student fees, room deposit for returning students, and room and board charges are assessed and collected by the Student Accounts Office with the exception of the application and deposit fees for new students, which are assessed by the Graduate Education Office, the Graduate Business Office and the Communication Studies Office (for the program in Communication and Leadership).

The trustees of the college, when necessary, may amend the tuition charges, fees, and room and board charges.

#### Application fee
An application fee of $25.00 must accompany each formal application for admission to Canisius College. This fee is not refundable.

#### Tuition deposits
All candidates admitted to a graduate program must make a $50 deposit for evening MBA Programs and $100 for all other programs before registration information and materials are forwarded to them.

All candidates admitted to the graduate program in Communication and Leadership must make a $50 deposit before registration information and material are forwarded to them. These deposits will be applied to the tuition bill of the first semester. The entire deposit is forfeited if the student fails to enter a graduate program within one year of admission.
Room deposits
A $200.00 deposit is required of students occupying a room in one of the resident facilities. The room deposit is non-refundable and is applied as a credit toward the spring semester room rental charge.

Payment of tuition, fees and room and board
The college bills the student, rather than his or her parents.

Each semester a student is issued a bill for tuition, fees and room and board by the Student Accounts office. Financial responsibility begins with registration for a course. Failure to attend will not cancel a bill. Tuition, fees and room and board are due on the date printed on the bill. If a bill remains unpaid after the due date without payment arrangements being made, a $300.00 late charge will be added. All money is credited on the day received, NOT the day mailed.

A student must pay the bill in full or make arrangements with the Student Accounts Office to sign a Semester Payment Plan with an administration fee determined by the tuition balance outstanding, payable in installments throughout the semester. Failure to do so will result in the canceling of future registrations and a hold on the student's transcripts and may also result in suspension from classes. Legal action may result to collect monies due the college.

Policies
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. Withdrawal credit or refunds of tuition will be given to those students whose bills are paid or who have signed a Semester Payment Plan before the due date specified on the bill.

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, the student may request in writing a refund of tuition only 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 2.0 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

3. If the course is a 1.5 credit hour MBA class which 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

4. 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

5. Fees are not refundable.

The refund policy is set by the federal government. Refunds of tuition will be calculated from the date on which the appropriate academic dean approves. The refund will be sent to the student within thirty days. 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 college will refund any payments received for room and board, less a room withdrawal fee, as specified in the Resident Facilities Agreement and a board withdrawal fee not to exceed a one-month board charge.

Outstanding financial obligations
Any outstanding financial obligation which a student owes to the college can prevent the student from registering for courses, making schedule adjustments after registration, attending graduation or requesting transcripts.

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

1. Student Accounts Office: Any outstanding tuition, default on Payment plans, late charges, write-offs or delinquent NDSL/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 arrangements with that office.

A student must clear all financial holds in order to register

\[1\] The refund schedules shown are applicable only to the fall and spring semesters of an academic year. For refunds during the summer session, see the Summer Session Catalog.
for classes, make schedule changes, attend graduation or request transcripts.

**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 agencies. They must present these papers to the Office of the Registrar and to the Student Accounts Office.

**Deferred tuition payments**
There are two deferred tuition payment options available:
1. For parents or students desiring to pay the full year’s education expenses in 10 monthly installments, a deferred payment program is available through the Student Accounts office. Please contact that office for information regarding the Canisius Griffin Payment Plan.
2. Students desiring monthly installments in paying their tuition may sign a Semester Payment Plan with the college.

If a student wishes to utilize the Semester Payment Plan, he/she must do so by the due date on the bill. All semester payment plans are subject to an administration fee determined by the tuition balance outstanding and a penalty fee if the balance is not paid in full by the payment plan’s due date. Once the Semester Payment Plan is signed and processed by the Student Accounts office, the administration fee will be added to the tuition bill and the remaining balance split into three equal monthly installments. All semester payment plans are payable in full at the end of each semester.

**Tuition payments**
Tuition payments may be made with Master Card, Visa Card or Discover Card.

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

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

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**Fall and Spring Semesters**
**Tuition and Fees: Graduate Division**
**Effective May 13, 2006 through May 11, 2007**

**Tuition**
Per credit hour (unless otherwise indicated)

**Canadian Graduate Students:** Refer to [www.canisius.edu/education/canadian_tuition.asp](http://www.canisius.edu/education/canadian_tuition.asp) for tuition rates

- Communication and Leadership ........................................ $645.00
- Administration, Adolescence, Childhood, Counseling, Deaf Education, Differentiated Instruction, General, Health & Human Performance, Literacy, Physical Education, Special Education, Sport Administration........................................ 645.00
- College Student Personnel
  - Year 1 ........................................................................ 770.00
  - Year 2 ........................................................................ 762.00
- Wehle School of Business:
  - M.B.A., M.B.A.P.A...................................................... 645.00
  - M.B.A. (Full Time) three semesters¹ ...................... 32,251.00
- Audit¹
  - Graduate student in a graduate course, per credit hour ... 323.00
  - Graduate student in an undergraduate course, per credit hour .............................................. 323.00
  - Alumnus/alumna in an undergraduate course, per course ........................................ 60.00

**Board, per semester⁴**
- Plan 1: 19 meals/week & 15 bonus & $75 Flex........... $1930.00
- Plan 2: 14 meals/week & 10 bonus & $100 Flex........... $1805.00
- Plan 3: 10 meals/week & 8 bonus & $225 Flex........... $1610.00
- Plan 4: 75 block meals & 5 bonus & $500 Flex........... $1225.00
- Plan 5: Super Flex includes meal plan exchange ...... $600.00
- Plan 6: Flex Fund only (minimum deposit)
  - (increase in $25 increments) ........................................ $ 50.00
- Plan 7: Golden Choice (minimum deposit) .................. $ 25.00

**Room, per semester:**
- Bosch & Frisch - Double.................................................... 2810.00
- Bosch & Frisch - Suite........................................................ 3160.00
- Bosch & Frisch Bathroom Suite........................................... 3215.00

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¹ Special three-semester program, beginning fall semester; fees included.
² On a space-available basis.
⁴ A detailed description of each plan may be obtained from the Student Accounts office.
First semester freshmen in Bosch, Frisch or Eastwood must be on Plan 1. Freshmen in the second semester may choose either Plan 1, 2 or 3. Upperclassmen in Bosch, Frisch or Eastwood must be on Plan 1, 2, 3 or 4. Resident students not in Bosch, Frisch or Eastwood, and commuter students, may choose any of the six options. If Plan 1, 2, 3, 4 or 5 is purchased in the fall semester, it will automatically be re-billed in the spring semester, unless changed during the first two weeks of the spring semester.
student financial aid

The cost of financing a college education is an important consideration for students. The staff of the Student Financial Aid Office 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 at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), or at the Student Financial Aid Office.

General eligibility requirements
To be considered for student financial aid, a student must:
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.

New York State Tuition Assistance Program
The Tuition Assistance Program (TAP) is a state-funded program for New York State residents. It may be used only at approved post-secondary institutions within New York State. Grants range from $75 to $550 a year, based on the net taxable income from the previous year. To be eligible, students must be full-time matriculated students registered for a minimum of 12 credit hours per semester. Funding is contingent on state appropriations.

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.

These are the loan programs administered by the New York State Higher Education Services Corporation:
- Federal Stafford Student Loans (subsidized)
- Federal Stafford Student Loans (unsubsidized)

The loan money is provided by banks, credit unions, savings and loan associations and pension funds in New York State.

Federal Stafford Student Loans
(Subsidized & Unsubsidized)
Federal Stafford Student Loans are available to undergraduate and graduate students with demonstrated financial need. Canisius College graduate students will be afforded the opportunity to borrow a Stafford Loan directly from Canisius College. Details are available in the Student Financial Aid Office.

Graduate students are eligible to apply for a Federal Subsidized Stafford Loan of up to $8,500 per year. Graduate students may borrow up to an additional $10,000 per academic year.

<table>
<thead>
<tr>
<th>Campus Hall - Single</th>
<th>3565.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campion Hall (2 &amp; 3 )</td>
<td>3115.00</td>
</tr>
<tr>
<td>Delavan Townhouses (2 &amp; 3 person)</td>
<td>3965.00</td>
</tr>
<tr>
<td>Delavan Townhouses (4 &amp; 5 person)</td>
<td>3490.00</td>
</tr>
<tr>
<td>Desmond Hall - Single</td>
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</tr>
<tr>
<td>Desmond Hall - Double</td>
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<tr>
<td>Eastwood - Double</td>
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<td>Eastwood - Suite</td>
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<td>Griffin Hall</td>
<td>3185.00</td>
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<td>Martin Hall - Single</td>
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<td>Martin Hall - Double</td>
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</tr>
<tr>
<td>Off-campus houses</td>
<td>2325.00</td>
</tr>
<tr>
<td>Village / Main-Humboldt / Main Delavan</td>
<td>3340.00</td>
</tr>
</tbody>
</table>

Semester fees:
College fee (including library, facilities use and ID card)
   Full-time students $132.00
   Part-time students $11.00/credit hour
Technology Fee
   Full-time students $90.00
   Part-time students $7.50/credit hour

Occasional fees and charges:
Application fee $25.00
ID card late fee or replacement $30.00
Returned check charges $20.00
Vehicle Registration Fee varies
Transcript of records, each N/C
Thesis binding fee varies

First time International, Non-Canadian, Students Fees
Resident Orientation 150.00
Commuter Orientation 100.00
through the Federal Unsubsidized Stafford Loan Program. Students are required to pay interest on the unsubsidized loan while they are in school. The aggregate loan maximum for graduate students is $138,500, with only $65,500 of that in subsidized Stafford Loans. These maximums include Stafford loans borrowed for undergraduate study.

**How to Get a Loan:** Three factors must be considered to determine Federal Stafford Loan eligibility: educational costs, other financial aid the student will receive and the expected family contribution as determined through an approved needs-analysis system. Therefore, all students must submit a Free Application for Federal Student Aid before the Student Financial Aid Office can process the Federal Stafford Loan application. The school must report these figures to the lender 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 are mailed to the student’s permanent address from the New York State Higher Education Services Corporation (NYSHESC) or may be accessed on-line at www.hesc.com

**Paying Back a Stafford Loan:** The student is responsible for:
1. Repayment of the amount borrowed;
2. Interest on the amount borrowed;
3. Fees paid at the time he/she receives the loan check.

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

**Costs:** The interest rate for all Federal Stafford Loans on which the first disbursement is made on or after July 1, 2006 (regardless of any previous loan history) will be the current fixed rate. Loans made prior to July 1, 2000 but after July 1, 1994 (regardless of any previous loan history) will be the current variable rate. For subsidized loans, there are no interest payments while the student is in school and for six months afterwards. Students who borrow through the unsubsidized Federal Stafford Loan must begin to pay the interest while in school. Some lenders may charge an origination fee of up to 2 percent of the amount borrowed. The fees are due when the student is issued the check. The bank will reduce the check by the amount of the fees.

**Federal PLUS Loans**
Effective July 1, 2006, graduate students may borrow from the Federal PLUS Loan Program. Students may borrow up to the cost of attendance minus any financial aid received. A credit check is required. Pre-approval applications are available in the Financial Aid Office.

**Costs:** The interest rate for PLUS Loans on which the first disbursement is made on or after July 1, 2006 will be the current fixed rate. Interest begins at the time of disbursement. Some lenders may charge an origination fee of up to 3 percent of the amount borrowed. The fees are due when the student is issued the check. The bank will reduce the check by the amount of the fees.

**Repayment:** Repayment of the PLUS loan begins 60 days from full disbursement. The student is responsible for the amount borrowed and interest and will be billed by the lender

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

1. **Griffin Tuition Payment Plan:** This plan allows students to budget tuition payments over a full year. An annual fee of $50 is charged. Further information is available at the Financial Aid Office or the Student Accounts Office.

2. **Canisius College Installment Payment Plan:** Students who are unable to pay their bills in full by the due date may pay the balance in monthly payments by signing a 3-month/3-payment semesterly installment payment plan. Students wishing to sign for the Installment Payment Plan must do so by the due date on the tuition bill. All installment plans are subject to an administrative fee. This fee is determined by the amount of the outstanding balance due. Accounts are subject to a 5 percent penalty fee if the installment plan is not paid in full by the due date.

3. **Home Equity Loan:** The Tax Reform Act of 1986 may allow interest to be deductible if it is on a debt secured by a residence, up to the value of the residence (purchase price and improvements plus any amount incurred after August 16, 1986) for “qualified medical and educational expenses.” This provision may allow homeowners to retain the option of subsidizing loans for their education by deducting interest payments on these loans.

**Other information**
**Over-Awards:** Each year a number of financial-aid recipients are “over-awarded.” As a result, checks 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 Financial Aid Office promptly when they receive additional funds from any source not listed in their award letters or when a student changes his/her enrollment status.

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

1. **Free Application for Federal Student Aid (FAFSA).** This application is available on-line at www.fafsa.ed.gov or in the Canisius College Student Financial Aid Office.

2. **Income Tax Return:** If requested, Federal Income Tax 1040 Form for the previous calendar year and/or letter from Social Services, Social Security or Veterans Administration or other requested
verification of income including child support. This should be returned to the Canisius College Student Financial Aid Office.

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 as that 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 his/her program requirements and (2) pursue the program of study in which he/she 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:
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:* 0 2.25 2.50 2.75 2.90
*Based on the 4.0 grading system. See page 12 for the graduate Q.P.A grading system.

Program pursuit
A student must receive a passing or failing grade in a certain percentage of a 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 term of study in the second year for which an award is made, to 100 percent of the minimum full-time load in each term 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

Waivers
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 a student. The waiver will not be automatic since it is intended to accommodate only extraordinary cases. Waiver policies are somewhat different for aid received under federal Title IV programs and aid received under New York State programs. (See “New York State Programs” below for more details.)

Federal programs
Each student’s 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 a one-time probationary period following their first adverse determination of satisfactory progress. During this probationary period, the students still will be considered to be maintaining satisfactory progress and are eligible for federal Title IV funds. The fact that a student was placed on probation must be made a part of his or her record.” (Source: official Federal Regulations) A one-time probationary period is defined as one academic semester.

Students not meeting satisfactory academic progress or program pursuit requirements will be placed on financial aid probation status for the ensuing semester of the student’s enrollment. Students will be allowed to retain their financial aid during the probationary semester. Financial aid suspension will occur following the semester of probation if the student fails to meet the required academic standards. Reinstatement of aid will occur when the minimum standards have again been earned. In some instances, students may use summer classes (at their own expense) to improve their academic records sufficiently to reinstate their eligibility for financial aid. Only courses taken at Canisius College will affect a student’s Q.P.A.
The Federal Stafford Student Loans (subsidized and unsubsidized) are subject to the conditions described above.

**New York State programs**

A waiver will 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 reasonable expectation that the student will be able to meet the successive steps for financial aid eligibility as specified in the table above. Reasons for which waivers may be granted include:

1. personal medical problems;
2. family medical problems;
3. severe personal problems;
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 must be postmarked no later than ten calendar days after the date of the notice of loss of financial aid eligibility. Documentation supporting the stated reasons for special consideration must be provided and should include the written statement or 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 or 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 assure 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 request is final.

**academic degrees**

The Canisius College Graduate Division offers curricula leading to the degrees of Master of Science (M.S.), Master of Science in Education (M.S. in Ed.), Master of Business Administration (M.B.A.), Master of Business Administration in Professional Accounting (M.B.A.P.A.) and Master of Business Administration in Accounting (M.B.A.A.). Each program is listed with the official approved title and HEGIS 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:

**Master of science degree:**

- Physical Education ........................................... 0835
- School District Leader ........................................ 0827
- School Administrator and Supervisor ...................... 0828
- Elementary Education ....................................... 0802
- Adolescence Education
  - Biology “7-12” .............................................. 0401-01
  - Chemistry “7-12” .......................................... 1905-01
  - English “7-12” .............................................. 1501-01
  - French “7-12” ................................................ 1102-01
  - German “7-12” .............................................. 1103-01
  - Mathematics “7-12” ........................................ 1701-01
  - Physics “7-12” .............................................. 1902-01
  - Social Studies “7-12” ..................................... 2201-01
  - Spanish “7-12” .............................................. 1105-01
  - Counselor Education ...................................... 0826-01
- Certificate Program (advanced program for students who have the master’s degree in Counselor Education) .... 0826-01
- Teachers of the Deaf and Hearing Impaired .............. 0812
- Teaching Students with Disabilities: Childhood ........ 0808
- Teaching Students with Disabilities: Adolescence ....... 0808
- Teaching Students with Disabilities: Childhood - Severe/Multiple Disabilities Annotation .................. 0808
- College Student Personnel Administration ................ 0826
- Sport Administration ........................................ 0599
- Communication and Leadership ............................ 0601
- Health and Human Performance ............................ 1299

**Master of science in education degree:**

- Education (general) ........................................ 0801
- Childhood Education ....................................... 0802
- Adolescence Education ..................................... 0803
- Adolescence Education - Social Studies .................. 2201
- Adolescence Education - English ........................ 1501

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1 Higher Education General Information Survey.
Degree:
The Communication Studies Department housed in the College of Arts and Sciences offers a master's of science degree in Communication and Leadership.

Leaders of Fortune 500 companies cite communication as their number one concern, spending approximately 70-80 percent of their efforts communicating. A growing number of corporate and organizational CEOs point to organizational effectiveness, intellectual capital and people as the critical elements needed to compete and survive in today's global economy. For most businesses, this means shifting from the traditional approach of more efficient management of tangible resources to a new style, with an emphasis on more effective utilization of intellectual capital and human resources. Effective leaders in the twenty-first century will not be the prototypical managers who have come up through the ranks, hung in there and made it to the top. When middle managers and executives reach the top now, other attributes are also required, foremost of which are the ability to formulate and effectively communicate their ideas with the conviction and power to inspire and motivate.

The MS in Communication and Leadership provides insight into the complex relationship between leadership and communication in areas such as building and bridging networks of relationships, communicating expectations and goals, motivating and listening. Leaders persuade, motivate, communicate a shared vision and create an environment that enables them to lead effectively. The Communication and Leadership program blends functional knowledge and analytical skills with the ability to interact with others, understand them, interpret their behavior and communicate effectively. Graduates of the program will gain knowledge and understanding of personal leadership behaviors and advancing these behaviors to lead effectively in teams and other organizational contexts.

Gain the edge needed for success and follow in the footsteps of many high-level corporate managers; administrators of hospitals, colleges and universities; directors of human service organizations; and business consultants.

The master's degree program in Communication and Leadership exists to meet this emerging need for a blended approach...
to organizational leadership. It provides persons working in the private, public and non-profit sectors with the opportunity to learn how to become leaders. The multidisciplinary program is directed toward current and future professionals in any facet of organizational communication, organizational development, human resources or general management, managing not-for-profits and integrated marketing communication. The program combines theory and practical experience where students directly apply their knowledge in organizations. The MS in Communication and Leadership is uniquely positioned to make more effective and more human leaders in the new millennium.

Communication and Leadership
Mission Statement
In keeping with the Jesuit tradition and Canisius College mission and goals, the MS graduate program in Communication and Leadership provides quality education with a strong commitment to academic excellence and creating opportunities for personal growth experiences. Such an environment actively engages faculty and students in the continuous process of teaching, learning and service to others. The communication and leadership curriculum encourages critical thinking and intellectual growth within a spiritual, moral and ethical frame. As a result of the Canisius experience, graduates will be active and productive leaders in the community.

Academic Excellence – The faculty in the communication and leadership program are committed to academic excellence, providing students with a quality education and creating personal growth opportunities.

Care of the Individual – Small class sizes facilitate an environment mall and there is a dedicated faculty that maintains focus on individual needs in order to attain success.

Expert Faculty – A combination of respected academe and recognized business professionals as adjuncts provides each student with the maximum learning experience.

Canisius Network – Alumni are devoted to the success of Canisius and its students while the college focuses on continuing to develop strong relationships with classmates, faculty and administration.

Objectives - The program reflects Canisius’ objectives of combining functional knowledge and analytical skills in order to effectively conceptualize, manage, communicate and enhance technical skills within the corporate world.

Admission
Applicants for admission to the communication and leadership program may be accepted as matriculants (master’s degree candidates) or as non-matriculants (graduate course credit students). In either instance, the same admission standards will apply. Prospective students must possess a baccalaureate degree from an accredited college or university, regardless of major field of study, and must present evidence of their qualifications to participate fully in a graduate level endeavor. The Admissions Committee evaluates applicants on the basis of academic records with a minimum undergraduate GPA 3.0, scores on the Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT), work experience, professional accomplishments and subjective appraisal of motivation and the likelihood of successful program completion.

To qualify for admission, the student should have one of the following:

1. A minimum total of at least 950 points based on the formula: 200 times the undergraduate QPA (4.0 system) + the GMAT or converted GRE score.

2. At least 1000 points based on the formula: 200 times the junior and senior year QPA (4.0 system) + the GMAT or converted GRE score.

The converted G.R.E. score is calculated as follows: [(3.0 x verbal) + (2.0 x quantitative) + (100 x analytic)]/6.

3. A minimum total of 600 points on the TOEFL examination for international students (as well as appropriate undergraduate credentials).

The Admissions Committee recognizes that an applicant’s background and experience may enhance one’s ability to succeed in this program. Those individuals who wish to have these experiences considered in the admission decision may submit letters of reference and/or information pertaining to such experience with the application form. The Admissions Committee recognizes that some applicants may wish to begin the program prior to taking the GMAT or GRE. A candidate whose QPA is 3.00 or higher may be admitted to the program as a non-matriculating student for one academic semester. A student may take no more than nine semester hours of course work on a non-matriculating basis.

In order to apply, applicants need to complete an application form, have their GMAT, GRE or TOEFL scores forwarded from the testing service, provide two official transcripts of all college work, write a brief essay describing their interest in the communication and leadership program, and submit such other information as requested by the Admissions Committee. Eligible students may enter in the fall, spring or summer semester. Preferred consideration will be given to those who complete the application process by June 15 for the fall, November 15 for the spring and April 15 for the summer.

Academic Standards
Academic standing:

1. To receive the MS degree in Communication and Leadership, students must complete the 36 credit program with at least a 3.0 QPA.
2. Students must maintain a 3.0 grade point average (a B average) to remain in good standing.
3. Students must be in good standing with a 3.0 cumulative average to be eligible to take the capstone course.
4. Any student receiving less than a C grade in two or more courses will be dismissed from the program.
A student is placed on academic probation if:
1. After completion of six hours of course work the student's cumulative grade point average falls below a 2.7.
   OR
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 3.0.
3. A student may not be placed on academic probation more than twice.

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 3.0.
   OR
2. After completion of a second semester on academic probation and the student fails to meet the minimum QPA of 3.0. Two semester of academic probation include both consecutive and non-consecutive semesters.

All students must:
1. Meet the requirements stated in the graduate handbook for entry into the program.
2. Assume the responsibility of acquainting themselves with all requirements pertaining to the program of study and of adhering to them.
3. Assume the responsibility of being familiar with their academic standing and the consequences connected to academic policy and procedures.

NOTE: For the purpose of these policies, an average, which includes all graduate coursework, are computed according to the values listed in the Academic Procedures section.

Transfer credit
Graduate course work completed by a student at another 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. The courses will be evaluated on content relevancy to the communication and leadership program. No transfer credit will be awarded for grades below a “B” and not more than 6 credit hours of transfer credit will be accepted for the communication and leadership program.

All graduate work must be completed within five years. A student who has not taken a course in three successive semesters is considered to have withdrawn from the program. Extensions to these time limits may be granted upon petition of the student to the director.

Communication and Leadership Curriculum
Total credit hours: 36

I. Required Core Courses (18 credit hours):
   COM 602 Organizational Communication ...................... 3
   COM 610 Leadership and Motivation .......................... 3
   COM 605 Research Methods: Measurement and Analysis . 3
   (Fall only, last year of coursework) ..........................
   MBA 502 Leadership in Organizational Behavior ............ 3
   (Prerequisite for all other MBA courses) ....................
   MBA 650 Personal Leadership ................................ 3
   COM 699 Capstone ............................................. 3
   (Spring only, last semester of coursework)

II. Concentration # 1 Organizational Leadership
   Required Courses: 12
   COM 604 Persuasion and Social Influence..................... 3
   COM 620 Conflict, Facilitation and Communication ....... 3
   MBA 641 Human Resource Management ....................... 3
   MBA 647 Organization Change and Development ............ 3

III. Concentration # 2 Managing Not-for-Profit
   Organizations Required Courses: 12 credit hours
   COM 615 Partnership and the Not-for-Profit Organization .......................................................... 3
   COM 616 Fundraising and Development for Not-for-Profit Organization ........................................... 3
   MBA 506 Marketing ............................................. 3
   OR
   COM 621 Integrated Marketing Communication .............. 3
   COM 618 Seminar: Special Topics and Not-for-Profit Organizations .................................................. 3

IV. Concentration # 3 Integrated Marketing Communication
   COM 604 Persuasion and Social Influence ..................... 3
   COM 621 Integrated Marketing Communication ............. 3
   MBA 506 Marketing ............................................. 3
   MBA 634 Consumer Behavior ................................ 3

V. Electives: Six credit hours from either two COM courses or one MBA course and one COM course. Students can also take courses offered in other tracks to meet this requirement.

Other suggested offerings:
   COM 599 Independent Study .................................... 3
   COM 603 Communication Technology ......................... 3
   COM 622 Case Studies in Integrated Marketing Communication ............................................................. 3
   COM 630 Interpersonal Communication in Organizations 3
   MBA 509 Legal Environment and Ethics ..................... 3
   MBA 510 Managerial Environment and Ethics ............. 3
   MBA 631 Marketing Research (survey course) ............. 3
   MBA 638 Internet Marketing (MBA 506 prerequisite) .... 3
   MBA 649 Labor Relations ..................................... 3
   MBA 651 Executive Coaching ................................ 3
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COM 599 Independent Study
Student conducts original research or self-designed course of study within an organizational context under the tutelage of a graduate communication faculty member. Students must submit a proposal and application to the instructor and program director. Must have consent of faculty member and program director.

COM 602 Organizational Communication
This course focuses on the challenges of communication within organizational settings. Organizational communication theory, methods and practices are discussed and related to organizational life. The course addresses problems and paradoxes of organizational communication and the changing nature of organizational life. Specific topics include the adoption of change, conflict management, political frames, culture, leadership, group dynamics and practical knowledge and skills for communicating effectively within organizations.

COM 603 Communication Technology
Implementation and utilization of new technologies in organizations. Diffusion of technological innovations within organizations as well as the impact of technologies on organizations.

COM 604 Persuasion and Social Influence
The nature of social influence in organizations, and methods for influencing others. Methods for seeking and acquiring compliance, e.g., in superior-subordinate interaction.

COM 605 Research Methods: Measurement and Analysis
Examination of the approaches to qualitative and quantitative inquiry that are identified, compared and contrasted and discussed. Provides the foundation for the capstone project. OCD 605 should be taken during the fall semester of student’s final academic year.

COM 610 Leadership and Motivation
Understanding leadership processes and motivation of people in groups. Strong emphasis on experiential learning with interactive activities. Exercises, questionnaires, demonstrations and experiments foster self-disclosure and provide feedback; then implement marketing research tools and techniques including specifying a research design, developing a survey instrument, employing a data collection technique, performing data analysis and writing and presenting a report on this process that includes recommendations for managerial decision making.

COM 615 Partnerships and the Not-for-Profit Organization
Growing and strengthening our non-profit organizations through partnerships is one of the most important strategies available to organizational leaders today. Say the word “collaboration” – and everyone knows it is code for innovation, inspiration, new funding sources and a great deal of hard work. In this course, we will blend practice and theory to gain a deeper understanding and mastery of the process of collaboration. During our time together, we will use the power of our own partnership "success stories" and "lessons learned" in order to weave together key content areas of communication, collaboration and leadership in the non-profit.

COM 616 Fund Raising and Development & Not-for-Profit Organizations
This course will introduce students to the principles and practices of fundraising and long-term development planning in the not-for-profit organization. Blended into the each topic area is the professional code of ethics, advocacy and role and responsibilities. The course combines theory and practice by using case studies, in-class small group exercises, case writing, role plays and experience sharing.

COM 618 Seminar: Special Topics and Not-for-Profit Organizations
The seminar experience concentrates on current issues and trends in not-for-profit organizations. Topics will vary to meet the changing challenges and opportunities not-for-profit organizations face in light of political climate changes and the evolution of public policy. Topics may include community building, the role of a board of directors, women's issues, aging, public policy and globalization. The seminar will incorporate discussion of relevant theory and topical issues leading to independent research related to the selected topic(s).

COM 620 Conflict, Facilitation and Communication
The purpose of this course is to introduce students to the process of conflict, communication and facilitation within organizational settings. You will be introduced to several theoretical frames for studying and explaining the conflict process and will apply these ideas to experiences in organizations. The course content weaves the role of a leader in facilitating conflict throughout the semester.

COM 622 Case Studies in Integrated Marketing
The purpose of this course is to explore extant case studies in integrated marketing communication. The course covers major theoretical approaches to integrated marketing and organizational communication which affect the dynamic or corporate communication and marketing. Research tools will be introduced to help with analyzing and developing IMC plans and processes. Students will research and present their own case studies and recommendations for an IMC plan for a local or regional company or organization.

COM 630 Interpersonal Communication in Organizations
Study and practice of communication in one-on-one settings which occur in business. Focus on ways content and relationship influence verbal and non-verbal messages and business interaction and productivity.

COM 699 Capstone Project
Academic inquiry, case study, field project or directed study, under supervision of faculty advisor in the program. Prerequisites: OCD 605. OCD 699 should be taken during the spring semester of student's final academic year.

MBA 509 Legal Environment and Ethics
The course content weaves the role of a leader in facilitating conflict throughout the semester. You will be introduced to several theoretical frames for studying and explaining the conflict process and will apply these ideas to experiences in organizations. The course content weaves the role of a leader in facilitating conflict throughout the semester.

MBA 622 Case Studies in Integrated Marketing
The purpose of this course is to explore extant case studies in integrated marketing communication. The course covers major theoretical approaches to integrated marketing and organizational communication which affect the dynamic or corporate communication and marketing. Research tools will be introduced to help with analyzing and developing IMC plans and processes. Students will research and present their own case studies and recommendations for an IMC plan for a local or regional company or organization.

MBA 506 Marketing
This course covers a survey of the various environmental factors that affect marketing strategy decisions as well as the variety of marketing research course prohibitions. MBA 506 prohibits an in-depth treatment in any area, yet cases and other forms of application to real world problems are used throughout the course to develop a richer understanding of the material covered.

MBA 510 Managerial Environment and Ethics
Relationships of business and society; emphasis on management and the integration of ethics and social issues in daily business practices.

MBA 631 Marketing Research
This marketing research course takes a "learn-by-doing" approach to developing a mastery of some of the marketing research and information gathering techniques available, particularly survey research techniques. The course will begin with researching managerial decision issues and searching secondary data sources so as to define the research problems and develop testable hypotheses. Students will then implement marketing research tools and techniques including specifying a research design, developing a survey instrument, employing a data collection technique, performing data analysis and writing and presenting a report on this process that includes recommendations for managerial decision making.

MBA 634 Consumer Behavior
Application of concepts drawn from the behavioral sciences (economics, psychology and anthropology) to provide insight into
consumer decision-making and buyer behavior.

**MBA 638 Internet Marketing**
The Internet is the first exciting, significant marketing tool to emerge in many years. Learn how companies are building relationships, promoting and selling products, gathering valuable market information, providing customer service and establishing competitive advantages online. This primer course on Internet will lay the groundwork for your professional online experience.

**MBA 641 Human Resource Management**
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. *Prerequisite:* MBA 502.

**MBA 647 Organizational Change and Development**
Contemporary approaches through application of behavioral science concepts and tools. Systems concepts and operational components; need for change and development; action research and intervention strategies; overcoming resistance to change; managing paradigm shifts in organization culture. *Prerequisite:* MBA 502.

**MBA 649 Labor Relations**
This course introduces to the student the development, structure and process of labor relations in the United States. While the main focus will be on the private sector, some attention will be paid to the public sector, especially in the area of dispute settlement. Among the main topics covered are: the evolution of unions and the management of labor; labor law and federal agencies, the structure and government of unions, why workers join unions and the process of organizing, the state of organized labor and who belongs to unions, the structure, process and outcomes of collective bargaining, contract administration: grievances and arbitration, dispute settlement techniques, labor-management cooperation, the future of labor in America and contemporary issues.

**MBA 650 Personal Leadership**
Personal leadership is a course about self discovery. Students will be developing a leadership approach which fits them as potential leaders in organizations. They will take several assessments which measure personal style and behaviors. Students will also reflect about past experiences in leadership situations, and read books which focus on self-discovery and change. Once the optimal leadership approach is developed, students will identify ways of leveraging their leadership to improve their effectiveness. Lab fees for licensed assessment inventories and feedback reports will cost $100.00. Students will be evaluated by papers and class participation. *Enrollment is limited to 20 students.*

**MBA 651 Executive Coaching**
How do executives improve their skills in managing within complex organizational systems? What methods are used to help executives manage more effectively? In recent years the field of executive coaching has emerged to address these challenges. What is good executive coaching? What methods do executive coaches use? How effective is executive coaching in creating change? These are the questions which will be addressed in this newly created seminar on executive coaching. Students will learn about coaching and how to coach from professional coaches. Hands-on mentoring and skill development in coaching will take place throughout the course. Students should have taken either *Personal Leadership* or *Organizational Change* prior to signing up for this course.
the richard j. wehle school of business


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

**Master of Business Administration (MBA)**
- One-Year Program (full-time)

**Master of Business Administration in Professional Accounting (MBAPA)**

**Master of Business Administration in Accounting (MBAA)**

All four programs are professional in nature. Their objective is to educate forward-looking leaders for business, industry and government. They are all registered with the New York State Education Department. The MBA, MBAPA and MBAA programs are fully accredited by AACSB-International, the Association to Advance Collegiate Schools of Business. Since the programs are specifically designed to be part-time (except the MBAA and One-Year MBA), classes are scheduled in the evening to allow students employed during the day to attend.

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 are required to complete two years of experience for certification in the State of New York; only one year of experience is required of MBAA graduates.

Students should check the registrar's schedule each semester to determine whether a given course is taught on the Main Street campus or at the business school's suburban facility: Canisius Center @ Amherst, 300 Corporate Parkway, Amherst, New York 14226.

Mission statement
The Canisius College Richard J. Wehle School of Business strives for excellence in developing within our students the skills, knowledge and perspective necessary to excel as leaders and managers in the competitive global marketplace and also as ethical and socially responsible citizens in the Jesuit tradition.

**General goals**
Provide the best business education in the programs offered and markets served through:

1. Development of graduates who are known for their:
   - Technical and professional skills which allow them to make an immediate contribution to their organization;
   - Application of high ethical standards to decision making;
   - Ability to manage effectively in a changing business environment;
   - Effective communication skills;
   - Ability to confront issues and solve problems in an organized and effective way by integrating a number of different disciplines;
   - Engagement in life-long learning and professional development;
   - Interpersonal and team skills.

2. A learning environment characterized by concern for the maximum development of our students who have a variety of abilities and backgrounds;

3. An outstanding faculty of teacher/scholars who are excellent classroom instructors, who provide a blend of theoretical and practical aspects of their discipline, and who engage on a regular basis in professional / community service and scholarly activity involving a blend of basic, applied and instructional research;

4. Maintaining a network of graduates and friends who will provide advice on the school's programs, lend their expertise to the school, serve as a teaching resource and provide counseling, internship and job opportunities for our students;

5. Operating the school with sound management practices including continuous improvement and the efficient allocation of resources.

**Master of Business Administration**
The Evening MBA is designed primarily for working adult students who complete their studies on a part-time basis. The majority of students come from the Western New York area and they have a variety of undergraduate majors, the largest of which is business. In addition to the general goals of graduate education, the specific goals are:

1. Offer a broad-based management education based on the theme of the decision-making process;

2. Encourage students to take a multidisciplinary approach to problem solving;

3. Present a select number of concentrations in the business disciplines;
4. Provide the opportunity to interact with students who have a variety of professional experiences and perspectives.

One-year MBA program
The One-Year MBA Program is a full-time program designed for individuals who wish to minimize the delay in starting their professional career or reduce the time away from their present career. This intense program begins in the fall semester and continues through the spring and summer semesters. Because of the special nature of this course of study, candidates for the One-Year MBA are admitted as a single group in the fall and complete the program together. Classes are during the day at the main campus.

Master of Business Administration in Professional Accounting
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 credentials to take the 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 to sit for the CPA examination in New York State. Graduates are required to complete two years of experience for certification.

Students should apply for admission in their junior year. They should take the GMAT at the earliest opportunity and no later than March of their junior year. The admissions criteria for this program are different from those that apply to the MBA and MBAPA programs. Candidates must have:
1. A minimum cumulative average of 2.75 in all accounting courses taken at Canisius, including junior accounting courses;
2. A minimum cumulative overall average of 3.0 by the end of junior year;
3. A minimum score of 500 on the GMAT.

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. The Admissions Committee recognizes the need to adjust the criteria for pre-service and in-service students.

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). The following guidelines are suggested for those considering applying to one of the programs. The candidate should have a total of at least 1000 points for the One-Year MBA and 950 for the other programs based on the formula: 200 times the undergraduate QPA (4.0 system) + the GMAT score.

It should be noted, however, that candidates who meet minimum requirements are not guaranteed an offer of admission. Because of limitations in staff and resources, only the most qualified of the eligible applicants may be admitted.

Applicants should plan to take the GMAT at the earliest opportunity. Information is available at www.mba.com.

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 to be submitted by the Graduate Management Admission Council or by Educational Testing Service.

Additional admissions information may be found in the sections on the individual programs.

Academic standing
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 or
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 2.66.

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 2.66 or
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 2.50. A student may be disqualified without having been placed on probation first.

NOTE: For the purpose of these policies, averages are computed according to the values listed in the Academic Procedures section.

Graduation
To graduate, a student must have a cumulative grade point average of at least 2.66. 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.
business administration

Laura A. McEwen, Director of Graduate Business Programs; F. Scott Wilson, Academic Coordinator; Ian J. Redpath, Director of MBAPA and MBAA programs; George M. Palumbo, Academic Coordinator of One-Year MBA Program.

The Richard J. Wehle School of Business offers evening and one-year master's degree programs in business administration (MBA). The evening program is designed primarily for those working full-time; however, those who are unemployed or working part-time may complete up to twelve credit hours per semester and complete the program in as little as 16 months.

The one-year program is a full-time commitment to coursework, designed for those working less than 15 hours per week. Within the evening program, concentrations are available in accounting, finance, global supply chain management, human resource management, information technology, international business and marketing. The one-year program offers an internship opportunity and/or select concentrations.

Canisius College offers two graduate programs in accounting. The Master of Business Administration in Professional Accounting (MBAPA) program is for students who enter at the graduate level without an accounting background. The Master of Business Administration in Accounting (MBAA) program is for those who begin as undergraduates. The latter is designed to meet the 150-hour requirement of the American Institute of Certified Public Accountants.

The MBAPA and MBAA programs qualify students to sit for the CPA examination in New York State. Graduates of the MBAA program are required to complete one year of public accounting experience for certification in the State of New York. Two years of experience are required of MBPA graduates; however, additional coursework can reduce that to one year.

Admission
Candidates for the MBA and MBAPA programs must meet all the requirements for admission to graduate programs in the Richard J. Wehle School of Business. The GMAT requirement is waived for applicants holding a doctoral degree.

Knowledge of college mathematics and basic computer skills is a prerequisite for entry into the MBA and MBAPA programs.

Students who choose to pursue the MBAA program should apply for admission in their junior year. They should complete the GMAT by March 31 of their junior year. The admissions criteria for this program are more stringent than those that apply to the MBA and MBAPA programs.

Candidates must have:

1. a minimum cumulative average of 2.75 in all accounting courses taken at Canisius, including junior accounting courses;
2. a minimum cumulative overall average of 3.00 by the end of junior year; and
3. a minimum score of 500 on the GMAT.

Eligible students may enter the MBAPA and evening MBA programs in the fall, spring or summer semester. Applicants are encouraged to apply by July 1 for fall, November 1 for spring and April 1 for summer. The One-Year MBA program begins only in the fall semester.

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.

No transfer credit will be awarded for courses with grades below “B” and not more than 21 credit hours of transfer credit will be accepted for the evening MBA and MBAPA programs. No transfer credit is allowed for the One-Year MBA program.

Transfer students in the MBA program must complete at least 24 credit hours at Canisius College. Transfer students in the MBAPA program are reviewed on an individual basis. 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 up to 24 credit hours of coursework.

Waivers
Students may qualify for waivers of foundation courses based upon their undergraduate or graduate coursework, at the discretion of the director and academic coordinator. No waivers are granted for the One-Year MBA program.

Additional information
All graduate work must be completed within five years for the MBA program and six years for the MBAPA and MBAA programs. A student who has not taken a course in three successive semesters is considered to have withdrawn from the program. Extensions to these time limits may be granted upon the petition of the student to the director.

There is no language requirement for any of the graduate business programs. However, term papers and/or research projects may be required in individual courses.

One-Year MBA Program

Fall semester
MBA 801 Managerial Environment, Ethics & Law .................. 3
MBA 803 Professional Leadership Series .......................... 1
MBA 822 Statistical Methods......................................... 3
MBA 823 Economics....................................................... 3
MBA 824 Financial Accounting......................................... 3
MBA 825 Organizational Behavior.................................... 3
MBA 870 Management Information Systems..................... 1.5
TOTAL .......................................................................... 17.5
**Spring semester**

MBA 804 Professional Leadership Series ............................................ 1
MBA 836 Regression and Forecasting ............................................. 1.5
MBA 840 Managerial Accounting .................................................... 3
MBA 843 Marketing Management .................................................... 3
MBA 844 Corporate Finance ............................................................ 3
MBA 845 Human Resource Management ......................................... 3
MBA 847 Operations Planning and Control ....................................... 3
MBA 890 Strategy Consulting Project ............................................... 0
TOTAL .............................................................................................. 17.5

**Summer semester**

MBA 805 Professional Leadership Series ............................................ 1
MBA 846 Quantitative Decision Making ............................................ 1.5
MBA 876 Macro & Global Economics .............................................. 1.5
Electives, which may include an internship .................................. 9
MBA 897 Strategy Consulting Project ............................................... 3
TOTAL .............................................................................................. 16

**Notes (One-Year MBA only):**

1. A student may be dismissed from the program if the student’s QPA is 2.0 or lower upon completion of the first semester.
2. A student will be placed on probation if the student’s QPA is greater than 2.0 but less than 2.66 upon completion of the first semester.
3. A student may be dismissed from the program if the student’s QPA is less than 2.66 upon completion of the second semester.
4. A student must have a QPA of at least 2.66 to graduate.

**Evening MBA curriculum**

**FOUNDATION**

MBA 502 Leadership in Organizational Behavior 3
MBA 503 Statistics for Managers 3
MBA 504 Economics for Managers 3
MBA 505 Financial Accounting 3
MBA 506 Foundations of Marketing Prerequisite: MBA 504 3
MBA 507 Operations Management Prerequisites: MBA 503, 504 3
MBA 508 Corporate Finance Prerequisites: MBA 503, 504, 505 3

21.0 credit hours

**ETHICS (Choose one)**

MBA 509 Legal Environment & Ethics 3
MBA 510 Managerial Environment & Ethics 3

3.0 credit hours

**CORE AREAS (Choose one course from each of four of the five areas)**

A. **Accounting**

MBA 610 Managerial Accounting Prerequisite: MBA 505 3

B. **Finance (Choose one)**

MBA 620 Investment Management Prerequisite: MBA 508 3
MBA 621 Money, Banking, and the Economy Prerequisite: MBA 504 3
MBA 622 Financial Institutions and Markets Prerequisite: MBA 508 3
MBA 625 Advanced Corporate Finance Prerequisite: MBA 508 3

C. **Marketing**

MBA 630 Marketing Management Prerequisites: MBA 503, 506 3

D. **Management (Choose one)**

MBA 641 Human Resource Management Prerequisite: MBA 502 3
MBA 642 Global Supply Chain Management Prerequisite: MBA 507 3

E. **Information Technology**

MBA 570 Management Information Systems and one of the following: 1.5
MBA 526 Regression Analysis & Forecasting Prerequisites: MBA 503, 504 1.5
MBA 546 Management Science Prerequisites: MBA 503, 504 1.5
MBA 657 Information Security (note that a student cannot receive credit for both MBA 657 and MBA 600, Cyber Security) 1.5

Core Areas 12.0 credit hours

**ELECTIVES 9.0 credit hours**

Students may elect to complete one of the concentrations listed below or complete any 9.0 credit hours of electives which could include courses from the fifth core area.

**CAPSTONE**

MBA 690 Strategic Management & Leadership 3

TOTAL 48.0 credit hours
CONCENTRATIONS

**Accounting**
- Complete MBA 610 in the core area and
  - MBA 711 Intermediate Financial Reporting I 3
  - MBA 715 Basic Taxation 3
  - and one of the following
  - MBA 707 Accounting Information Systems 3
    - Prerequisite: MBA 505
  - MBA 712 Intermediate Financial Reporting II 3
    - Prerequisite: MBA 711
  - MBA 716 Advanced Taxation  Prerequisite: MBA 715 3
  - MBA 729 Not-for-Profit Accounting  Prerequisite: MBA 505 3

**Financial Services**
- Complete a finance course in the core area and three additional courses from the following:
  - MBA 616 Mergers & Valuation  Prerequisite: MBA 508 3
  - MBA 617 Portfolio Analysis  Prerequisite: MBA 508 3
  - MBA 618 CFA Preparation  Prerequisite: Consent of Instructor 3
  - MBA 619 Financial Modeling  Prerequisite: MBA 508 3
  - MBA 620 Investment/Portfolio Management  Prerequisite: MBA 508 3
  - MBA 621 Money, Banking, and the Economy  Prerequisite: MBA 504 3
  - MBA 622 Financial Institutions and Markets  Prerequisite: MBA 508 3
  - MBA 625 Advanced Corporate Finance  Prerequisite: MBA 508 3
  - MBA 623 Fixed Income Securities  Prerequisite: MBA 508 3
  - MBA 624 Golden Griffin Fund I  Prerequisite: Consent of Instructor 3
  - MBA 628 Derivative Securities  Prerequisite: MBA 508 3
  - MBA 629 Golden Griffin Fund II  Prerequisite: Consent of Instructor 3
  - MBA 812 Analyzing Financial Information  Prerequisite: MBA 508 3

**Human Resources**
- Complete MBA 641, Human Resource Management, in the core area and
  - MBA 640 Human Resource Management Skills  Prerequisite: MBA 502 3
  - MBA 647 Organizational Change and Leadership  Prerequisite: MBA 502 3
  - and one of the following:
  - MBA 649 Labor Relations  Prerequisite: MBA 641 3
  - MBA 650 Personal Leadership  Prerequisite: MBA 641 3
  - MBA 651 Executive Coaching  Prerequisite: MBA 647 or 650 3

**Information Technology**
- Complete the IT core and nine credit hours from the following:
  - MBA 600 Cyber Security  3
  - MBA 601 Anti-Fraud Management  3
  - MBA 638 Internet Marketing  Prerequisite: MBA 506 3
  - MBA 657 Information Security  1.5
    (note that a student cannot receive credit for both 657 and MBA 600, Cyber Security)
  - MBA 526 Regression and Forecasting  1.5
  - MBA 546 Management Science  1.5
  - MBA 654 Customer Relationship Management  Prerequisite: MBA 506 3
  - MBA 655 Project Management  Prerequisite: MBA 507 3

**Global Supply Chain Management**
- Complete both required courses:
  - MBA 633 Global Logistics  Prerequisites: MBA 506, 507 3
  - MBA 642 Global Supply Chain Management  Prerequisites: MBA 507 3
  - and three credit hours from the following
  - MBA 526 Regression Analysis & Forecasting  Prerequisites: MBA 503, 504 1.5
  - MBA 546 Management Science  Prerequisites: MBA 503, 504 1.5
  - MBA 626 International Finance  Prerequisites: MBA 504, 508 3
  - MBA 638 Internet Marketing  Prerequisite: MBA 506 3
  - MBA 639 New Product Strategy  3
  - MBA 646 International Business  Prerequisites: MBA 506, 507 3
  - MBA 660 Internship in Supply Chain Management  Prerequisite: Permission 3
  - MBA 662 Special Topics in Supply Chain Management  Prerequisite: MBA 642 3
  - MBA 680 International Business Seminar  Prerequisites: MBA 506, 507 3

**Note** that if MBA 642 is selected for the core area, only six additional credit hours are required for the concentration, leaving three credit hours of free elective.

**Accounting**

**Human Resources**

**Information Technology**

**Global Supply Chain Management**

**Note** that if MBA 642 is selected for the core area, only six additional credit hours are required for the concentration, leaving three credit hours of free elective.

**Accounting**

**Human Resources**

**Information Technology**

**Global Supply Chain Management**

**Note** that if MBA 642 is selected for the core area, only six additional credit hours are required for the concentration, leaving three credit hours of free elective.
International Business

Complete any three of the following:

MBA 626  International Finance  
Prerequisites: MBA 504, 508
MBA 633  Global Logistics and Transportation  
Prerequisites: MBA 506, 507
MBA 636  International Marketing  
Prerequisite: MBA 506
MBA 642  Global Supply Chain Management  
Prerequisite: MBA 507
MBA 646  International Business  
Prerequisites: MBA 506, 507
MBA 680  International Business Seminar  
Prerequisites: MBA 506, 507

Marketing

Complete MBA 630 in the core area and three of the following:

MBA 631  Marketing Research  
Prerequisite: MBA 506
MBA 634  Consumer Behavior  
Prerequisite: MBA 506
MBA 636  International Marketing  
Prerequisite: MBA 506
MBA 637  Professional Sales  
Prerequisite: MBA 506
MBA 638  Internet Marketing  
Prerequisite: MBA 506
MBA 639  New Product Strategy  
Prerequisite: MBA 630
MBA 654  Customer Relationship Management  
Prerequisite: MBA 506

Note that the list of concentration courses may be amended.

Policy for Waivers of Foundation Level Courses: Minimum of six credit hours of undergraduate courses with grades of B or better in the last five years in appropriate courses as follows:

MBA 502  Organizational Behavior - 6 hours in OB or equivalent
MBA 503  Statistics for Managers - 6 hours in statistics
MBA 504  Economics for Managers - 6 hours in economics
MBA 505  Financial Accounting - 6 hours in accounting
MBA 506  Foundations of Marketing Management - 3 hours in marketing and 3 hours in micro economics
MBA 507  Operations Planning & Control - 6 hours in operations management or equivalent
MBA 508  Corporate Finance - 6 hours in finance including 3 hours in corporate finance

MBAPA curriculum

ACCOUNTING COURSES 24.0 credit hours

MBA 701  Financial Accounting  3
MBA 702  Managerial and Cost Accounting  3
MBA 711  Intermediate Financial Reporting I  3
MBA 712  Intermediate Financial Reporting II  3
MBA 715  Basic Taxation  3
MBA 721  Advanced Financial Reporting  3
MBA 725  Auditing Theory and Practice  3
MBA 751  Seminar in Acc. or Acc. Elective  3

BUSINESS LAW 4.0 credit hours

MBA 671  Business Law & Legal Environment  4

MBA COURSES 18.0 credit hours

MBA 502  Organizational Behavior  3
MBA 503  Statistics for Managers  3
MBA 504  Economics for Managers  3
MBA 506  Foundations of Marketing Mgmt.  3
MBA 507  Operations Planning & Control  3
MBA 625  Advanced Corporate Finance  3

CORE AREAS 6.0 credit hours (Students must complete 3.0 credit hours in two of the following areas)

Marketing

MBA 630  Marketing Strategy  3

Management

MBA 641  Human Resource Management  3
MBA 642  Global Supply Chain Management  3

Information Technology

MBA 707  Accounting Information Systems (recommended)  3

OR

MBA 570  Management Information Systems  1.5
MBA 526  Regression Analysis & Forecasting  1.5
MBA 546  Management Science  1.5
MBA 657  Information Security  1.5

CAPSTONE 3.0 credit hours

MBA 690  Strategic Management & Leadership  3

TOTAL 55.0 credit hours

Notes MBAPA only:

1. Students who have not completed six credit hours of finance in their undergraduate program must take an additional course in finance.
2. Students who have not completed six credit hours of economics in their undergraduate program must take an additional business elective of three credit hours.
3. To sit for the CPA examination in New York State, a student must have a minimum QPA of 3.0 on a scale of 4.0 in all graduate accounting courses taken.
Requirements for graduation from the MBAA

150-hour program:
Students in the 150-Hour Program will graduate with a BS degree in business administration major accounting at the end of their senior year. In order to receive the BS degree, the student must have a minimum QPA of 2.0 on a scale of 4.0 in all under-graduate courses, a minimum QPA of 2.0 on a scale of 4.0 in the combination of accounting and business law courses taken at Canisius College, and a minimum of 3.0 on a scale of 4.0 in all graduate courses.

To graduate with a degree in accounting, a minimum QPA of 3.0 scale of 4.0 is required in all graduate courses taken.

Under present education requirements of the State of New York, students are able to sit for the CPA examination upon completing their senior year. Students applying to take the CPA examination in the State of New York after August 1, 2009, must have completed a program of study consisting of at least 150 credit hours.

MBAA curriculum 150-hour program:
1. ENG 101, ENG 102, RST 101, PHI 101 4 courses 12 cr. hrs.
2. Two courses each from Areas IV, VI, VIII.
3. One course from Areas I, III and V
4. Major course requirements:

   a. Undergraduate portion:
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CSC 106</td>
<td>Intro to Computing for Accountants</td>
<td>2</td>
</tr>
<tr>
<td>ZAP 300</td>
<td>Logic &amp; Rhetoric</td>
<td>4</td>
</tr>
<tr>
<td>PHI 340</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td>PHI 344</td>
<td>Ethics in Business</td>
<td>3</td>
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<tr>
<td>QNT 101</td>
<td>Quantitative Methods for Business</td>
<td>3</td>
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<td>MAT 106</td>
<td>Calculus for the Non-Sciences</td>
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<td>OR</td>
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<td>MAT 111</td>
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<td>MAT 115</td>
<td>Calculus for Business I</td>
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<tr>
<td>ACC 212</td>
<td>Principles of Accounting II</td>
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<tr>
<td>ECO 101</td>
<td>Principles of Microeconomics</td>
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<td>ACC 301</td>
<td>Intermediate Accounting I</td>
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<td>ACC 302</td>
<td>Intermediate Accounting II</td>
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<td>ISB 307</td>
<td>Accounting Information Systems</td>
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<tr>
<td>LAW 371</td>
<td>Business and Commercial Law</td>
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<tr>
<td>LAW 372</td>
<td>Business Organization and Commercial Paper</td>
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</tbody>
</table>

Elective: one course for those who take MAT 111 or MAT 115 instead of QNT 101 and MAT 106 0-3

   b. Graduate Portion:
   
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>MBA 502</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MBA 507</td>
<td>Operations Planning &amp; Control</td>
<td>3</td>
</tr>
<tr>
<td>MBA 508</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 62x</td>
<td>Finance elective</td>
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</tr>
<tr>
<td>MBA 630</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 641</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 672</td>
<td>Advanced Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>Strategy Management &amp; Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MBA 715</td>
<td>Basic Taxation</td>
<td>3</td>
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<td>MBA 716</td>
<td>Advanced Tax</td>
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<td>MBA 721</td>
<td>Advanced Financial Reporting</td>
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<td>MBA 725</td>
<td>Auditing Theory and Practice</td>
<td>3</td>
</tr>
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<td>MBA 726</td>
<td>Advanced Auditing</td>
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<td>MBA 729</td>
<td>Not for Profit Accounting</td>
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<tr>
<td>MBA 751</td>
<td>Seminar in Accounting Theory</td>
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<tr>
<td>MBA xxx</td>
<td>MBA Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

   Total 48

   Total 150 or 151

COURSES 2006-2008

(3 credit hours unless otherwise noted)

Note that pre-requisites are not listed here. They are posted online for student access, along with course schedules and other registration materials.

MBA 502 Organizational Behavior
This course is designed to enrich students’ understanding of behavior in organizations. Course study draws on the behavioral and social sciences to explore organizational phenomena in terms of individuals, groups and total organizational systems. The course stresses the role leadership plays in creating effective organizations, meeting employee needs, managing power relationships and revealing meaning in contemporary organizations.

MBA 503 Statistics for Managers
This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive measures and charts, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.

MBA 504 Economics for Managers
This course introduces students to fundamental concepts and analytical tools of microeconomics and macroeconomics. Included are demonstrations of how economics can be used to as a practical tool for problem solving. Emphasis in the course is placed on the application of theory to both managerial and public policy decision making. The following principles are emphasized: optimization subject to constraints, opportunity cost, specialization and exchange, markets and equilibrium, marginal decision making, short-run versus long-run outcomes and the importance of real economic variables.

MBA 505 Financial Accounting
Reporting the financial results of operations and financial position to investors, creditors, and managers; problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.

MBA 506 Marketing
This course provides a survey of the various environmental factors that affect marketing strategy decisions as well as the variety of strategic marketing decisions themselves. It also examines the research and other information gathering techniques available to managers and the psychological and economic foundations for consumer and buyer behavior. An understanding of buyer behavior is applied to the preliminary steps of segmentation of markets, targeting of segments and positioning of market offerings. The breadth of the material covered in this course prohibits an in-depth treatment in any area, yet cases and
other forms of application to real world problems are used throughout
the course to develop a richer understanding of the material covered.

MBA 507 Operations Management
Operations management involves the planning, coordinating and
executing of all activities that create goods and services. The subject
matter includes, but is not limited to: productivity, competitiveness,
operations strategy, quality management, facility layout, new tech-
nologies, inventory management, just-in-time, demand and capacity
planning within the firm.

MBA 508 Corporate Finance
This course provides an introduction to the basic tools of financial
management. Topics covered include the goal of financial manage-
ment, analysis of financial statements, the concept of cash flow,
financial planning, time value of money, capital budgeting, the
principles of stock and bond valuation, the risk/return tradeoff and
capital markets theory, capital structure, cost of capital, dividend poli-
cy, working capital management and international aspects of finance.

MBA 509 Legal Environment and Ethics
Threshold knowledge for managers of the law in areas of contract,
product liability, corporations, partnerships, employment and
environment.

MBA 510 Managerial Environment and Ethics
Relationships of business and society; emphasis on management and
the integration of ethics and social issues in daily business practices

MBA 526 Regression Analysis and Forecasting (1.5 cr. hrs.)
Builds on the tools of statistical inference to address issues of
estimation and hypothesis testing encountered in regression and
time series analysis.

MBA 546 Management Science (1.5 cr. hrs.)
Decision making through optimization of quantitative models
including linear programming, project management and decision
analysis under uncertainty.

MBA 570 Management Information Systems (1.5 cr. hrs.)
Businesses operate through their information systems, databases,
data networks, supply chains and electronic commerce applications.
This course provides an overview of a company's critical information
infrastructure and data applications.

MBA 600 Digital Network Security
An introduction to cyber threats, hackers, malicious code, computer
forensics and electronic records management (ERM). This course
provides an overview of legal problems triggered by Internet connectivity;
and how to defend against exposure to financial loss and liability. Also
covered are the e-records retention requirements of the Sarbanes-Oxley

MBA 601 Anti-Fraud Management
Information technology (IT) has made fraud easier to commit as well
as to detect. Flash drives, MP3 players, the Internet and botnets have
created more ways to commit “old crimes” and new ones. This course
covers current fraud prevention and detection methods and IT tools
to investigate fraud after it has been committed.

MBA 610 Managerial Accounting
Preparation and analysis of data used by management in planning,
budgeting, decision making, product costing, inventory valuation
and performance evaluation.

MBA 616 Mergers and Evaluation
This course will cover a variety of topics related to corporate
valuation. Particular emphasis will be on valuation analysis used in
mergers and acquisitions, and in the assessment of restructuring
options and recapitalization plans. Free cash flows, cost of capital and
economic value added (EVA) will be among the analytic tools to be
discussed. Students should have an understanding of accounting and
finance concepts, including the basics of financial statements and the
principles of present value.

MBA 617 Portfolio Analysis
An introduction to modern portfolio theory and management.
Strategies underlying portfolio construction and evaluation.
Implications of market efficiency on portfolio management.

MBA 618 Financial Analyst Preparation
Review of topics contained in Chartered Financial Analyst Exam.

MBA 619 Financial Modeling
This course uses spreadsheets for financial modeling and planning
for the financial decision maker.

MBA 620 Investment Management
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.

MBA 621 Money, Banking and the Economy
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.

MBA 622 Financial Institutions and Markets
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.

MBA 623 Fixed Income Securities
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/price structure information from
pricing, evaluating, investment opportunities and (interest rate)
risk management.

MBA 625 Advanced Corporate Finance
This course provides a more 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.

MBA 626 National/International Economics and Finance
Development of a model to help explain the growth and fluctuations
in an open macroeconomy. Use and effects of monetary, fiscal and
international trade policies. Determination of economic relationships
among countries, including exchange rate fluctuations. The role of
exchange rates in corporate finance.

MBA 628 Derivative Securities
This course discusses forward and futures contracts, swaps and options.
Markets for these securities are described and analyzed. Modern tech-
niques for identifying over and undervalued contracts are presented.
The use of these derivative securities for risk management is discussed.

MBA 630 Marketing Strategy
Through the use of case analysis and/or computer simulation games,
students will develop skills in applying and evaluating strategic
marketing decisions. This course builds on the MBA 506 Foundation
of Marketing Strategy course in that students will be expected to have
mastered material in that course and be able to apply it to a series of
cases or simulations of a competitive market environment. Applica-
tion of statistical and other computer-based analytical techniques
also go beyond what is covered in the foundation course. Strategic
decisions in the cases used will be taken from some of a combination
of the following strategic decision areas of marketing, the choice of
which areas depending on the expertise of the instructor delivering the
course and the nature of the cases available: 1.) Product and Service
Decisions; 2.) Pricing and Related Decisions; 3.) Integrated Marketing
Communications Decisions; and, 4.) Supply Chain Marketing
Decisions. Organization and control factors essential to implementa-
tion of effective marketing strategy that would be used in this course
include: 1.) Developing and implementing a marketing budget; 2.)
Sales forecasting approaches and techniques; 3.) Financial Statement Analysis; 4.) Compensation planning for sales and marketing personnel; and 5.) Marketing controls and Marketing Information Systems.

MBA 633 Global Logistics & Transportation
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.

MBA 634 Consumer Behavior
Application of concepts drawn from the behavioral sciences (economics, psychology, sociology and anthropology) to provide insight into consumer decision-making and buyer behavior.

MBA 636 International Marketing
Issues involved in entering operations in an overseas market. Focus on identifying opportunities in world markets and adapting strategies to fill specific national market needs.

MBA 637 Professional Sales
The more significant aspects and techniques of sales; practical issues pertaining to a career in sales.

MBA 638 Internet Marketing
The Internet is the first exciting, significant marketing tool to emerge in many years. Learn how companies are building relationships, promoting and selling products, gathering valuable market information, providing customer service and establishing competitive advantages online. This primer course on Internet will lay the groundwork for your professional online experience.

MBA 639 New Product Strategy
This course examines marketing's increasingly important role in new product development. Advances in communication technologies have worked to enhance the customer's role in the new product development process for both consumer and industrial goods. A key role of marketing is to bring the "voice of the customer" into the new product development process in a way that facilitates customer satisfaction. New technologies are also speeding up the new product development process and shortening product and brand life cycles. This course employs a "learn-by-doing" approach to understanding concepts, techniques, tools, models and methods employed by marketing at various stages in the development and launch of new products.

MBA 640 Human Resource Management Skills Development Seminar intended to provide students with opportunity to better understand and internalize concepts and theories of organizational behavior through application of behavioral science concepts and tools.

MBA 641 Human Resource Management
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.

MBA 642 Global Supply Chain Management
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.

MBA 644 Organizational Theory and Design
Seminar providing overview organizational design: what organizations are, how they are designed, how they operate and how they can be changed and improved through organizational design.

MBA 646 International Business
An introduction to the fundamentals of international business. Course topics include: the comparative advantage of nations; international institutions and organizations; the international aspects of the functional areas of business; and the development of international business strategies.

MBA 647 Organizational Change and Leadership
Contemporary approaches through application of behavioral science concepts and tools. Systems concepts and operational components; need for change and development; action research and intervention strategies; overcoming resistance to change; managing paradigm shifts in organization culture.

MBA 648 Management of Technology
Management of new product development in small, entrepreneurial firm or large organization with focus on technological innovation. Theoretical and practical knowledge about managing the process.

MBA 649 Labor Relations
This course introduces to the student the development, structure and process of labor relations in the United States. While the main focus will be on the private sector, some attention will be paid to the public sector, especially in the area of dispute settlement. Among the main topics covered are: the evolution of unions and the management of labor, labor law and federal agencies, the structure and government of unions, why workers join unions and the process of organizing, the state of organized labor and who belongs to unions, the structure, process and outcomes of collective bargaining, contract administration: grievances and arbitration, dispute settlement techniques, labor-management cooperation, the future of labor in America and contemporary issues.

MBA 650/651 Special Topics in Human Resource Management
These courses will cover a variety of topics including personal leadership.

MBA 654 Customer Relationship Management (MTM 620)
The purpose of CRM is to increase revenues or decrease costs by managing customers intelligently. This course is an introduction to CRM principles and practices that companies deploy to increase net profit. CRM is an approach to increasing profitability by (1) managing current customers with customer retention strategies; (2) migrating customers to more profitable products/services; and (3) identifying prospective customers and converting them into customers. Students participate in the Direct Marketing Educational Foundation (DMEF) competition, which provides participants with a real-world CRM challenge.

MBA 655 Project Management (MTM 630)
The course introduces students to the principles, practices, techniques, and special problems of the project manager. The focus will be on the entire project life cycle - from selection and initiation, through planning, implementation and control, to termination and close-out. Critical issues such as time, cost, and performance parameters are analyzed from the organizational, people, and resource perspectives.

MBA 657 Information Security (1.5 cr. hrs.)
Information security (info-sec) has become a business issue. This course covers the managerial, technical, legal, compliance and regulatory issues that directly impact info-sec. Topics include: legislation, such as the Sarbanes-Oxley Act and HIPAA; electronic records management (ERM); hackers and malicious code; and computer forensics.

MBA 660 Internship in Supply Chain Management
Non-routine job experience which links academic concepts with practical experience specifically in the area of logistics and/or supply chain management. Requires supervision by faculty, and student demonstration of academic value through papers and reports.

MBA 662 Special Topics in Supply Chain Management
Seminar on selected topics with focus on emerging practices and contemporary examples in global supply chain management. Topics may include new strategies, new concepts in purchasing, packaging, operations, locations analysis, international accounting and information systems.

MBA 671 Business Law and Legal Environment (4 cr. hrs.)
Legal aspects of partnerships and corporations; substantive law of contracts, agency, bailments, accountants’ liability; Uniform
Commercial Code, commercial paper and secured transactions; bankruptcy, SEC, antitrust law.

**MBA 672 Advanced Commercial Law**
Foreign Corrupt Practices Act of 1977, secured transactions, accountant's liability, real property, trusts, estates and insurance.

**MBA 680 International Business Seminar**
Two to three weeks of travel in Europe, either between fall/spring semesters or in the summer. Gives exposure to international business environment and to business practices outside U.S.A. Each of these trips involves programmed visits to international businesses, government agencies, and/or nonprofit organizations, as well as substantial free time. Contact the Management/Marketing department at 888-2640 for details of each trip. The course grade depends on the student's participation in question and answer sessions at the presentations as well as the quality of a paper to be written upon the student's return.

**MBA 690 Strategic Management & Leadership**
Developing strategies for successful business operation and hands-on business analysis focusing on problem solving; student teams work with current business problems using analytical tools and skills developed from other courses.

**MBA 701 Financial Accounting**
Accounting concepts related to external financial reporting; theories and procedures relevant to reporting financial position and results of operations. **Note:** Students who have taken MBA 524 prior to enrolling in the MBAAPA program must consult the program director for possible waiver of this course.

**MBA 702 Managerial and Cost Accounting**
Preparation and analysis of data used by management for planning, control and performance evaluations; inventory valuation and reporting methods in manufacturing enterprises; standards and budgets.

**MBA 711-712 Intermediate Financial Reporting**
In-depth theories relating to asset and liability measurement and reporting, revenue and expense determination and financial statements presentation.

**MBA 715 Basic Taxation**
Provisions of Internal Revenue Code affecting individuals and corporations. Tax factors in planning and decision making. Social, political, and economic considerations underlying tax laws.

**MBA 716 Advanced Tax**
Internal Revenue Code provisions relating to taxation of corporations and shareholders; partnerships and partners including organization, reorganization, distribution and liquidation. Emphasis on Sub Chapters “C,” “S,” and “K.”

**MBA 721 Advanced Financial Reporting**
Accounting for partnerships, corporate mergers and acquisitions, non-profit institutions, foreign exchange and fiduciaries.

**MBA 725 Auditing Theory and Practice**
Standards and practice relevant to verification of financial statements; responsibilities and ethics of public-accounting profession; internal control design and evaluation; auditing programs and working papers; statistical sampling.

**MBA 726 Advanced Auditing**
Review and integration of the underlying concepts in the auditing and accounting information systems courses; reviews and tests associated with computerized accounting systems as well as the relationship between specific procedures and overall audit objectives.

**MBA 729 Not-for-Profit Accounting**
Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances.

**MBA 751 Seminar in Accounting Theory**

**MBA 812 Analyzing Financial Information**
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.
school of education &
human services

Margaret C. McCarthy, Dean; James M. McDonnell, Associate Dean Undergraduate Programs and Certification Officer; Shawn M. O’Rourke, Associate Dean Graduate and Canadian Programs, Certification Officer; Jim Bagwell, Director of Graduate Admissions; Nancy Wellenzohn, Patricia R. Rosinski, Graduate Admissions Counselors; Tracy L. Meissner, Certification and Technology Specialist.

Mission Statement
The faculty of the School of Education and Human Services, in concert with our candidates, school partners, alumni, and the community, seek to prepare highly competent professional, and socially committed educators and counselors 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/leadership in their field.

Accreditation
All initial teacher preparation and all advanced preparation programs in the School of Education and Human Services are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the standard of excellence in teacher certification

Degrees
Master of Science (M.S.)
Master of Science in Education (M.S. in Ed.)

The School of Education and Human Services offers graduate level programs leading to the master of science (M.S.) or the master of science in education (M.S. in Ed.) degrees in the following programs:

• Adolescence Education (Grades 7-12)
  + Initial/professional/permanent certification (master’s)
  + Advanced programs in English and Social Studies
• Childhood Education (Grades 1-6)
• College Student Personnel Administration
• Counseling & Human Services
  + School and General Counseling
  + Community Mental Health Counseling
• DE Education
• Differentiated Instruction
• Educational Administration and Supervision
• General Education
• Health and Human Performance
• Literacy Education
• Middle Childhood (Grades 5-6 or 7-9-Extension Only)
• Physical Education
  + Initial certification/masters
  + On campus masters degree
  + On-Line masters degree
• Special Education
• Sport Administration

Admission
Men and women of character, ability and achievement are welcome in the graduate education programs at Canisius College. Their acceptability is judged by the department and is based on achievement, aptitude and character alone.

Applicants for admission to graduate work in education 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 master’s degree program must submit:

1. Two copies of the official undergraduate transcripts indicating the receipt of a baccalaureate degree from an accredited institution of higher learning;
2. Two personal letters of reference;
3. Graduate application.

Applicants who have an undergraduate QPA below a 2.7 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 the GRE, GMAT or MAT.

Portfolio Development
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 New Teacher Assessment and Support Consortium.

These assignments, which include both content and reflection components, must be assembled into a portfolio which will be evaluated at specific transition points throughout the program and must be successfully completed prior to graduation.

Summary Assessment System
The faculty of the School of Education and Human Services have adopted a unit-wide assessment system which requires the evaluation of candidates at five transition points: 1) entrance to the program; 2) prior to Field Experience I; 3) prior to Field Experience II; 4) after Field Experience II; 5) prior to program graduation. Program directors can provide program-specific information describing the requirements which must be met at each of these transition points.

Teacher certification
Candidates must complete a master’s degree in order to obtain professional certification. This master’s degree must either lead to an additional certification or extension or include at least twelve credit hours which combines pedagogy with an academic discipline. Unlike permanent certification, the professional certificate will be a five-year renewable certificate. During each five year period, the holder of a professional certificate will be required to complete 175 hours of professional development activities in order to renew the professional certificate.

All students who complete a certification program apply for certification through Canisius College. The college will endorse...
your certification(s) and forward your application to the State Education Department. Candidates who complete registered, approved programs do not apply through B.O.C.E.S.

New York State has adopted a new certification application process, TEACH, that is completely on-line. Candidates who meet certification requirements in their program may go on-line to the New York State Education web page and from there create an account in TEACH. TEACH directions are available from the School of Education and Human Services Graduate web site.

In certain cases, a candidate may require a letter from Canisius College stating that all certification and/or master degree requirements have been met. This is usually for employment purposes. Candidates requesting a letter may go to the School of Education and Human Services Graduate Education web site and fill out the necessary information. Please note that a two week notice is required for all letters.

Canadian (Ontario) students apply for certification (temporary letter of standing) directly to the Ontario College of Teachers (O.C.T.). The College of Teachers requires each candidate who has studied outside the Province of Ontario to obtain the endorsement of the sponsoring N.Y. institution. The Canisius College certification officer will provide a letter to O.C.T. for each student who has completed all certification requirements. Dual citizens (U.S. and Canada) are required to first obtain N.Y. certification before receiving Ontario certification. Also, candidates applying for N.Y. certification must possess either a 4-year bachelor’s degree or a master’s degree to obtain N.Y. certification. Holders of a 3-year bachelor’s degree must complete the entire master’s program before N.Y. will issue teacher certification.

Beginning March 1, 2007, all Canadian (Ontario) students will be required to actually obtain N.Y. certification before O.C.T. will issue a teaching credential. This policy is consistent with Ontario’s ‘long standing’ 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/she studied. O.C.T. will no longer require a letter from the institution, only a valid N.Y. state teaching credential will be accepted. Therefore, beginning in 2007, Ontario students will follow the same procedure as U.S. students in applying for certification, including fingerprint clearance.

Note to Canadian students
Canadian students cannot take courses offered by distance education (Web-based courses) that are part of the initial teacher education program.

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 (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 appropriate dean for permission to use any credit by examination toward their graduate degree or certification requirements.

Probation and disqualification
Receipt of a grade of “D” will result in probationary status. A second grade of “D” will automatically disqualify a candidate from the master’s degree program. A candidate whose grade point average drops below a 3.0 will be placed on probation and will be dismissed from the master’s degree program if their overall grade point average is below a 3.0 in two consecutive terms.

State examinations
Applicants for initial certification must pass the Liberal Arts and Sciences test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and the appropriate Content Specialty Test(s) (CST). For professional certification, a candidate must complete a master’s degree within three years and teach successfully for three years. The professional certificate is a five-year renewable certificate requiring completion of 175 hours of professional development every five years.

Time limitation
A candidate must complete all master’s degree requirements within five years. Exceptions to this policy must be approved by the director and chair of the appropriate program as well as the associate dean.

Instruction in child abuse; prevention of school violence; 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 new candidates for certification must attend a mandatory two-hour course on the prevention of school violence and must also submit fingerprints for law enforcement clearance.

Fingerprint packets are available in the Graduate Education Suite, Horan-O’Donnell Room 014. Starting March 1, 2007 Canadian (Ontario) candidates will also follow this procedure.
adolescence education

Paul Nochelski, S.J., Chair; Janet M. Ferguson, Director; Ali Ait Si Mhamed, M. Fernanda Astiz, Barbara Burns, Lorrei DiCamillo, Kristin V. Finn, Ellen M. Hamm, Julie Henry, Rosemary K. Murray, Gillian Richardson, Mary E. Shea.

The adolescence education program provides teacher certification in grades 7-12. Canisius offers certification in ten disciplines at the adolescence level: English, mathematics, social studies, French, German, Spanish, biology, chemistry, physics and business. Candidates should possess a bachelor's degree with a major, or its equivalent of a minimum of 36 credit hours, in the academic discipline. All candidates for adolescence education certification will need as a pre-requisite one semester study of a language other than English at the college or university level, or its equivalent. One feature of this program is that students will be able to obtain a downward extension to teach at the Middle Childhood level in grades 5-6.

Required courses for initial certification in adolescence education:
EDR 502  Foundations of Literacy Instruction ........................................... 3
EDR 503  Literacy in Secondary School ..................................................... 3
EDU 505  Foundations of Education .......................................................... 3
EDU 515  Measurement and Assessment .................................................... 3
EDAD 517  Teaching Strategies: Adolescence ............................................. 3
EDU 541  Inclusive Strategies ..................................................................... 3
EDAD 555  Human Growth and Development: Adolescence ..................... 3
EDAD 560  Cognition, Learning and Assessment: Adolescence ................. 3
EDAD 561-566  Methods of Teaching: Adolescence ..................................... 3
Select area of certification:
EDAD 561  Business .................................................. EDAD 564  Modern Languages
EDAD 562  English ........................................................... EDAD 565  Science
EDAD 563  Mathematics ............................................................ EDAD 566  Social Studies
EDAD 572  Seminar in Teaching and Assessment: Adolescence (100 hours of classroom observation required) .................................................. 3
EDAD 573A  Student Teaching: Adolescence ............................................ 12
EDAD 574A  Child Abuse Seminar ............................................................ 0
EDAD 575A  Prevention of School Violence Seminar .................................. 0

573A, 574A, 575A must be registered for the same semester.
574 & 575 occur during student teaching
TOTAL ........................................................................................................ 42

Required Certification Exams for Initial Certification (NYSTCE):
LAST: Liberal Arts and Science
ATS-W: Assessment of Teaching Skills - Written (Secondary)
CST: Content Specialty Test - (Subject Area of Certification)

Other Certification Requirements:
1. Fingerprinting
2. Child Abuse Seminar & Prevention of School Violence Seminar

At this point candidates will be eligible for initial certification in Adolescence Education.

Additional three courses required for Masters Degree in Adolescence Education and Professional Certification:
Two Electives at the 500-600 level ............................................................. 6
EDU 615  Research Methods ..................................................................... 3
TOTAL ........................................................................................................ 51

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 take the following additional courses:
EMC 552  Human Growth and Development in Middle Childhood ............. 3
EMC 553  Cognition, Learning, Assessment and Diagnostic Teaching in Middle Childhood ......................................................... 3

These courses may be taken as the two electives noted above.

adolescence education/

social studies &
adolescence education/

english

These two programs are designed for teachers who already possess an initial or provisional teaching certificate in New York State and wish to earn a graduate degree in order to improve their teaching and meet the academic requirements for permanent or professional certification. These programs are based on a pedagogical core and each includes at least twelve credit hours in the appropriate content area.

Admission Requirements:
Applicants must meet the general requirements for admission to graduate work in education. In addition, applicants must provide a valid initial or provisional teaching certificate; individuals with professional or permanent are welcome to enter the programs in order to improve their teaching.

Degree Requirements:
Each program requires 10 courses; 30 credit hours total

Required Pedagogical Core: (4 courses - 12 credit hours)
EDAD 610  Dynamics and Management in the Secondary Classroom
EDAD 611 Information Literacy and Technology
EDAD 612 Multicultural Teaching Methods
EDU 615 Research Methods

Education Elective: (1 course - 3 credit hours)
EDA 610 School Law
EDAD 620 Assessment and Accountability in Education
EDAD 621 Comparative Education
EDU 514 Contemporary Issues in Education
EDAD 625 Research in Action

Free Elective: (1 course - 3 credit hours)
Course can be chosen from education electives or content courses in this program.

Content Area: (4 courses - 12 credit hours) English or Social Studies
Candidates will select four courses (12 credit hours) from one content area. Content area courses will be offered by faculty in the College of Arts and Sciences. Specific courses may vary by semester and new courses may be added to the program based on candidate need and faculty expertise. Most of the content area courses will be offered in the summer. When possible and academically appropriate we will offer an optional travel component as a companion to the content courses. Credit for these experiences is optional, depending on the needs and interests of the candidate. Credit will only be allowed if the travel experience is designed as part of a separate academically sound independent study/research project. Credit will be awarded only with the permission of the faculty member, department chair and associate dean.

Program Description
Developed in collaboration with chairs and faculty in the College of Arts and Sciences, the strong liberal arts orientation of the college will be a valuable asset to these programs. Representing an effective partnership between liberal arts and education, these programs offer candidates meaningful study in their content field in addition to education courses designed to address issues of concern to candidates during the early years of their teaching careers.

An innovative aspect of these programs is the opportunity for experiential learning in a supportive academic environment. Carefully selected optional travel experiences will provide graduate students with the opportunity to take advantage of many of the best study abroad and experiential programs available at the college. As examples: one of our English professors has developed a very successful travel experience to study the literature, authors and theater of London; in Political Science, a faculty member has an established trip to Europe designed to allow participants an experiential opportunity to study the European union. These experiences may be credit-free or could be taken for credit when included as part of a course or an independent study or research project.

COURSES 2006-2008

Pedagogical Core: Four Courses Required for All (12 credit hours)

EDAD 610 Dynamics and Management in the Secondary Classroom
Examines the major factors which contribute to effective management in a diverse classroom environment: spatial concerns and configurations, a positive learning climate, differentiated instruction, communication patterns and skills, behavior management techniques, development and presentation of appropriate and professional attitudes, understanding at-risk behavior and strategies for dealing with at-risk students and students with personal problems.

EDAD 611 Information Literacy and Technology
Assists teachers in finding and using information effectively and efficiently to enhance their content-area instruction and professional development. It also prepares teachers to effectively teach these skills and abilities to their students. Strategies for appropriate information retrieval and use will include both practical hands-on work and reflective writing in order to develop an educational framework for information. In addition, legal and ethical issues surrounding the use of information will also be covered.

EDAD 612 Multicultural Teaching Methods
This course will focus on the diversity of schools and the community, and will provide candidates with information about effective teaching in a diverse classroom. The importance of taking responsibility for the education of all students will be stressed as well as the need to establish challenging and appropriate expectations for all. The New York State Learning Standards will be considered as they pertain to cultural diversity and various curriculum areas. The role of family, peers, parental involvement and poverty in both overall society as well as the culture of schooling will be studied. Effective techniques for communicating with students and families will be examined. In addition, candidates will analyze their own personal values in relation to multicultural issues of society and education.

EDU 615 Research Methods
Prepares candidates with the critical skills needed to be an informed practitioner and critical consumer of information. Candidates will develop an understanding of the research process, both qualitative and quantitative, including formulating a research problem, data analysis and interpretation. Since leaders in the field are increasingly relying on research results for improving school practices, candidates will learn how to critically analyze research studies, review ethical considerations in conducting research and discuss the importance of scientific research for education policy and practice. As a culminating course experience, candidates will plan a research project consistent with their interest and the course goals. Students will be encouraged to serve the education field by actively supporting and participating in research and to join their subject area professional organization, which promotes a lifelong dedication to knowledge and professional development. (Note: Candidates planning to take EDAD 625 should inform the instructor and plan to complete a research proposal based on the action research model.)

Education Electives: Choose 1 (3 credit hours)

EDA 610 School Law
Principles of public school law with a focus on NYS Education Law and select federal and state cases affecting the administration of our educational system. Topics include student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; employee rights.
EDAD 620 Assessment and Accountability in Education
Federal mandates for increased standardized testing and subsequent funding for schools is meant to increase individual school district accountability for student performance. Candidates will become familiar with the standardized tests for middle and high schools students in New York State. They will also learn how to report and interpret the results of these standardized tests. Candidates will understand the value of using data and other assessment methods (i.e., curriculum mapping) to demonstrate teacher effectiveness and student learning, empowering them to be educational leaders in their area of expertise. Application of descriptive statistical methods including central tendencies, standard deviation, correlation coefficients and standard scores will be addressed. The elements of test construction, including reliability, validity and item analysis will be considered. Candidates will use statistical software to analyze student scores on various tests.

EDAD 621 Comparative Education
Most educators today are aware of the global forces that affect their work—be it in terms of the rising emphasis on technology and information in the classroom, the aggressive policies on preparing children and nations for a competitive international economy, or issues raised by an increasingly diverse population of students. Yet, for the most part, our growing sense of the global dimension of domestic educational issues has not been accompanied by attention to formal, cross-national comparisons of educational systems. This course is designed for (a) students who are interested in studying education and education policy in an international or comparative setting, and (b) students who would like to understand the American educational system by way of comparing across educational systems. Another important purpose of the course is to help students new to the study of education begin developing their own philosophy and theory of education. Course assignments are designed to introduce the topics of international and comparative education and to systematically develop the tools and methods for informed thinking about education in a global era. Companion Travel Course Option.

EDU 514 Contemporary Issues in Education
This course is designed to prepare teachers to take a leadership role by analyzing factors which have an impact upon schools as change agents within society: cultural perspectives, political agendas, local and national concerns. Topics may include standardized testing, unionization, school violence and tenure.

EDAD 625 Research in Action
This course provides an opportunity for candidates to conduct an action research project based on their research proposal developed in EDU 615. The approach of action research is to analyze practice to determine its effectiveness. Building on their research proposal, candidates will collect data appropriate for their study, using an appropriate measurement tool. Data analysis using correct statistical testing procedures, as well as interpretation and discussion of the findings will be included in the final research report. Candidates will present their findings to the academic community and submit their papers for publication in a relevant journal. Prerequisite: EDU615.

Free Elective: Choose one course (3 credit hours) from education electives above or selected content area.

Content Area: Choose four courses (12 credit hours) from one content area.

Social Studies Course Descriptions

HIS 604 Current Themes in Global History
The course will combine historiographical content issues with pedagogy in a number of selected topics in global studies. Candidates will be encouraged to implement innovative teaching strategies as a means to acquaint their students with the full range of current thinking in world history. As a graduate course, the emphasis is upon discussion and individual research and initiative.

HIS 602 Content and Themes in American History
Designed for current social studies teachers at the secondary level, this content-based course provides additional background in a number of the major topics in American History, including slavery, the Constitution and the Cold War. The course will also consider various methods for applying content in the classroom.

HIS 690 Civil Rights Movement
This course is devoted to the study of the black civil rights movement, the most important reform in American history. It traces the origin and development of the struggle as it occurred on both the national and local levels. The course aims to evaluate the political and socioeconomic plight of African Americans and to explore the ways in which prominent individuals, grass roots groups, women, newspaper editors, legislators, judges and presidents advanced or resisted racial justice. Particular attention will also paid to the critical events of the civil rights movement, such as the Brown decision, the Montgomery bus boycott, the integration of Central High School in Little Rock, the Greensboro sit-ins, the Freedom Rides through the Deep South, Project Confrontation in Birmingham, Freedom Summer, the Selma-to-Montgomery march and the wave of reaction to nonviolent tactics in the form of black nationalism and urban riots. The course will conclude by considering the status of African Americans in today's society. Content pedagogy will be part of each class, including review of current scholarship so that new interpretations can be presented in secondary classrooms.

HIS 609 Topics in American Women's History
Studies main themes in American women's history including politics, work, family and sex as described through the critical lens of ethnic and racial experience. Attention will be paid to developing primary sources to be used in a variety of ways in the classroom. Sources include diaries, letters, prescriptive and magazine literature, census material, memoirs, fiction, oral interviews, film and decorative arts. Course will include an optional field trip to the Women's Rights Historic Park in Seneca Falls.

HIS 608 Topics in Immigration and Ethnicity:
The Hypenated American
This course provides historical context to current questions on multicultural America and is organized to provide comparative perspective on the different historical experiences of the Irish, Italian, Jewish, German, British, Chinese, Polish and Africans in 19th and 20th century America. Themes that will provide insight into acculturation and assimilation to American life include family, work, gender, religion, education, community organization, residential patterns, mobility, and political participation. Attention will be paid to developing primary sources and how they might be used in the classroom in a variety of ways. Sources include census and passenger lists, memoirs, fiction, film, oral history, and a critical evaluation of available on-line sources.

PSC 655 Europe Unites: History and Politics of European Integration
The first part of this course focuses on the history of European integration from the inter-war period to the present. Blending attention to the domestic politics of major European states, global events and spread of new political ideas and institutions, this historical overview will help students understand how the European Union (EU) of today has come about and where it might be heading in the future. The second part of the course examines the main governmental institutions of the EU, allowing students to make comparisons to other federal systems, such as the United States. The final part of the course considers the various ways that the EU is important to the United States, particularly in key policy areas such as trade and investment, homeland security, and Middle East peace and stability. Along with its content, this course will also expose students to several different
teaching methods, including cooperative team learning, class discussion, Powerpoint presentations, and in-class simulations (an historic “summit” meeting of the European Community as it was prior to 1993 and a contemporary meeting of European leaders will be modeled). Throughout the term, students will be asked to reflect on the advantages and disadvantages of using each teaching method in the classroom by preparing short essays that will be discussed in class and submitted to the instructor. Optional Experiential Component Associated with this Course: PSC 655 will be supplemented by an optional travel component to Europe. The candidates will meet the instructor in Brussels, where lodging will be arranged. This 3-day seminar will be highlighted by a guided walking tour of the city and presentations and tours at the European Commission, European Parliament, and US Mission in Brussels.

PSC XXX A Tale of Two Foundings: The Creation of the New York and American Constitutions 3

Examines the structures, procedures and political theory that provide the underpinnings for the first Constitution of New York and the U. S. Constitution produced by the 1787 Constitutional Convention as well as the instructional priorities and strategies for presenting this material to students. It will do so by way of a comparison and reassessments of those documents in light of the subsequent course of American History. Some attention will be paid to recent criticisms of the Constitutions and proposals for its reform. Optional Experiential Component Associated with this Course: PSC XXX A Journey to Historic Philadelphia.

PSC XXXX A Journey to Historic Philadelphia 3

This course will involve travel to Philadelphia for visits to the major historic sites connected with and surrounding the Birth of the Constitution. We will follow in the Founding Fathers’ footsteps on a constitutional walk that will take us on a journey through America’s most historic square mile—the birthplace of our nation—where The Declaration of Independence and The United States Constitution were created. The 3-mile outdoor journey will take us to more than 30 historical sites in the Independence Mall area, including the Liberty Bell, Independence Hall and the National Constitution Center. Also included will be visits to the First and Second Banks of the U.S. and lunch in the City Tavern where delegates to the Second Continental Congress and the Constitutional Convention of 1787 met. The course will give us an opportunity not only to explore the historical sites surrounding the birth of the Constitution but to place that founding in the larger context of the philosophy, art and architecture that provided the cultural context for these momentous events. In addition, candidates will study the instructional impact of these events and explore techniques for teachers to create in-depth understanding of these events for their students. Appropriate academic requirements must be met if a candidate elects to earn credit for this course experience. Candidates must secure the permission to earn credit from the professor, department chair and associate dean.

HIS 725 Teaching the Holocaust 3

Candidates will learn some of the most recent developments in research and writing on the history of the Holocaust in addition to considering questions directly related to classroom pedagogy in teaching this critical topic.

HIS 620 The Irish Famine 3

The “Great Hunger” of 1846-1850 was the defining moment in the history of modern Ireland. The failure of successive potato crops created a famine which caused the death of a significant portion of the Irish population and thereby brought dramatic changes to Irish society and politics. The Famine also caused a dramatic increase in Irish emigration and led to the emergence of large and influential Irish communities in both the United States and Canada. The Famine is therefore an important topic in American as well as European history. Candidates will examine the economic, social and political context in which the Famine occurred, and will investigate the role that ethnic and religious prejudices, as well as adherence to laissez-faire economic theory, played in shaping both Irish and British responses to the crisis. They will consider how the famine altered Irish society and how memories of the famine influenced the development of Irish nationalism both within Ireland and in the communities of the Irish diaspora. Throughout the course, through reading and writing assignments and in class discussions, emphasis will be placed on how study of the Irish famine might be incorporated into the teaching of both American and world history. Particular attention will be paid to the New York State Learning Standards, which cite the famine as a possible case study in civil and human rights. Candidates will also explore the famine as a problem of historical analysis through which middle- and high school students might encounter the concept of multiple causation, the issue of incomplete and conflicting evidence, and the phenomenon of conflicting historical interpretations.

HIS 621 The British Imperial Experience and its Global Legacy 3

Examines the history of the British Empire from the sixteenth century “Age of Discovery” through the twentieth-century phenomenon of decolonization. Attention will be paid to the “imperial story” of Britain’s acquisition, administration, and eventual loss of overseas territory, and also to evolving doctrines of imperialism and anti-imperialism, but the course is not designed primarily as a survey. Its goal, rather, is to examine the empire as a political, social, and cultural context in which Europeans and non-Europeans encountered and influenced one another. Emphasis will be placed on how “empire” was experienced by various groups—not only the planters of the Caribbean, but also their African slaves; not only the founders of overseas missions, but also the indigenous elites who were permanently shaped by their contact with western culture; not only Britons who adapted to life in geographic and climatic regions far from “home,” but also Asians, Africans and others who have become part of the increasingly multiethnic and multicultural society of Britain itself. Readings will include both primary and secondary material ranging from historical documents and monographs to memoirs, novels and films depicting aspects of the imperial experience. Written assignments and class discussions will focus on how topics in imperial history might be examined within the context of the social studies curriculum, and on how teachers might use imperial themes to connect topics in western and non-western history. Students will be encouraged to develop lesson plans examining how global themes such as nationalism were shaped by resistance to western imperialism, and how current issues such as international terrorism and the economic phenomenon of “offshore outsourcing” illustrate the ongoing influence of long-ago imperial encounters.

English Course Descriptions

ENG 600 Multicultural Literature 3

Candidates will be exposed to two levels of multiculturalism. Increased cultural awareness comes from contact with difference. For individuals to understand who they are, quite often, they need to confront that which they are not. The danger of only studying literature about people like themselves is that they may take their way of life for granted. They may falsely universalize their specific outlook, assuming that all people of all times were exactly like them; later in life, when they run into others who think differently from them, there is a chance they may view them as abnormal, immoral or strange. Assuming the perspective of a twenty-first-century reader living in the United States, all of the texts covered in this course will present quite different perspectives. In the first part of the course multiculturalism will be viewed from a world-historical perspective, by examining some hallmarks of the ancient world, with the hope of opening minds to other religions and political systems. Then, from the perspective of the contemporary world, participants will consider texts by writers from cultures usually viewed as outside the mainstream of American demographics. Candidates will present short lessons on the material, introducing the text and starting the discussion in ways appropriate for high school students. Students
will be required to incorporate a variety of approaches in presenting the material, including: (1) an author-based approach, in which the text is presented by focusing on the role of the author and his/her biography, unique style, and possible intentions; (2) an historical approach, in which the text is used to explain something about the historical setting to which the text relates; and (3) a “close reading” approach, in which the focus is entirely on reading conventions of costume and casting.

ENG 603 Nature Writing

Individuals who teach writing are most effective when they themselves are writers. In this course, students will explore the natural world in a concrete way through the writing process. Candidates will learn to teach writing by the experience of keeping a journal, developing ideas through drafts, revising their own and others’ writing, and editing for clarity. Consideration will be given to writing in various genres and using writing as a learning tool. Candidates will deepen their writing, reading, listening and observational skills and align them to State/Provincial Standards for English Language Arts; respond to the natural world reflectively and imaginatively in a journal; develop and present lesson plans that apply concepts learned in this course to an adolescence English classroom.

ENG 667 Literary London

Participants will study the literature and culture of London in-class, followed by a 10-day trip to London, England. Class work will include lectures and collaborative tasks, with an eye to candidates’ applying and adapting materials and teaching methods to their own high school courses. In London, activities will include visits to some of London’s many art galleries (The Tate Museum, The Tate Modern, The British Museum, The National Gallery), the Tower of London, Westminster Abbey, St. Paul’s Cathedral, a performance at Shakespeare’s Globe Theatre, one or more live theatre performances, two guided London Walks and a train excursion to Canterbury Cathedral.

ENG 623 Shakespeare’s Theater

The purpose of the course will be to use characteristics of Shakespeare’s stage, or conventions of his theater, to explore his plays, and to consider how this approach could effectively be used to present Shakespeare in secondary classrooms. The primary focus will be on the public amphitheaters, such as the Globe, but attention will also be given to performance at court and at the indoor Blackfriars. Participants will consider the treatment of space: the open thrust stage, the upper stage, the trap and the inner stage as used in Romeo and Juliet and Hamlet; the use of male actors to portray female roles and questions of gender: Twelfth Night and Much Ado About Nothing; Shakespeare’s language: the problems posed by blank verse, prose, rhymed speeches, tag lines, and song when teaching the plays: All’s Well That Ends Well and The Tempest; and character portrayal and the conventions of costume and casting: The Merchant of Venice and Othello. Throughout the course feature length film and video productions of the plays will be used to illustrate some of the approaches directors have taken to the problems above.

ENG 750 Writing to Learn – WNY Writing Project

The Writing to Learn course will be conducted in conjunction with the WNY Writing Project Summer Institute. This is an intensive immersion program that meets for seven hours every work day over a four week period. Based on the National Writing Project model of teachers teaching teachers, teaching candidates will interact in a rigorous writing and reading experience with Writing Project teacher consultants who represent a wide range of expertise and contexts. This interdisciplinary course will offer candidates the opportunity to study best practice, implement effective writing strategies and discuss current research on literacy. There will be three strands to this course. First, candidates will develop their own writing skills as they write in various genres and share their writing with the group. In the second strand, candidates will develop a lesson plan for effective reading and writing and demonstrate that lesson to the group. Lastly, candidates will read various research on adolescent literacy with the purpose of incorporating it into their practice. The course will also include an off campus excursion, such as an art exhibit, a nature walk, or an architectural tour of the city, that will link a real world encounter with a writing experience.

ENG XXX Petersburg, Russia: Summer Literary Seminar

Before leaving for St. Petersburg, participants will attend a series of in-class sessions to provide them with an introduction to the city and its history, focusing on its illustrious literary past and the writers closely associated with it: Pushkin, Dostoevsky, Gogol, from the nineteenth century, and some of the most well-known poets of Revolutionary and post-Revolutionary St. Petersburg. While in St. Petersburg, candidates will participate in a morning workshop and an afternoon workshop. The morning workshop will focus on teaching creative writing and facilitating the creative writing workshop. The workshop experience is rigorous, but stimulating, and will be useful for teachers of creative writing because it models the hands-on practice of writing in this setting, as well as the techniques of facilitating such workshops. Daily writing assignments incorporate a variety of genres. In the afternoon workshop, offered in cooperation with Herzen University, candidates choose a course from several options in Russian historical, literary, and cultural topics and lectures given by visiting and resident writers/scholars. Evening lectures and literary readings by resident writers are also part of the academic program. Seminar scholars offer guided literary walks around the city to various sites including the neighborhood in which Dostoevsky wrote and set Crime and Punishment, the place where Pushkin died in a duel, and the palace where Rasputin, the “mad monk,” was imprisoned briefly until his death.

ENG XXX American Author Series

Individual courses focus on one American author (Thoreau, Twain, Hemingway, etc.) providing an in-depth examination of the work, life and times of that figure. Methods for effectively incorporating content into secondary classrooms will be addressed.
childhood education

Paul Nochelski, S.J., Chair, Karen Dutt-Doner, Director, Fernanda Astiz, Julie Henry, Gillian Richardson, Kristin V. Finn, Ellen M. Hamm, Rosemary K. Murray, Mary E. Shea, Anne Marie Tryjankowski.

The program in childhood education leads to certification as a general classroom teacher of Grades 1-6. Candidates must provide evidence of successful completion of six hours of college level credit in each of the following:

- English
- Mathematics
- Natural Science
- Social Science

All candidates for childhood education certification will also need as a prerequisite, one semester of study of a language other than English at the college or university level or its equivalent.

Required Courses for Certification in Childhood Education
Grades 1 - 6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDR 502</td>
<td>Foundations of Literacy Instruction</td>
<td>3</td>
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<tr>
<td>EGU 505</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>EDR 509</td>
<td>Teaching Literacy with Diverse Populations</td>
<td>3</td>
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<tr>
<td>EDCH 515</td>
<td>Introduction to Statistics, Measurement and Assessment</td>
<td>3</td>
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<td>EDCH 540</td>
<td>Childhood Learning and Development</td>
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<td>EDU 541</td>
<td>Inclusive Strategies</td>
<td>3</td>
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<td>EDCH 543</td>
<td>Elementary Mathematics Instruction</td>
<td>3</td>
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<td>EDCH 545</td>
<td>Elementary Science Instruction</td>
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<td>EDCH 546</td>
<td>Multicultural Social Studies</td>
<td>3</td>
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<tr>
<td>EDCH 570</td>
<td>Seminar in Teaching and Assessment: Childhood (100 hours of classroom observation required)</td>
<td>3</td>
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<td>EDCH 571A</td>
<td>Student Teaching: Childhood</td>
<td>12</td>
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<tr>
<td>EDCH 574A</td>
<td>Child Abuse Seminar</td>
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<td>EDCH 575A</td>
<td>Prevention of School Violence Seminar</td>
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571A, 574A, 575A must be registered for the same semester. 574 & 575 occur during student teaching

TOTAL ........................................... 42

Required Certification Exams for Initial Certification
(NYSTCE):
LAST: Liberal Arts and Science Test (must be taken prior to student teaching)
ATS-W: Assessment of Teaching Skills-Written (Elementary)
CST: Content Specialty Test - (Multi-Subject)

Other Certification Requirements:
1. Fingerprinting
2. Child Abuse Seminar (EDU 574A)
3. Prevention of School Violence Seminar (EDU 575A)

Completion of Graduation Portfolio requirement:
Meetings are regularly scheduled to review portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

At this point candidates will be eligible for initial certification in childhood education grades 1-6.

Additional three courses for M.S. in education childhood and professional certification:
- EDU 615 Research Methods (required) ........................................ 3
- EDR 501 Reading & Writing in the Content Areas (required) .......... 3

Choose One Elective:
- EGU 500 Computers in Education ............................................ 3
- EGU 509 Instructional Design ................................................. 3
- EDR 510 Creating a Literate Environment: Teaching the Language Process ............................................... 3
- EGU 514 Contemporary Issues in Education .......................... 3
TOTAL .......................................................... 51

Candidates wishing to obtain an extension to teach grades 7-9 (thus enabling candidates to teach middle childhood grades 7-9 as well as childhood grades 1-6) must take the following additional courses:
- EMC 552 Human Growth and Development in Middle Childhood ........................................... 3
- EMC 553 Cognition, Learning, Assessment and Diagnostic Teaching in Middle Childhood ........ 3

In addition to the six (6) credit hours of coursework for the Middle Childhood extension, candidates must also #1 possess a thirty (30) credit hour academic concentration in a teaching discipline: English, Mathematics, Social Studies, French, Spanish, German, Science (Biology, Chemistry, Physics); and #2) pass the corresponding Content Specialty Test.

Completion of Program Portfolio requirement. Meetings are regularly scheduled to review portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

COURSES 2006-2008

EDU 500 Computers in Education ......................................... 3
Introductory course for educators on essential concepts, vocabulary and technical skills for using the microcomputer in the educational environment.

EDU 505 Foundations of Education ......................................... 3
An examination of the social, historical, 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.
EDU 514 Contemporary Issues in Education 3
Review and discussion of current issues facing education. Topics may include: school staffing, budgeting, teacher unions, tenure, education reform and various social issues.

EDCH 515 Introduction to Statistics, Measurement and Assessment 3
Descriptive statistical methods including central tendencies, dispersion, standard scores, correlation, based on 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.

EDAD 517 Teaching Strategies: Adolescence 3
Current techniques in large group, small group and individualized instruction. Lesson and unit planning in the student's own teaching area in accordance with NY State learning standards.

EDCH 540 Childhood Learning and Development 3
The application, to classroom practice, of the principles of effective learning, the role of motivation and a consideration of motivation and self-worth will be studied. Candidates will critically review basic brain and nerve structure and function as it applies to learning and teaching. Attention will be directed toward the constructs of intelligence, creativity, meta-cognition, transfer of learning and learning styles. Specific theories including those of Skinner, Piaget, Vygotsky and Covington will be analyzed and critiqued. Classroom management options will be considered.

EDU 541 Inclusive Strategies 3
Provides an overview of special education including seminal legislation and current trends. Addresses successful strategies to support students with disabilities in the general education classroom. Examines the empirical basis of methods utilized to meet the New York State legislation and current trends. Addresses successful strategies to provide an overview of special education including seminal legislation and current trends. Addresses successful strategies to support students with disabilities in the general education classroom.

EDCH 543 Elementary Mathematics Instruction 3
Methods and strategies for developing children's knowledge and skills in number systems, early geometry, arithmetical operations, fractions and decimals and probability and statistics will be examined. Candidates will develop proficiency in the use of instructional and informational technologies to support mathematics. Instruction will be aligned with the New York State's Mathematics, Science and Technology standards and with those of the NCTM. Assessment practices and research regarding mathematics knowledge and skill development will be integrated with teaching methodology.

EDCH 545 Elementary Science Instruction 3
Methods and strategies for developing children's knowledge and understanding of earth/space science, physical science and the life sciences will be addressed. Candidates will develop proficiency in the use of instructional and informational technologies and hands-on activities to support science learning. Instruction will be aligned with the New York State Mathematics, Science and Technology. Application of research in education and formative and summative assessment practices will be stressed.

EDCH 546 Multicultural Social Studies 3
An in-depth consideration of ethnic, economic, and racial cultures found in elementary schools will share the focus of this course with instructional methods and strategies necessary for effective instruction in the areas of geography, history, anthropology and economics. Use of technology and New York State Learning Standards will be considered as they pertain to cultural diversity and social studies instruction. The role of family, peer and parental involvement in both overall society as well as the culture of schooling and will be studied.

EDAD 555 Human Growth and Development: Adolescence 3
Human developmental processes and variations; effects of culture, heritage, socioeconomic level, health and environment on student performance. Methods for sustaining student interest, cooperation and achievement. Emphasis on student's role as a citizen in the school, community and nation. Emphasis is placed on grades 7-12.

EDAD 560 Cognition, Learning and Assessment: Adolescence 3
Understanding of learning processes; classroom management; roles of transfer, retention, motivation, communication and achievement and the effects of learning styles and reinforcement. Skills in applying that understanding so that student interest, cooperation and performance will be a constant focus. Methods for differentiating instruction so that all students can learn. Emphasis is placed on grades 7-12.

EDAD 561 Methods of Teaching Business 3
Objectives, methods and materials for teaching business subjects. Review of New York State syllabi and learning standards in business subjects. Prerequisite: EDU 517 or concurrent enrollment.

EDAD 562 Methods of Teaching English: Adolescence 3

EDAD 563 Methods of Teaching Mathematics: Adolescence 3
Objectives, methods and materials for teaching mathematics in grades 7-12. Knowledge and ability to develop a variety of teaching strategies in mathematics; experiences to promote creativity in lesson planning, classroom management, etc. Students will be prepared to teach to NY State learning standards in Mathematics grades 7-12. Prerequisite: EDU 517 or concurrent enrollment.

EDAD 564 Methods of Teaching Modern Languages: Adolescence 3
Objectives, methods and materials for teaching modern languages in grades 7-12. Survey of current theories of language teaching and learning. Methodological demonstrations and practice. Work with current instructional hardware and software CALI, Interactive video, etc. Students will be prepared to teach to NY State learning standards in modern languages. Prerequisite: EDU 517 or concurrent enrollment.

EDAD 565 Methods of Teaching Science: Adolescence 3
Objectives, methods and materials of teaching the sciences in grades 7-12. Curriculum, teaching strategies, evaluation. Review of State syllabus: content, inquiry skills, problem solving and scientific attitude. Students will be prepared to teach to the NY State learning standards in the sciences. Prerequisite: EDU 517 or concurrent enrollment.

EDAD 566 Methods of Teaching Social Studies: Adolescence 3
Objectives, methods and materials for teaching Social Studies in grades 7-12. Planning lessons, units, and mini lessons. Social studies resources available for classroom use. Students will be prepared to teach to the NY State learning standards in Social Studies, grades 7-12. Prerequisite: EDU 517 or concurrent enrollment.

EDCH 570 Seminar in Teaching and Assessment: Childhood 3
This course is intended to prepare students for the broader responsibilities required in student teaching. In childhood-level settings Gr. 1-6, students will begin to plan and teach lessons, as well as continue to observe master teachers. They will prepare classroom materials, design some long-range plans and examine site-based parent involvement projects. On-campus meetings will provide opportunities for professional reflection with a team, and workshop experiences on topics related to classroom management, increasing family involvement, teaching to higher standards and assessment. 100 hours of field experience required. This course is normally taken during the semester prior to student teaching.

EDCH 571 Student Teaching: Childhood 12
Requires two supervised teaching placements in schools appropriate to certification level; includes experience in high needs schools or schools serving socio-economically disadvantaged students. Includes...
certification in Child Abuse Detection, Violence Prevention, and in-service in Chemical Abuse Awareness and Universal Precautions as mandated by NY State Education Department. Prerequisites: Interview; grade of “B” or above in each required education course (EDR 501, 502, 509; EDU 505, 515, 540, 541, 543, 545, 546, 570) and an overall QPA of 3.5. Some school districts may require tuberculosis or other health tests.

EdAD 572 Seminar in Teaching and Assessment: Adolescence 3
Curriculum development, analysis of lesson and unit planning, reflection on one’s own teaching practice. Skill in using assessment data to modify instruction and in using various resources to enhance teaching. Focus on fostering effective relationships and interactions within the school community. Means for updating knowledge and skills in your curricular area. Means for reporting child abuse and maltreatment. 100 hours of field experience. This course is normally taken during the semester prior to student teaching. Prerequisite: EDU 517; 541, 543, 545, 546, 570; and an overall QPA of 3.5. Some school districts may require tuberculosis or other health tests.

EdAD 573 Student Teaching: Adolescence 12
Requires two supervised teaching placements in schools appropriate to certification level and major teaching discipline; includes experience in high needs schools or schools serving socio-economically disadvantaged students. Includes certification in Child Abuse Detection, Violence Prevention and in-service in Chemical Abuse Awareness and Universal Precautions as mandated by NY State Education Department. Prerequisites: Interview; grade of “B” or above in each required education course (EDR 502, 503; EDU 505, 515, 517, 541, 555, 560, appropriate methods course; EDU 572) and an overall QPA of 3.5. Some school districts may require tuberculosis or other health tests.

EDU 615 Research Methods 3
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.

Prerequisite: EDU 515.

EDU 689 Independent Research 3
Under the direction of a faculty member, the candidate will complete a research project consistent with his/her interests and academic goals. Prerequisite: EDU 615; Permission of associate chair or program director required.

Workshops: Workshops are offered throughout the year and intended primarily to serve as professional development opportunities for certified teachers.

They cannot be used to meet initial certification requirements. To be counted as an elective course in a degree program, a workshop must begin in one week and end in another week. This format will provide additional weekend time for completion of research, papers, projects, etc.

College Student Personnel Administration

Paul Nochelski, S.J.; Chair; Sandra M. Estanek, Director; Cary Anderson, Tracy Leva, Logan Hazen

The College Student Personnel Administration curriculum (CSPA) leads to a master of science degree and is designed to prepare candidates for entry-level positions in higher education administration. The program provides candidates with an understanding of the many factors which affect a student's college experience, including the academic climate and its demands, student learning and development issues, the role of faculty members and administrators and the impact of extracurricular activities.

While preparing candidates for employment in all types of institutions, the CSPA program highlights the profession of student personnel administration at private institutions. Consequently, all courses, including those which investigate such topics as current issues, history, legal foundations, student and administrative concerns, have been carefully developed to examine their relation to and their impact on, private institutions. Practical experience is a major component of the program and candidates are required to complete two internships. Additional experience is gained by many candidates through compensated graduate assistantships. Such opportunities are available at Canisius and at a variety of other cooperating area colleges and universities.

Full-time study in this program is defined as nine credit hours each fall and spring semester for two years. Candidates registering for full-time study will be charged a single program fee which includes tuition, books, membership in a national professional association and the cost of attendance at one national professional conference (ACPA or NASPA) during each year of the program. This experience will enhance the student’s understanding of the importance of professional development and the value of professional relationships. Candidates will progress through the academic program together, taking all of their coursework as a cohesive group and thus developing strong team building skills and effective work groups.

The strong academic program is supplemented by graduate assistantships and internships. Each of the two internships requires a minimum of 225 hours of experience. A number of graduate assistantships are available, offered by a variety of offices in student and academic affairs.
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. The goal of the Admissions Committee is to select candidates who indicate the greatest potential for academic and professional success. Applicants must meet the general requirements for admission to graduate work in education.

College Student Personnel Administration curriculum

First Year – Fall and Spring:
CSP 501 Introduction to College Student Personnel Administration ................................................................. 3
CSP 570 Foundations of Counseling and Student Affairs ............................................. 3
CSP 660 The American College Student ................................................................. 3
CSP 510 History and Organization of Higher Education in the United States ................. 3
CSP 520 Technology in Higher Education ................................................................. 3
CSP 530 Methods of Research ................................................................. 3

Second Year – Fall and Spring:
CSP 550 Issues and Problems in Higher Education .................................................. 3
CSP 665 Legal Issues in Higher Education ................................................................. 3
CSP 677 Administrative Leadership ............................................................................. 3
CSP 699 Independent Research or Elective1/ Comprehensive Exam Option 3 ................................................................. 3
CSP 680-681 Internships ......................................................................................... 6
TOTAL ................................................................................................................. 36

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CSP 501 Introduction to College Student Personnel Administration ............................................. 3
A review of the characteristics of organization and administration of student affairs programs and services; emphasis will be given to the special concerns that might normally arise regarding the delivery of student affairs programs and services in the private sector of higher education.

CSP 510 History and Organization of Higher Education in the United States ............................................. 3
Historical perspective of college and university system designed to assist candidates in understanding the campus environment and the current organization of American higher education.

CSP 520 Technology in Higher Education ............................................. 3
Examines the relationship between technology and higher education from several perspectives including implications for student learning, administration and research. Includes hands-on experience with specific applications including Web Page Design, Blackboard, and SCT Banner.

CSP 530 Methods of Research ............................................. 3
The nature of social science inquiry with specific implications toward research methodologies in higher education. Review of both quantitative and qualitative methods of research.

CSP 550 Issues and Problems in Higher Education ............................................. 3
An examination of current trends and various topics in higher education, including areas such as enrollment and retention issues, campus climate, Greek life, financing higher education and the role of athletics.

CSP 570 Foundations of Counseling in Student Affairs ............................................. 3
Introduction to counseling philosophy, theories, processes and professional concerns facing student affairs professionals in colleges and universities.

CSP 660 The American College Student ............................................. 3
Provides an introduction to student development theory and to a profile of the contemporary college student. Theories of human development, involvement, and learning will be considered. In addition, the relation of theory to practice in student affairs will be explored along with issues related to diversity.

CSP 665 Legal Issues in Higher Education ............................................. 3
An examination of the legal foundations that govern higher education, particularly in respect to student-institution relationships, differences between public and private institutions, church and state issues, due process, discipline and freedom of expression.

CSP 677 Administrative Leadership ............................................. 3
Serves as a capstone course. Topics to be covered are mission, professional values and ethics, assessment, budget development and strategic planning, human resource management, leadership and professional development.

CSP 680 Internship I ............................................. 3
The first of two required internship experiences intended to broaden the student’s understanding of the profession. Each internship requires 225 hours of supervised experience. Permission of the program director is required. Prerequisites: CSP 501, CSP 510, CSP 520, CSP 530, CSP 570, CSP 660.

CSP 681 Internship II ............................................. 3
The second of two required internship experiences intended to broaden the student’s understanding of the profession. Each internship requires 225 hours of supervised experience. Permission of the program director is required. Prerequisite: CSP 680.

CSP 699 Independent Research ............................................. 3
A research paper or project which provides the opportunity to investigate an issue or aspect of student personnel administration of particular interest to the student. Prerequisites: CSP 501, CSP 510, CSP 520, CSP 530, CSP 550, CSP 660, CSP 665, EDC 570.

1 Restricted electives may be selected from the following graduate level courses: EDC 572 Vocational Development and Adjustment; EDC 573 Counseling Theory and Process; EDC 574 Group Dynamics; EDC 585 Chemical Dependency and Rehabilitation; OCD 610 Leadership and Motivation; OCD 635 Small Group Communications; OCD 640 Business and Professional Presentation.

2 Students may opt to complete a research paper/project or they may choose to take a graduate-level elective course and a comprehensive examination. Consultation with the program director is strongly advised.
The Department of Counseling and Human Services offers a course of study that is designed to prepare counselors who are both humanistic and competent. Whether you plan to become a school counselor, a general agency counselor, a mental health counselor, a substance abuse counselor or a rehabilitation counselor, the master's program in counseling and human services provides you with the necessary background and training.

School Counseling
When you complete the school and general counseling program you will qualify for initial certification as a K-12 counselor in New York State. Although certification to be a school counselor varies in different states, your background at Canisius will allow you to pursue a career throughout the country. The program at Canisius has a reputation for having an orientation toward practical and applied skills. In addition to direct counseling skills, future school counselors are prepared to work collaboratively in the roles of leadership, advocacy and consultation. These areas of focus have grown out of our association with the Education Trust’s Transforming School Counseling Initiative. Leadership, advocacy and consultation skills allow our graduates to influence schools on a systemic level in addition to the traditional counselor's role with individuals and groups.

Mental Health Counseling
Mental Health Counseling is a newly licensed profession in NYS. This program has different academic requirements than school and general counseling. Licensed Mental Health Counselors are able to practice psychotherapy in NYS, which includes the use of assessment instruments and appropriate treatment modalities. A separate but overlapping course of study is required. Licensed mental health counselors work in both in-patient and out-patient mental health facilities as well as other counseling facilities where psychotherapy is provided. Over the next several years the value of this license will continue to grow as the implications of the “scope of practice” regulations associated with the license develop.

General Agency Counseling
While some specialties in the counseling profession require specific certifications or license, many counselors are employed in settings that do not necessitate additional certification beyond the master's degree in school and general counseling. Although not an inclusive list, agency counselors are employed in youth related programs, social service agencies, hospital based settings, residential programs and church sponsored agencies.

Substance Abuse Counseling
Students in our program have the option of preparing to become a Credential Alcohol and Substance Abuse Counselor (C.A.S.A.C.). The C.A.S.A.C. is a state certification that requires both academic and work experience. Canisius is accredited by New York State to provide academic preparation for the C.A.S.A.C.

Rehabilitation Counseling
Rehabilitation Counseling is directed toward persons who have a disability. Our program allows students to gain the academic background necessary to become a Certified Rehabilitation Counselor (C.R.C.). Students will also need to acquire appropriate work experience to qualify for this credential.

Admission
Student candidates must fulfill the general requirements for admission to graduate work in education.

Required for Admission or Within the First Semester of Study
- Completion of the Counseling and Human Services screening process which includes the Minnesota Multiphasic Personality Inventory (MMPI), a written autobiography and an empathy test
- Completion of a personal interview
- Successful performance is assessed at specific “Transition Points” and is necessary for continuation in the program

Although the curriculum in the Department of Counseling and Human Services has several overlapping courses, candidates must declare a program major in either school and general counseling (SAC) or mental health counseling (CMHC). The school and general counseling curriculum is divided into three phases and is described below. A description of the mental health counseling program, follows the description of the school counseling and general counseling program. It is possible to be a dual major. Interested candidates should contact their advisors.

School and General Agency Program
The counseling curriculum is projected upon a 60-hour program of studies. Depending upon the candidate's undergraduate preparation, it is possible for certain courses to be waived at the Phase I level of preparation for the school and general counseling program. Such a waiver will be carried through to the permanent level of certification/Certificate of Advanced Study, under advisement, for matriculated students only.

Phase 1: Foundations (9 credit hours maximum)
Phase 1 requires preparation in the following areas, as assessed
by the counseling faculty: psychology (including human growth and development), abnormal psychology (or equivalent) and statistics. Coursework, whether graduate or undergraduate, taken to complete Phase I cannot be applied toward the master’s degree but does count toward school counseling certification. If Phase I requirements have been met on an undergraduate level, the student does not have to repeat them. Assessment of Phase I Foundations is done with the student’s faculty advisor.

Phase II: M.S. Degree/Provisional Certification  
(39 credit hours)
EDC 570  Foundations of Guidance and Counseling  ...........3  
(EDC 560 Child Abuse Prevention co-requisite lab done within EDC 570)
EDC 571 Psychological Assessment in Counseling ..............3
EDC 572 Vocational Development and Adjustment .............3
EDC 573 Counseling Theory and Process .........................3
EDC 574 Group Dynamics ............................................3
EDC 576 Practicum/Internship I School .........................3  
(EDC 566 School Violence Prevention co-requisite lab done within EDC 576)
EDC 589 Family Counseling ..........................................3
EDU 615 Research Techniques .......................................3
EDC 675A Multicultural Concerns ................................1
EDC 675B Consultation in Counseling .................................1
EDC 675C Abuse, Ethics and Legal Aspects of Counseling...1
EDC 577 Practicum/Internship II School or Agency ..........3
EDC 578 Practicum/Internship III Agency .......................3
Electives ......................................................................6
TOTAL ......................................................................39

Phase III: Permanent Certification/Certificate of Advanced Study  (12 credit hours)
Phase III is designed primarily for students seeking permanent certification as a school counselor; however, other counselors may choose to complete Phase III, in order to achieve a Certificate of Advanced Study. The course of study is this phase is listed below:
EDC 590 Managing School Counseling Programs ............ 3
EDC 674 Group Counseling Leadership ......................... 3
EDC 579, 587 or 592 Directed Elective: .......................... 3
 Students choose from Diversity and Counseling, Student 
 Assistant Programs, Guidance Strategies in the Classroom 
 or a Computer elective
Elective .................................................................. 3
TOTAL .................................................................. 12

Mental Health Counseling
Preparation for candidates wishing to become licensed mental health counselors is in accordance with the NY State law. Licensing of mental health counselors in NYS began in 2005. Candidates are encouraged to be in close communication with their advisors since the process and implications of this new license continue to evolve, which may lead to some changes in curriculum. The curriculum is currently divided into the following three phases.

Phase I  Foundations (prerequisites) 9 credit hours
Phase II  Master’s Degree 39 credit hours
Phase III Certificate of Advanced Study 12 credit hours

Unlike the school counseling program, Phase I requirements must be done at the graduate level.

Phase I: (Foundations: Total of 9 credit hours — no undergraduate credit)
EDC 570  Foundations of Guidance and Counseling ...........3  
(EDC 560 Child Abuse Prevention co-requisite lab done with EDC 570)
EDC 573 Counseling Theory ...........................................3
EDC 568 Principles of Mental Health Counseling .............3
TOTAL: ......................................................................9

Phase II (M.S. Degree: Total of 39 hours)
EDC 579  Diversity and Counseling ..................................3
EDC 596A Special Education .............................................1
EDC 596B Solution-Focused .............................................1
EDC 596C Psychopharmacology .....................................1
EDC 597 Abnormal Psychology .......................................3
EDC 589 Family Counseling ..........................................3
EDC 577 Agency Practicum ...........................................3
EDU 615 Research Techniques .......................................3
EDC 593 Lifespan Development ......................................3
EDC 571 Psychological Assessment .................................3
EDC 574 Group Dynamics .............................................3
EDC 572 Vocational Development & Career Counseling ..3
EDC 600 Internship (full time) .................................6
OR
EDC 601 Internship I (half-time) ....................................3
EDC 602 Internship II (half-time) ...................................3
Elective ..................................................................3
TOTAL: ..................................................................39

Phase III: (Certificate of Advanced Study:
Total of 12 credit hours)
EDC 585 or EDC 586 Substance Abuse Elective ..............3
EDC 675A, B, C Multi-Cultural, Ethics/Law/Abuse, 
Consultation ..........................................................3
EDC 603 Advanced Internship ........................................3
Elective ..................................................................3
TOTAL .................................................................12
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EDC 568 Principles and Practices of Mental Health Counseling
Introduction to historical and organizational perspectives on Mental Health Counseling services. Roles and functions of mental health counselors and current professional issues.  
Prerequisite: EDC 570 or equivalent.

EDC 570 Foundations of Counseling and Development
Introduction to philosophy, issues, theories, processes and professional concerns facing counselors and educators in schools and community agencies.

EDC 571 Psychological Assessment in Counseling
Selection, use, interpretation and critical evaluation of standardized psychological tests of intelligence, achievement, interest and personality. Practical use in counseling.  
Prerequisites: EDC 570 and EDU 511 or equivalent.

EDC 572 Vocational Development and Adjustment
Current theories and processes pertinent to vocational development and decision-making. Application of theory and informational media to career counseling.  
Prerequisite: EDC 570.

EDC 573 Counseling Theory and Process
Historical and current theories of counseling and psychotherapy. Application of those theories to realistic case situations and development of the individual student's approach to the helping relationship.  
Prerequisite: EDC 570

EDC 574 Group Dynamics
Theoretical and experiential basis for dealing with groups in both information-oriented and therapy-oriented situations. Values and limitations of group techniques.  
Prerequisite: EDC 570.

EDC 576 Practicum/Internship I (School)
School-centered placement of student counselors for experiential purposes. Directed activities to sensitize students to counseling processes. Additional requirements for students without teaching experience. School violence issues related to SAVE legislation.  
Prerequisites: EDC 570, 573.

EDC 577 Practicum/Internship II
Opportunity for student counselor to function in school or agency counseling situation under close supervision. Proficiency in group and individual counseling stressed. Prerequisites: For School Counseling Program EDC 576 none for Mental Health Counseling Program.

EDC 578 Practicum/Internship III (Agency)
Placement as counseling intern in community agency setting. Some mentor experience with beginning student interns in EDC 576 under supervision. Weekly peer meetings.  
Prerequisite: EDC 577.

EDC 579 Diversity and Counseling
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.

EDC 580A Supervision Skills in Counseling
Theoretical and practical considerations specific to the supervisory responsibilities of counselors. Of particular interest to agency counselors. Meets for five weeks only.

EDC 580B Sexuality Issues in Counseling
Historical, ethical and social concerns surrounding human sexual behavior. Sex education and exchange of information. Meets for five weeks only.

EDC 580C Computers in Guidance
Recent developments in computer application programs specific to counseling. Meets for five weeks only. Prerequisite: Experience with computers or a foundations course in computers.

EDC 581 Grief Counseling
For counselors. The grief response in individuals and families when faced with disappointment and loss, especially when the loss entails death.

EDC 583 Principles of Rehabilitation
Specific ways to help the client suffering from a disabling condition. Procedures and theory used by rehabilitation counselors.

EDC 584 Elementary School Counseling
Counseling concepts and approaches which foster social, psychological and academic development of the child. Current innovative techniques.

EDC 585 Chemical Dependency and Rehabilitation
History of drug abuse; characteristics of drug dependence and chemical abuse treatment modalities, including strategies for prevention, intervention and rehabilitation.

EDC 586 Physiological and Psychological Aspects of Chemical Dependency
Etiology of chemical dependency. Diagnosis, screening, counseling issues and ethical issues in recovery and growth.

EDC 587 Schools and Student Assistance Programs
For school counselors, teachers and administrators. Factors involved in at-risk youth. Developing skills to design, monitor and evaluate S.A.P. programs to maximize learning in schools today. Includes both prevention programming and intervention models.

EDC 588 Disruptive Behavior Disorders
Childhood and adolescent disorders such as Oppositional Defiant Disorder (ODD) are discussed in regard to assessment, diagnosis and treatment.

EDC 589 Family Counseling
Characteristics of normal and troubled families. Emphasis on theories and techniques of family counseling, including the works of Minuchin, Satir, Bowen and Haley; solution-focused approaches.

EDC 590 Managing School Counseling Programs (web only)
Administrative and leadership practices in school counseling. Issues, challenges and opportunity in leading school counseling programs. Meets the Administration requirement in Phase III.  
Prerequisite: EDC 577

EDC 592 Counseling and Guidance Strategies for Education
How teachers, administrators and other personnel, K-12, can minimize risks and maximize learning. Current issues, including child abuse and suicide; counseling services and programming; identifying and assisting students in accessing services and interfacing with parents; ethics considered. Meets for five weeks only.

EDC 593 Lifespan Development
Individual and family development through the lifespan. Theoretical perspectives for understanding child, adult and family development are discussed and applied to counseling.

EDC 594 Women's Issues in Counseling
Counseling strategies, goals and interventions regarding women's issues of career, family, health and gender within the American culture. A developmental approach is taken to consider these issues over the lifespan.

EDU 596A Special Education and Counseling
Federal and local efforts to minimize handicapping conditions in educational agencies. Topics will include Public Law, committees on the handicapped, least restrictive environments. (5 weeks only)

EDU 596B Solution-Focused Therapy
In-depth study of brief solution-focused therapy. Theoretical background and practical skills. (5 weeks only)

EDU 596C Psychopharmacology
Major drugs used to treat mental illness. Provides an understanding for the counselor of how psychotropic drugs work, dosages and side effects. (5 weeks only)
EDU 597 Abnormal Psychology and the DSM IV
In-depth investigation of human abnormality. The DSM IV
categories of disorders, depression and considerations for dealing
with crisis situations.

EDC 599 Independent Study
Specialized reading, conferences with the instructor and detailed
research. Prerequisite: Permission of instructor.

EDC 600 Mental Health Counseling Internship
Combines EDC 601 and EDC 602 into one full time internship.
See advisor for details.

EDC 601 Mental Health Counseling Internship I
Placement as a mental health counselor intern in a mental health
program. Opportunity to engage in diagnosis, treatment planning
and intervention.

EDC 602 Mental Health Counseling Internship II
Continuation of in depth experience of the functions of a mental
health counselor through placement in a mental health agency.

EDC 615 Research Techniques
Qualitative and quantitative aspects of carrying out research.
Realistic experiences in carrying out research and evaluation
experiments, including inferential statistical methods.
Prerequisite: EDU 511 or equivalent.

EDC 674 Group Counseling Leadership
Knowledge and implementation of leadership styles with
developmental/crisis-oriented groups. Students must establish
and conduct their own counseling group as a course requirement.
Prerequisite: EDC 574.

EDC 674A Multicultural Counseling
Multicultural considerations in counseling. Awareness of subjective
and social issues of disparity and intolerance. Information regarding
major minority groups, handicapping conditions and development of
transcultural counseling competency.

EDC 675B Consultation Skills for Counselors
This course explores various models of consultation and the
skills associated with each. Prerequisite: EDC 576.

EDC 675C Abuse, Ethics, and Legal Aspects of Counseling
Develops counselor's background with a wide range of ethical/legal
dilemmas in the normal delivery of services including: being a
mandated reporter of abuse; confidentiality issues; malpractice;
committees on the handicapped; least restrictive environments.
Meets for five weeks only. Prerequisite: EDC 576.

differentiated instruction

Julie Henry, Director; Barbara Broomell, Janet Brooks,
Virginia Campos, Heidi Gleason, Darcy Gehen,
Bill Markarian

This program is designed for teachers who already possess
Teaching certification and want to specialize in meeting the
diverse needs of learners in mixed-ability classrooms. Teachers
will gain expertise in differentiating instruction in order to
challenge all students from special education to gifted students.
The degree in Differentiated Instruction meets the master's
degree requirement for permanent or professional teacher cer-
tification in the state of New York. The degree also meets the
requirements for a certification extension in Gifted Education.

Differentiated curriculum:
Master of Science degree

The following core courses are required of all candidates:
EDDI 505 Introduction to Differentiated Instruction........3
EDDI 500 Dimensions of Learning I......................... 3
EDDI 510 Classroom Management and Professional
Collaboration for a Differentiated Classroom............. 3
EDDI 515 Identification and Assessment of Students
in a Differentiated Classroom.............................. 3
EDDI 520 Differentiated Instructional Strategies
for Gifted Students......................................... 3
EDDI 615 Action Research for a Differentiated Classroom 3
EDDI 600 Practicum and Seminar in Gifted Education... 3
TOTAL............................................................ 21

Elective courses (must take any 3 of the following courses)
EDR 509 Teaching Literacy with Diverse Populations..... 3
EDDI 525 Differentiating the Curriculum for
Gifted Students in Regular Classroom...................... 3
EDDI 530 Social and Emotional Implications
of Differentiation.............................................. 3
EDDI 535 Differentiated Instruction in Secondary
Classroom.................................................. 3
EDDI 540 Differentiated Instruction and
Special Education.......................................... 3
EDDI 545 Understanding and Teaching Children
from Urban Populations and Cultures................... 3
EDDI 550 Dimensions of Learning II......................... 3
Prerequisite: Dimensions of Learning I-EDDI 500
EDDI 590 Effective Family Collaboration.................... 3
TOTAL............................................................ 9
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EDDI 500 Dimensions of Learning I 3
Participants will explore and understand this learning-centered framework for instructional planning. Dimensions translate 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.

EDDI 505 Introduction to Differentiated Instruction 3
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. Study of a variety of curriculum options, such as those of content, implementation of differentiated lessons that optimize learning for all students, including gifted students and other high-ability learners.

EDDI 510 Classroom Management and Professional Collaboration for a Differentiated Classroom 3
Participants will explore the demands of a mixed ability classroom and acquire management and communication skills to meet the needs of diverse learners. Flexible grouping and organization and instructional delivery strategies will be examined. 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.

EDDI 515 Identification & Assessment of Students in a Differentiated Classroom 3
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.

EDDI 520 Differentiated Instructional Strategies for Gifted Students 3
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 of content, process and products will be addressed.

EDDI 600 Practicum and Seminar in Gifted Education 3
This course involves completing a college supervised practicum experience of 50 hours teaching gifted students. The practicum is individualized and takes place during the regular school hours, near the end of the program. Students will have the opportunity to discuss and reflect on the practicum experiences in on-campus seminars.

EDDI 615 Action Research for a Differentiated Classroom 3
Focuses on the study of the background of educational research; understanding research methodologies and designs; tools and techniques of educational research; collection, treatment, analysis and interpretation of research data. The student will develop an action research project that will be implemented during their practicum.

EDR 509 Teaching Literacy with Diverse Populations 3
Strategies for effective literacy instruction with diverse populations will be examined. These include researched-based approaches for special education students, ESL/LEP students, as well as gifted and talented students. Candidates will examine how to match instruction to students' needs as well as how to incorporate differentiated instruction in a classroom. Multicultural literature and literature that deals with specific disabilities will be examined.

EDDI 525 Differentiating the Curriculum for Gifted Students in Regular Classroom 3
This course examines the characteristics of appropriate and defensible curriculum for gifted children and youth. Particular emphasis is placed on meeting the needs of the gifted learner in the regular classroom.

EDDI 530 Social and Emotional Implications of Differentiation 3
Focuses on social and emotional issues in a differentiated classroom. Issues such as fairness and grading, taking charge of individual learning, developing organization and study skills, procrastination and perfectionism, fear of failure, struggling with more appropriately challenging activities, underachievement behaviors. The role the parent plays in supporting a child in a differentiated classroom will also be explored.

EDDI 535 Differentiated Instruction in the Secondary Classroom 3
Implementing differentiation can pose special challenges at the secondary level. The issues of time to teach the content, what to do about grading and how best to communicate the philosophy to students who have not been exposed to a differentiated classroom are issues that must be addressed. This course will examine high school organizational patterns, curricula structures and present practical strategies on how to plan and implement a differentiated curriculum at the high school level. Participants will examine and develop lesson plans and abilities with opportunities to learn important content in ways that best meet their readiness level, interests and learning profiles.

EDDI 540 Differentiated Instruction and Special Education 3
Focuses on the special needs of special education students in the regular classroom and how a teacher can use the principles of differentiation to meet those needs. This course will address practical strategies, which will enrich the learning experiences and raise the success level for the special education student. Particular attention will be paid to early intervention and collaboration protocol with specialists, services and agencies outside classroom.

EDDI 545 Understanding and Teaching Children from Urban Populations and Cultures 3
Focus of this course will be on understanding the effects of social and cultural backgrounds on attitudes, behavior and learning. The course will address issues of prejudice, stereotypes, generalizations and acceptance of differences as a foundation to explore the unique needs of the urban child. Strategies and management techniques for differentiating the curriculum to ensure success for urban students and those from diverse cultures will be explored.

EDDI 550 Dimensions of Learning II 3
Participants will continue to explore and understand this learning-centered framework for instructional planning. Translates the latest research on cognition and learning into practical classroom strategies. Participants learn how to help students use knowledge meaningfully. A focus will be on integrating Dimensions strategies into lesson and unit planning for differentiated curriculum in order to optimize earning for all students, including those with exceptionalities.

SPE 590 Effective Family Collaboration 3
Addresses issues central to successful work between schools and parents, legal issues, effective communication, family systems theory, facilitation of parent meetings and solution-focused models of intervention are addressed. Multicultural issues, sibling issues, community resources and general education involvement are emphasized. Research-based intervention techniques and models of communication will be emphasized.
Leading a school organization is one of the most demanding and rewarding careers. As a school leader, one has the opportunity to shape the lives of learners of all ages. Students in the Canisius College Educational Administration Program are expected to enroll with not only the desire to be a leader, but also with a rich history of excellence as an educator.

The Canisius College Educational Administration Program is designed to assist candidates in acquiring the knowledge, skills and dispositions essential to a successful career as a school leader. This competency-based program leads to a New York State School Building Leader license (SBL), a New York State School District Leader license (SDL), and/or a master’s degree in educational administration, depending upon the amount of graduate work in which a student wishes to engage.

Possession of the SBL certificate is necessary for employment in the public schools of New York State in such leadership roles as building principal, assistant building principal, supervisor, coordinator, or any position in which a person is serving more than 25% of his/her assignment in an administrative or supervisory position. An appointment to such positions as superintendent of schools, deputy superintendent, associate superintendent, assistant superintendent, or any position with district-wide administrative responsibilities requires a SDL.

The New York State Education Department has recently made changes to the requirements for educational administration licensure, with implementation scheduled for September 1, 2006. Canisius College has not only received re-certification from SED, but has been nationally recognized by the Educational Leadership Constituent Council (ELCC).

**Admission requirements**

In addition to meeting the general requirements for admission to graduate work in the Canisius College School of Education and Human Services, the applicant must submit the following:

1. Evidence (an official and final transcript) of an earned master’s degree from an accredited institution of higher education;
2. Evidence of a minimum of three (3) years of successful, full-time teaching and/or pupil personnel service experience in K-12 schools*; and
3. Written recommendations from three (3) professional educators, one of whom must be a certified school administrator familiar with the applicant’s work as a professional educator.*
4. A program preference form.*
5. Submission of a writing sample.

An applicant may be required to meet with the program director or his/her designee.

* These forms are available in the Office of the School of Education and Human Services and on the program Web site.

**Required courses for New York State License as a School Building Leader (SBL)**

(18 credit hours of course work plus an internship):

- EDA 600 Theory in School 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 675 & 680 Educational Administration Internships ............................8

**Required courses for New York State License as a School District Leader (SDL)**

Must take all the above SBL courses, plus:

- EDA 640 School Business Administration .......................................................... 3
- EDA 660 The Administrator and Pupil Personnel Services .............................. 3

**Required courses for Master of Science degree in Educational Administration**

All of the coursework required for the SBL an SDL Licenses, plus:

- EDA 661 Emerging Issues in School Leadership .................................................. 3
- EDA 655 School Leaders and Community Relations ........................................ 3
- EDA 6615 Educational Administration Elective ................................................. 3

**Educational Administrativ Electives**

- EDA 632 Negotiating and Administering Employee Contracts
- EDA 656 Technology Tools for the Administrator

The master’s degree in Educational Administration may not be used to meet NYS requirements for professional certification in teaching.

**COURSES 2006-2008**

- EDA 600 Theory in School Administration .......................................................... 3
  - Theories as they may relate to the forces reshaping our schools.
  - Topics such as the following may be investigated: organizational models, characteristics of leadership, change systems, vision development and school design.
- EDA 604 Catholic Administration Seminar I ...................................................... 3
- EDA 606 Catholic Administration Seminar II .................................................... 3
  - Both EDA 604 and EDA 606 focus on selected topics pertinent to the administration of Catholic elementary and secondary schools.
  - The two courses are offered during alternating summers.
- EDA 610 School Law ............................................................................................. 3
  - Principles of public school law with a focus on NYS Education Law and select federal and state cases affecting the administration of our educational system. Topics include student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; employee rights.
EDA 620 Supervision for the Improvement of Instruction
Examination of the structure and significance of school reform, teaching and learning theories, Standards Theory, the change process, and how instructional improvement relies on leadership and resourcefulness. Other topics include clinical supervision, teacher mentoring and peer coaching.

EDA 625 Instructional Program Design
Comprehensive overview of the concepts, strategies and resources associated with planning, implementing and evaluating school curricula. Attention will be focused on contemporary research regarding constructivist principles, invitational learning, cooperative learning, outcome-based education, multiculturalism, learning styles, multiple intelligences and techniques that support curricular change.
The course combines theory with practical strategies.

EDA 630 School Personnel Administration
Broad overview of matters having to with leadership and organization of school personnel. The following topics will be explored: staff recruitment and selection; employee induction; professional development; supervision and evaluation; discipline and dismissal; the work environment; compensation and benefits; administering employee contracts and legal issues in personnel management.

EDA 632 Negotiating and Administering Employee Contracts
History, “language,” trends, preparation activities and effective practices of contract negotiations. Additional discussion topics include impasse and mediation, work stoppage activities (i.e., work-to-rule and striking), contract grievances, arbitration and the importance of proper administration of an employee contract. Students will engage in mock contract negotiations.

EDA 640 School Business Administration
Overview of the major areas of responsibility of the school business administrator. Emphasis on a planning approach to educational leadership and the role of the position as a key member of the district’s leadership team; how the school business administrator has a positive effect on student learning by facilitating decision-making.

EDA 650 The Principalship
Study of the wide range of responsibilities of the building administrator, as building manager and educational leader. Topics include establishing/maintaining positive relationships with all parties (students, teachers, staff, unions, parents, community, etc.); school climate; school safety; collaboration; change; employee supervision; improvement of instruction.

EDA 655 School Leaders and Community Relations
Principles and practices involved in establishing and maintaining desirable relationships with all members of the community — parents, non-parents, business, police and fire, community agencies, etc.

EDA 656 Technology Tools in Educational Administration
Introduction to the hardware and software that assist today’s school administrators in performing their responsibilities more effectively and efficiently; data storage and retrieval, performance gap analysis.

EDA 660 The Administrator and Pupil Personnel Services
Survey course providing necessary background/understanding of the quantitative/qualitative dimensions of pupil personnel services (PPS) found in schools/districts. Topics include role of the administrator; mandated delivery mechanisms and the “language” of PPS as it relates to special education; compensatory education, testing and assessment, school counseling, etc.

EDA 661 Emerging Issues in School Leadership
Exploration of contemporary educational issues, their impact on current administrative practices, and methods to maximize positive results when confronting such issues. Areas of skill development include efficient and effective communications, management of school climate to minimize the stress of change and creative problem solving.

EDA 670 Independent Study in Educational Leadership
May be used only when a class is needed for graduation or certification and is not otherwise available. This course may not be used when regular course offerings are available and suitable or because the time of a regularly scheduled class is inconvenient for a student. Prerequisite: Program director’s signature.

EDA 675 Administrative Internship I
This internship may be taken by only those students who have successfully completed 1 credit hour in Administration. Program director’s signature required. Co-requisite: EDA 690L. (Please see course description for EDA 690 and EDA 690L).

EDA 680 Administrative Internship II
This internship may be taken by only those students who successfully completed EDA 675. (Please see course description for EDA 690 and EDA 690L).

EDA 690 Educational Administration Internship
Opportunity to apply theoretical learning to practice. Intern performs responsibilities of an educational administrator under direct supervision of on-site mentor and indirect supervision of college supervisor. Student must find own setting at building and/or central office level. Prerequisites: 1-18 EDA credits and program director’s signature. Co-requisite: EDA 690L.

EDA 690L Educational Administration Internship Lab
Additional opportunities for interns to learn from practicing administrators and from activities using simulation and role-play.

Also, interns will receive instruction in areas required by NYS for certification (for example, Project SAVE). Co-requisite: EDA 675 or EDA690.
educators of deaf/hard of hearing students

Marjorie L. Harrington, Director; Douglas K. Hinton, Director of Professional Experiences.

At Canisius College students are challenged to become teachers in a rigorous two-year graduate program that prepares them to teach children in a wide variety of settings: residential schools, public day schools, resource rooms, inclusion settings and itinerant situations. The program is an accredited comprehensive course of study, and students experience that thoroughness as they take classes and interact with children who are deaf or hard of hearing. The program develops teaching professionals who are able to interrelate the effects of hearing loss on language, learning, cognition, and speech; to develop competency in presenting academic content to children who have hearing losses; and to collaborate with families, as well as with professionals and non-professionals in related fields.

The Canisius College Deaf Education program is a collaborative program with St. Mary's School of the Deaf. Canisius has had this special arrangement with St. Mary's for more than 40 years and is located less than one mile from the St. Mary's campus. Graduate interns can choose to live at St. Mary's while they attend the graduate program. This arrangement with St. Mary's gives interns a unique opportunity to interact on a more continuous basis with the resident students attending the school.

The Canisius College program enables graduate students to earn a master of science degree to teach students who are deaf or hard of hearing from birth through 21 anywhere in the United States. Certification is received from New York State and from the Council on the Education of the Deaf (CED), the only national organization that grants teacher certification to deaf education colleges and universities.

Admission

In addition to meeting the general requirements for admission to graduate work in education, program applicants must also submit three letters of recommendation, submit a letter of intent describing their interest in teaching the deaf and complete a personal interview. Admission is competitive and students only begin in the fall semester.

A candidate must hold a public school teaching certificate prior to admission or must complete all requirements for such certification before the candidate receives the master of science degree in Education of Deaf/Hard of Hearing Students.

NOTE: Candidates who do not possess an unexpired New York State provisional certificate (or a certificate of qualification) under NYS regulations prior to 2004 must pass the required examinations in order to obtain an initial teaching certificate in elementary or secondary education and also the certificate as an educator of deaf/hard of hearing students. The student must complete all the coursework required of the master's degree in order to qualify for certification in New York State.

Applicants must pass the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills-Written (ATS-W), prior to starting instructional practicum experiences and must demonstrate completion of NYS approved workshops in child abuse and in school violence issues.

Other electives, when needed for New York State certification, will be selected from elementary, secondary or special education upon advisement by the program director.

Canadian students

Applicants from Canada seeking to become teachers of deaf/hard of hearing children and youth must follow the curriculum in Elementary Education concurrently or prior to the sequence for Graduate Deaf Education.

Core Courses

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<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>EDD 536</td>
<td>Language Theories and Strategies I</td>
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<tr>
<td>EDD 537</td>
<td>Language Theories and Strategies II</td>
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<tr>
<td>EDD 545</td>
<td>Methods of Teaching Literacy for Deaf and Hard of Hearing Persons</td>
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<tr>
<td>EDD 533</td>
<td>Introduction to Speech and Hearing Science</td>
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<tr>
<td>EDD 535</td>
<td>Introduction to Audiology and Assistive Devices</td>
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<tr>
<td>EDD 542</td>
<td>Oral/Aural Development Skills and Methods of Teaching Speech with Practicum</td>
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<tr>
<td>EDD 534</td>
<td>Introduction to Deaf and Hard of Hearing Persons</td>
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<tr>
<td>EDD 550</td>
<td>Theory, Research and Assessment of Deaf Learners</td>
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<td>EDD 555</td>
<td>Psychology/Counseling of Deaf and Hard of Hearing Persons</td>
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<tr>
<td>EDD 548</td>
<td>The Deaf or Hard of Hearing Child 0-8 Years Methods and Partnerships</td>
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<tr>
<td>EDD 532</td>
<td>Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners</td>
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<td>EDD 551</td>
<td>Sign Communication I</td>
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<td>EDD 553</td>
<td>Sign Communication II</td>
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<td>EDD 600</td>
<td>American Sign Language I</td>
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<td>EDD 601</td>
<td>American Sign Language II</td>
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Capstone Courses

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<th>Course</th>
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<tr>
<td>EDD 539</td>
<td>Instructional Practicum</td>
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<td>EDD 556</td>
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<td>EDD 557</td>
<td>Student Teaching II</td>
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<tr>
<td>EDD 603</td>
<td>Professional Seminar/Portfolio To Deaf and Hard of Hearing Learners</td>
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COURSES 2006 - 2008

NOTE: All required courses and most optional electives in this program are taught at St. Mary's School for the Deaf, 2253 Main Street, Buffalo, New York. All program courses are limited to program majors.
EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners
Comparative curriculum theory: planning, design based upon the work of Wiggins & McTigue 2000. Major influences on curriculum development; integrating technology in the self-contained classroom, preK-12th grade; teaching in the public school in the inclusionary setting, in the resource room, in the self-contained room, or in settings as an itinerant teacher with particular consideration of the NYS Learning Standards as they are used to plan curriculum/methods for teaching subject areas. This course covers the IEP, the ITP, the multidisciplinary team, the law, classroom and behavior management, collaborative partnerships, educational services, vocational issues, curriculum adaptations, differentiated instruction and children who are deaf or hard of hearing with additional disabilities.

EDD 533 Introduction to Speech and Hearing Science
Anatomy and physiology of the speech and hearing mechanisms; acoustic and neurological correlates of signal representations; etiologies of hearing loss, communication theory and application in education of students who are deaf or hard of hearing.

EDD 534 Introduction to Deaf and Hard of Hearing Persons
Students study deaf culture and history, etiologies, methodologies, educational placement options, school law, communication modes, parent issues, socio-cultural issues, ethical issues and learn about students who are deaf or hard of hearing with additional disabilities.

EDD 535 Introduction to Audiology and Assistive Devices
Students study the identification and assessment of hearing loss from infancy to adult. Individual and group amplification systems, assistive listening devices, medical rehabilitative correlates of typical audiological profiles are presented. Interpretation and application of audiological data and understanding the cochlear implant are part of the course.

EDD 536 Language Theories and Strategies I
Students receive an overview of language and theories in teaching students who are deaf or hard of hearing. Review of function and structure of language, the grammar of English, theories of language acquisition, issues in language learning and deafness and research on cognition and language learning are presented. Language learning issues for students who are deaf or hard of hearing with multiple disabilities are discussed.

EDD 537 Language Theories and Strategies II
Applications of language theories in teaching deaf and hard of hearing students are presented. Review of language curricula, assessment of language acquisition and development of language strategies in teaching academic subjects to students who are deaf or hard of hearing and students who are deaf or hard of hearing with multiple disabilities are discussed. Students discuss the differences of educational systems in the United States and other countries of the world.

EDD 539 Instructional Practicum
A minimum of 150 hours of observations and teaching in self-contained classrooms, resource rooms, and inclusionary settings are included in the practicum prior to student teaching. Observations include a professional field trip to three exemplary schools for the deaf and professional meetings in major agencies in Western New York. Weekly seminars.

EDD 542 Oral/Aural Developmental Skills and Methods of Teaching Speech with Practicum
Development of speech perception and language production strategies using the oral philosophy and methodology are presented. Instructional possibilities for students who are deaf or hard of hearing in residential schools or public schools are explored. Survey of assistive technology for classroom communication and understanding students' use of the cochlear implant are part of the course. A minimum 65 hours of a practicum assignment is attached to the course so each intern will practice the theories and methods presented in the course.

EDD 545 Methods of Teaching Literacy for Deaf and Hard of Hearing Persons
This course presents the theories and pedagogy related to teaching reading and writing to students who are deaf or hard of hearing. Discussion of research on teaching English as a second language is included. The study of language diversity, deafness and language development as it pertains to reading and writing is part of the course.

EDD 548 The Deaf or Hard of Hearing Child-0-8 Years Methods and Partnerships
A study of the critical time period of infancy to age 8 of the child who is deaf or hard of hearing for the development of cognition, language, psychological, and socio-cultural skills. The IFSP, parents and family issues, school education issues and children who are deaf or hard of hearing who have multiple disabilities are presented.

EDD 550 Theory, Research and Assessment of Deaf Learners
Students discuss assessment methods and materials applicable to the student who is deaf or hard of hearing and the student who is deaf or hard of hearing who has multiple disabilities. The role of the teacher, psychologist, counselor and social worker are discussed. Research theories, application of a variety of research methods and statistics are presented. Assessment instruments used for the 0-21 year old population are discussed. Assessments mandated by New York State and federal laws are discussed.

EDD 551 Sign Communication I
Implications of deafness in communication in language and the introduction of Signing Exact English vocabulary and syntax are presented in both the receptive and expressive formats. An introduction to deaf culture and the use of English based sign language systems is discussed.

EDD 553 Sign Communication II
This course is a continuation of EDD 551 and using the skills acquired in the previous course in assigned activities using Signing Exact English. Skill development and increased proficiency in expressive and receptive sign language are emphasized.

EDD 555 Psychology/Counseling of Deaf and Hard of Hearing Persons
Issues and trends in the field of psychology and counseling as they affect the field of deafness are presented. Psychological assessment of the student who is deaf or hard of hearing and the student who is deaf or hard of hearing who has multiple disabilities is discussed. Counseling methods and materials used by counselors and psychologists for persons who are deaf or hard of hearing are also discussed. Issues of the individual, the family, the community and society as they impact the person who is deaf or hard of hearing are presented. Psychosocial implications of deafness and the cognitive-emotional development of the individual who is deaf or hard of hearing are discussed.

EDD 556 Student Teaching I
Eight weeks of student teaching in a residential setting for students who are deaf. Several residential schools in New York State are available for placements.

EDD 557 Student Teaching II
Eight weeks of student teaching in a public school program-serving students who are deaf or hard of hearing in the surrounding area of Western New York.

EDD 599 Independent Study
Individual studies or research projects about the education of children who are deaf or hard of hearing is possible. Independent studies are designed to supplement or enrich the intern's background.

EDD 600 American Sign Language I
This course is an introduction to American Sign Language (ASL); its structures, grammatical features, language functions and vocabulary acquisition. Deaf culture and sociolinguistic implications are discussed. An emphasis is given to developing interaction/interpersonal skills with deaf persons.
EDD 601 American Sign Language II  
This course is the second course in American Sign Language (ASL) and emphasizes the development of receptive and expressive skills. Emphasis is on learning the nuances of ASL; the syntax, semantics and pragmatics of the language. Students must take the Sign Communication Proficiency Interview (SCPI) test the last semester before graduation.

EDD 603 Professional Seminar/Portfolio  
Students complete an electronic portfolio based on reflections in the area of knowledge, service, and leadership, which include professionalism, technology use and dispositions while completing the two-year deaf education program. A formal presentation of the portfolio is required.

**Electives**

EDD 602 Characteristics of Deafblind Children and Youth  
Comparative course based upon understandings of deafness and vision loss. Identification of deafblind children, characteristics and commonly seen etiologies and instructional implications are part of the course. Professional resources, local and national agencies will be discussed.

EDD 604 Braille I  

EDD 605 Braille II  

EDD 606 Cued Speech  
Complete skill development in Cued Speech, an oral communicative method for deaf persons.

EDD 607 Current Topics for Deaf Education Professionals  
Professional development course for teachers of children who are deaf or hard of hearing. Distance learning and/or summer options.

EDD 608 Instructional Methods for Deafblind Children  
Specific methods for the instruction of children who are deafblind. Instructional environments; one on one, resource room, self-contained classroom with children who are deaf or hard of hearing and inclusive strategies are discussed.

EDD 609 ASL III  
Advanced ASL. Linguistic study, contrastive analysis and proficiency. Prerequisite: ASL II.

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**general education for permanent certification only**

This is a 33-credit-hour master of science in education program, which is restricted to those students who already possess NY provisional certification or to those who merely want to complete a master's degree without certification, such as business people, health-service workers or corporate trainers. This program does not lead to provisional teacher certification. It will expire in the year 2011. Students who come under the new regulations discussed earlier in this publication may not enroll in this program.

In the spirit of the new teacher certification regulations, students enrolled in General Education are encouraged to take up to 12 credit hours in an academic discipline to strengthen their content knowledge or to secure an extension to expand their grade levels upward or downward.

Students are encouraged to use their three electives, and under guidance of their program director or advisor, substitute other course(s) to meet the spirit of the new regulations.

**General Education curriculum**

EDR 502 Foundations of Literacy Instruction ......................... 3
EDU 540 Childhood Learning and Development ...................... 3
  OR
EDU 560 Cognition, Learning & Assessment Adolescence
EDU 500 Computers in Education ........................................ 3
  OR
EDU 509 Instructional Program Design
EDU 514 Contemporary Issues in Education ....................... 3
  OR
EDU 505 Foundations of Education
EDU 517 Teaching Strategies .......................................... 3
EDU 563 Psychology of Learning ...................................... 3
EDU 543/545/546 Elementary Instruction
  Math/Science/Social Studies ........................................ 3
  OR
EDU 570 Foundations of Counseling and Development
EDU 615 Research Techniques .......................................... 3

**Electives**: Three courses chosen under advisement from appropriate offerings in graduate education and/or from appropriate upper-level undergraduate course in the subject areas in which the student is certified or intends to become certified.

TOTAL .............................................................................. 33
health & human performance

Peter M. Koehneke, Chair; Khalid W. Bibi, Director; Dennis W. Koch.

The Health and Human Performance master of science degree program at Canisius College trains students in the areas of rehabilitative and preventive health, with special emphasis on cardiopulmonary rehabilitation and health promotion.

The 35 credit hour MS program offers students the choice between an internship and a research (thesis) experience, the latter a preparation for doctoral programs. The program prepares students to practice in clinical settings as part of a health-promotion program with apparently healthy or high-risk populations.

The curriculum will provide students with appropriate course work and field experiences to prepare for the American College of Sports Medicine (ACSM) Certified Personal TrainerSM (CPT), Health Fitness Instructor® (HFI), Exercise Specialist® (ES) and Registered Clinical Exercise Physiologist® (RCEP) exam.

Core (29 credit hours)

HHP 500 The Health Care System ........................................... 3
HHP 501 Epidemiology/Health Promotion .................................. 3
HHP 502 Nutrition ............................................................. 3
HHP 520 Exercise Testing & Prescription .................................... 3
HHP 531 Applied Statistics for the Health Professions ............... 3
HHP 582 Functional Conditioning ............................................. 2
HHP 601 Electrocardiography & Clinical Stress Testing ............. 4
HHP 602 Cardiopulmonary Pathophysiology ........................... 3
HHP 621 Cardiovascular Pharmacodynamics ........................... 3
HHP 631 Research Design & Methodology ............................. 3

Specialization (6 credit hours)

HHP 503 Internship I ........................................................... 3
HHP 513 Internship II .......................................................... 3
OR
HHP 603 Thesis I ............................................................... 3
HHP 613 Thesis II ............................................................... 3

TOTAL .................................................................................. 35

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HP 500 Introduction to Health Care Systems 3
A survey of the American Health Care Systems that examines the elements related to the organization, delivery, financing and planning of health services. This course introduces an understanding of the forces shaping the present and future health care delivery system.

HHP 501 Epidemiology of Exercise
The study of the distribution and determinants of health related states or events in a population and applications to control specific health problems. The literature regarding lifestyle choices that promote optimal health care and functioning will be reviewed and behaviors regarding self protection, self care and health promotion will be discussed.

HHP 502 Nutrition
Study of nutrition principles, behavior and counseling, as well as clinical applications of nutrition as it relates to health, clinical exercise physiology and cardiac rehabilitation.

HHP 503 Internship I
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 150 hours. Prerequisite: Permission of advisor and second year standing.

HHP 513 Internship II
Continues HP 603. Prerequisites: HHP 603 and permission of program director.

HHP 520 Exercise Prescription in Health and Disease
This course presents a comprehensive overview of the physical, physiological and metabolic responses of the human body to exercise testing and training in health and disease. An understanding of the processes involved in prescribing safe and effective therapeutic exercise in healthy individuals as well as patients with heart and lung disease, diabetes and obesity will be reviewed along with environmental and legal considerations in the prescriptive process.

HHP 531 Applied Statistics for the Health Professions
Selects appropriate statistical procedures, analyze data, and interprets the results. Uses SPSS for Windows to cover descriptive statistics, tests of differences and to develop methods of presenting tables and graphs.

HHP 582 Functional Conditioning
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.

HHP 601 Electrocardiography and Clinical Stress-Testing
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.

HHP 602 Cardiopulmonary Pathophysiology and Rehabilitation
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.

HHP 603 Thesis I
Provides initiation to scholarly investigation. Requires students to submit a written research proposal for approval by a thesis/project committee and to present an oral proposal at a college seminar. Prerequisite: Permission of program director.

HHP 613 Thesis II
Continues HHP 613 with an approved thesis proposal and culminates in an approved written thesis. Prerequisites: HHP 613 and permission of program director.

HHP 621 Cardiopulmonary Pharmacodynamics
Study of the current medications used in the treatment of congestive heart failure, coronary artery disease, arrhythmias, angina and hypertension, asthma, COPD; the effects of these medications during acute and chronic exercise and cardiac emergency medications. Prerequisite: HHP 520.
literacy (reading)

Paul Nochelski, S.J., Chair; Mary E. Shea, Director; Rosemary K. Murray, Gillian Richardson.

General Information
The Canisius College graduate literacy program prepares students to meet New York State requirements for certification as a literacy specialist. It also leads to a master's degree. There are course sequences in the program that involve 33 hours of study for Birth-Grade 6 or Grade 5 – 12 certification. Additional coursework (9 hours) qualifies candidates for certification in both areas. Each program has a component that involves working with children in a clinical setting, specifically testing and tutoring in the area of literacy skills (reading and writing).

Required Core Courses for Professional Certification in Literacy Grade 5 – Grade 12
The following courses are required of all candidates:
EDR 502 Foundations of Literacy Instruction .......................... 3
EDR 509 Teaching Literacy with Diverse Populations ............... 3
EDR 510 Creating a Literate Environment: Teaching the Language Processes ......................................................... 3
EDR 600 Literacy Curriculum and the Role of the Reading Specialist ................................................................. 3
EDU 515 Introduction to Statistics, Measurement & Assessment ................................................................. 3
EDU 615 Research Methods .................................................. 3
OR EDR 616 Research Methods in Reading ................................. 3
TOTAL ........................................................................... 18

Additional Courses for Grades 5-12 Professional Certification:
EDR 603 Advanced Practicum: Birth - Grade 6 ......................... 6
EDR 604 Advanced Practicum .................................................. 3
TOTAL ............................................................................. 33

Required Certification Exam for Literacy Certification
NYSTCE: (CST) Content Specialty Test - Literacy
Completion of Graduation Portfolio requirement:
Meetings are regularly scheduled to review portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

Optional: To Add Grade 5-12 Certification
EDR 606 Internship Practicum: Grades 5-12 .......................... 6
EDR 504 Adolescent Literacy .................................................. 3
TOTAL ............................................................................. 42

Additional Courses for Birth-Gr.6 Professional Certification:
EDR 501 Reading and Writing in the Content Areas ................ 3
EDR 508 Emergent Literacy ..................................................... 3
EDR 601 Diagnosis and Diagnostic Teaching Clinical Practicum: Birth- Grade 6 ................................................. 6
EDR 603 Advanced Practicum: Birth - Grade 6 ......................... 3
TOTAL ............................................................................. 33

Required Certification Exam for Literacy Certification
NYSTCE: (CST) Content Specialty Test – Literacy
Completion of Graduation Portfolio requirement:
Meetings are regularly scheduled to review portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

Optional: To Add Birth-Grade 6 Certification
EDR 605 Internship Practicum Birth-Grade 6 .......................... 6
EDR 508 Emergent Literacy ..................................................... 3
TOTAL ............................................................................. 42

HHP 631 Research Design and Methodology 3
Considers research methods and designs used in a variety of professional settings. Emphasizes the development of research techniques, including the ability to define research problems; develop hypotheses; review and interpret literature; apply research designs; organize, analyze and present data and draw relevant conclusions.
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EDR 501 Reading and Writing in the Content Areas
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.

EDR 502 Foundations of Literacy Instruction
Research-based foundational principles for effective instruction in each of the language areas will be explored. Candidates will study 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.

EDR 503 Reading in the Secondary School
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 using multiple measures of assessment, diverse genres of literature and various applications in literacy instruction.

EDR 504 Adolescent Literacy: A Critical Pedagogy for a Diverse Urban Population
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. Field experience will be provided.

EDR 508 Emergent Literacy
Research on how young children’s literacy knowledge emerges 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.

EDR 509 Teaching Literacy with Diverse Populations
Strategies for effective literacy instruction with diverse populations will be examined. These include research-based approaches for special education students, ESL/LEP students, as well as gifted and talented students. Candidates will examine how to match instruction to students’ needs as well as how to incorporate differentiated instruction in a classroom. Multicultural literature and literature that deals with specific disabilities will be examined.

EDR 510 Creating a Literate Environment: Teaching the Language Processes
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.

EDR 600 Literacy Curriculum and the Role of the Reading Specialist
Prerequisites: EDR 601. Procedures for planning, evaluating and implementing curriculum at the school district level that addresses 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 reading specialist plays in coordinating this process, guiding the selection of instructional materials and determining appropriate inservice will be examined.

EDR 601 Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum
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 scheduled tutorial sessions.

EDR 602 Grade 5-12 Diagnosis and Diagnostic Teaching Clinical Practicum
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 scheduled tutorial sessions.

EDR 603 Advanced Practicum: Birth-Grade 6
Candidates observe and participate 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, working with a professional team, serving as a resource in literacy education, and acting as a mentor to pre-service and in-service literacy professionals. Prerequisite: EDR 601.

EDR 604 Advanced Practicum: Grades 5-12
Candidates observe and participate 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, working with a professional team, serving as a resource in literacy education, and acting as a mentor to pre-service and in-service literacy professionals. Prerequisite: EDR 602.

EDR 605 Internship Practicum: Birth-Grade 6
During this semester-long practicum experience in literacy instruction candidates will observe and participate in reading clinics, schools, or public and voluntary agencies serving children who are experiencing literacy problems. Candidates will work with clients at the emergent and childhood level.

EDR 606 Internship Practicum: Grades 5-12
During this semester-long practicum experience in literacy instruction candidates will observe and participate in reading clinics, schools or public and voluntary agencies serving children who are experiencing literacy problems. Candidates will work with clients at the middle childhood through adolescent level.

EDR 616 Research Methods in Reading
Descriptive and inferential statistical methods, quantitative and qualitative methods, research models, procedures for designing
research studies and ethical principles will be studied. The course will include an examination of the major substantive areas in the field of research on teaching, perspectives and questions on contrasting paradigms, implications of this research for curriculum, instruction, policy and practice and teacher education/professional development. Each candidate will plan a research project consistent with his/her interests and with the course goals. Prerequisite: EDU515

**middle childhood**

Paul Nochelski, S.J., Chair.

Students enrolled in, or already certified in, childhood education or adolescence education may opt to obtain an extension to teach in the middle childhood grades 5-9. To obtain the extension, students in secondary education must complete the two courses listed below to extend their 7-12 certification to include grades 5-6. Students in childhood education who also hold a bachelor's degree, or the equivalent study of 30 credit hours in one of the secondary teaching areas available at Canisius, may obtain an extension to teach grades 7-9 by taking the two courses below. Candidates seeking the upward extension for grades 7-9 will be required to pass the same CST Exam required of adolescence education candidates, in addition to the CST for childhood education.

**COURSES 2006-2008**

**EMC 552 Human Growth and Development: Middle Childhood** 3

The understanding of major concepts, principles, theories and research related 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.

**EMC 553 Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood** 3

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.

**Note to Canadian Students:**

Effective March 1, 2007, the practice of granting additional qualifications for courses taken in pre-service programs will no longer be continued.

Effective February 28, 2007, the Ontario College of Teachers will not be granting additional qualifications to graduates of a pre-service teacher education program. This implementation date coincides with the date when all applicants from New York State will be required to provide a copy of their New York State teaching license to fully comply with Ontario's legislated certification requirements.
These programs offer graduate study leading to the master of science degree. They are designed to develop job-related competencies with a 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 Physical Education offers two master of science degree programs which meet the New York State requirements for permanent certification for in-service teachers. These on-campus degree program provide students with an opportunity for concentrations in the areas of school administration, adapted physical education, coaching, sport psychology, health education, teaching specialist, athletic administration or sport studies. The on-line master’s program in physical education is designed for physical education professionals who already possess initial or provisional teaching certification in physical education. This degree meets the master's degree requirement for permanent or professional certification in the state of New York.

Two other distinct programs of study lead to either the New York State initial teaching certificate (formerly the Provisional Certificate) issued by the New York State Education Department (SED) or the Interim Certification of Qualification from the Ontario College of Teachers. These programs are designed for pre-service teachers and culminate with the student teaching experience.

Candidates seeking the New York State initial certificate (or the certification of qualification) must pass the required examination(s) in order to obtain initial certification in physical education. The required standardized test will be the New York State Teacher’s Exam (LAST, ATS-W, CST in health and physical education) for anyone desiring New York State certification. For any student desiring to gain certification in another state, the National Teacher's Exam (NTE) may also be required.

NOTE: One-half credit (one semester) of a foreign language is required for teaching certification in New York State.

**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 3.0 (B) on a four point scale is required for graduation. A grade of D earns 0 credit.

**Physical Education curriculum:**
**Master of science degree/professional certification**
Program of study for in-service teachers seeking New York State permanent certification. The student will complete the 9-credit research core sequence, one 18 credit sub-field, and six credits of electives.

1. **Core Research**
   - EDU 515 Tests and Measurement .............................................. 3
   - EDU 615 Research Techniques .............................................. 3
   - OR
   - PEG 680 Research Methods
   - PEG 584 Comprehensive Exam* .......................................... 3
   - TOTAL ............................................................................. 9

   * Students may elect to substitute the research project PEG 690 or the Masters Thesis PEG 699 for the Comprehensive Exam.

2. **Sub-fields.** (Complete one of the following sub-fields by selecting six courses):
   **Sub-field I.**
   **Teaching Specialist/Pedagogy** (take six of the following courses):
   - PEG 510, PEG 520, PEG 530, PEG 550, PEG 560, PEG 570,
   - PEG 581, PEG 599, PEG 600, PEG 605, PEG 651, EDU 500,
   - EDU 504, EDU 514, EDU 516 or 517, EDU 563
   - TOTAL ............................................................................. 18 credits

   **Sub-field II.**
   **Athletic Administration** (take six of the following courses):
   - PEG 520, PEG 544, PEG 581, PEG 598, PEG 599, PEG 651,
   - PEG 691, MSA 550, MSA 560, MSA 611, MSA 631,
   - MSA 660
   - TOTAL ............................................................................. 18 credits

   **Sub-field III.**
   **Sport Psychology/Coaching/Sport Studies** (take six of the following courses):
   - PEG 520, PEG 540, PEG 542, PEG 544, PEG 545, PEG 563,
   - PEG 581, PEG 591, PEG 592, PEG 599, PEG 601, PEG 641,
   - PEG 651, PEG 691, EDU 563, EDU 708W
   - TOTAL ............................................................................. 18 credits
Sub-field IV.
Adapted Physical Education (take six of the following courses):
PEG 520, PEG 530, PEG 535, PEG 560, PEG 581, PEG 599, PEG 632, PEG 633, EDA 540, SPE 500, SPE 530, SPE 541
Total .......................................................... 18 credits

Sub-field V.
Health Education (take six of the following courses):
PEG 510, PEG 512, PEG 514, PEG 516, PEG 518, PEG 560, PEG 599, PEG 691, EDC 585, EDC 586, EDU 708W
Total .......................................................... 18 credits

3. Electives:
Two courses can be selected from other graduate education programs offered by the college, or can be selected from the courses in the five sub-fields not taken as part of the specialization. Students should check the summer school course offerings for elective courses in physical education and for one-week special workshops in education.
Total .................................................................. 6 credits

The total requirements for the master's of science degree is eleven courses (33 credits).

On-line Physical Education curriculum: master of science degree
Designed for physical education professionals who already possess initial or provisional teaching certification in physical education, this program is ideal for coaches 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 permanent or professional certification in the state of New York.

1. Core Courses (24 credit hours)
PEG 530 Physical Education for Exceptional Individual........... 3
PEG 560 Motor Development............................................. 3
PEG 651 Coaching Theory and Techniques......................... 3
PEG 540 Sport Psychology: Performance Enhancement........... 3
PEG 518 Controversial Issues in Health and Society............. 3
PEG 516 International Health Perspectives......................... 3
PEG 550 Analysis of Curriculum and Teaching.................... 3
PEG 543 Sport Psychology: Counseling............................. 3
Total ........................................................................... 24

2. Research Courses (complete at the end of program)
(9 credit hours)
PEG 515 Tests & Measurements in Physical Education .......... 3
PEG 680 Research Methods in Physical/Health.................... 3
PEG 584 Comprehensive Exam ....................................... 3
Total ........................................................................... 9

Physical education curriculum/initial certification
Master's of science degree with student teaching program of study for Ontario students with a bachelor's degree in physical education with an emphasis in teacher preparation. Courses may be taken in any order. Most courses are offered in both semesters and some are available in the summer sessions.
PEG 560 Motor Development............................................. 3
EDU 515 Introduction to Statistics, Measurement & Assessment ................................................................. 3
EDU 615/PEG 680 Research Techniques............................... 3
EDAD 560 Cognition, Learning & Assessment..................... 3
PEG 530 Physical Education for Exceptional Students........... 3
EDU 505 Foundations of Education.................................... 3
PEG 541b Adolescence Teaching Methods............................ 3
PEG 550 Analysis of Curriculum........................................ 3
OR
EDAD 517 Teaching Strategies: Adolescence....................... 3
PEG/EDU ELECTIVES 500 or 600 Level.............................. 6
Students may consider courses in the 590 sequence to develop a second teachable for classroom subjects.
Total ........................................................................... 30

PEG 522 Student Teaching .................................................. 12

Total credit hours ............................................................ 42

Required course for completing the Master of Science degree in physical education
PEG 584 or 690 or 699 Comprehensive Exam, Project or Thesis................................................................. 3

Program credits .................................................................. 45

Physical education curriculum/"Access program:")
Master's of science degree with student teaching certification for New York State and Ontario students whose bachelor's degree is not in physical education or whose physical education degree does not contain an emphasis in teacher preparation.

Candidates for this program of study must meet all the Department of Physical Education requirements prior to receiving a student teaching placement. This includes a sports skills sequence, the bio-scientific basis of exercise, the physical education theory courses and the teaching methods sequence.

The theory courses can be taken at the graduate level. Students should meet with the program director for individual advisement, but must take at least thirty hours of course work at Canisius College in addition to the student teaching placement (12 credits). Total credits required will vary from student to student.
Prerequisites for Physical Education

Content Area:

PEG 105ABC  Individual Games .................................................. 3
PEG 105  OR
206ABC Team Games ................................................................. 3
PEG 207 Dance & Recreational Activities ................................. 3
PEG 211 Movement Education .................................................. 3
PEG 216 Gymnastics & Rhythmic Activities ............................ 3
HED 221 Lifeguard, CPR, First Aid, Water Safety .................... 3
HED 337 Exercise Principles & Applications ............................. 3

Other courses may satisfy the above requirements
as the director’s discretion
TOTAL CREDITS ................................................................. 21

Required courses for Initial Certification in K-12 Physical Education

EDAD 560 Cognition, Learning & Assessment: Adolescence
OR
PEG 540 Sport Psychology
OR
PEG 542 Sport Psych Behavioral .................................................. 3
PEG 530 PE for Exceptional Individuals
OR
PEG 632 Recreational Activities for Handicapped
OR
SPE 500 Students with Special Needs ........................................... 3
EDU 505 Foundations of Education
OR
PEG 587 Contemporary Issues in Health/PE/Sport Study .......... 3
PEG 541a Teaching Methods Childhood Physical Education .. 3
PEG 541b Teaching Methods Adolescence
Physical Education ................................................................. 3
PEG 550 Analysis of Curriculum & Teaching
OR
PEG 570 Teacher Behaviors
OR
PEG 560 Motor Development .................................................... 3
PEG 600 Intro Adventure Activities
OR
PEG 605 Team Building Through Adventure Activities ......... 3
PEG Elective .............................................................................. 3
PEG 522A Student Teaching ....................................................... 12
PEG 522B Student Teaching Seminar ...................................... 0
PEG 522C Child Abuse Seminar ............................................... 0
PEG 522D Prevention of School Violence Workshop .............. 0
TOTAL CREDITS ..................................................................... 36

Required Certification Exams for Initial Certification (NYSTCE)

LAST: Liberal Arts and Science Test
ATS-W: Assessment of Teaching Skills-Written
   (elementary or secondary)
CST: Content Specialty Test (subject area of certification)

Other Certification Requirements:
Fingerprinting

At this point candidates are eligible for initial certification in Physical Education.

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PEG 510 Health and Cultural Awareness
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.

PEG 512 Principles & Foundations of Holistic Health
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. Holistic awareness gained through lectures and active participation with qualified holistic health practitioners as guest speakers.

PEG 514 Dimensions in Women’s Health
The uniqueness of women’s health issues is examined. Focus on the female population, which has special health needs and concerns that are different from men. Examination of the various dimensions of women’s health and exploration of the contributing epidemiological, historical, psychosocial, cultural/ethnic, legal, political and economic influences. Highlights a woman’s lifespan and the multiple factors that affect overall health and well-being. (On-line for distance learning.)

PEG 515 Tests & Measurement in Physical Education
Descriptive statistical methods including central tendencies, dispersion standard scores, correlation, base on 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 516 International Health Perspectives
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 noncommunicable and infectious disease, maternal and child health, comparison of health care systems and the future of world health.

PEG 518 Controversial Issues in Health & Society
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, etc.

PEG 519 Pre-Student Teaching/Field Placements
One hundred (100) hours of field placements in the schools; including experiences at the elementary, middle and secondary levels.
NOTE: Registration open to pre-service teachers only

PEG 520 Leadership in Sport Administration
Appropriate concepts relating to efficient management and leadership for sport or exercise settings. Management principles and techniques relating to programs, personnel, facilities, special events.

PEG 522A/B Student Teaching
Culminating experience includes fourteen (14) weeks of student teaching in the schools.
PEG 522C Professional Seminar
In conjunction with the student teaching experience, students must attend a series of seminars. Topics include school violence, child abuse, drug and alcohol awareness and multiculturalism. Resume, job search and interview techniques will be reviewed.

PEG 530 Physical Education for the Exceptional Individual
Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contra-indicated activities and causes of disabilities. (On-line for distance learning)

PEG 535 Inclusive Strategies for Physical Education
Teaching techniques and materials to help include students with disabilities into regular Physical Education class.

PEG 540 Sport Psychology: Performance Enhancement
Psycho-social development, psychological factors in competitive sport, and social behavior in sport contexts. Includes emotions, coach/athlete relationship, motivation, personality and mental training techniques.

PEG 541 Teaching Methods
Instructional strategies, gymnasium management, lesson and unit planning, discipline techniques, the state and national learning standards for physical education. Includes a field placement and micro teaching assignment.

NOTE: Registration open to pre-service teachers only

PEG 542 Sport Psychology: Behavioral Concepts
Theories, research and current practices emphasizing the fundamentals of managing individuals and groups. Selected topics may include volunteer recruitment and management, motivation, problem-solving, conflict resolution and organizational change.

PEG 543 Sport Psychology: Counseling
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 544 Sport in Society
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 (family, politics, economics, religion) bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.

PEG 545 Current Issues in Sport Sociology
The social significance of sport is examined through a provocative array of contemporary issues which reflect the times. The topics include aggression, sportsmanship, gender, parental involvement in youth sport, fan behavior, collegiate and professional sport proprieties, traditional and non-traditional roles and membership in the sporting subculture.

PEG 550 Analysis of Curriculum and Teaching
Curriculum innovation and materials, teaching styles and behavior analysis. Program development, teacher personality and learning climate and verbal and non-verbal behaviors as related to learning.

PEG 560 Motor Development
Examination of principles of growth and developmental theory with emphasis on factors affecting changes in movement potential of individuals. (On-line for distance learning).

PEG 570 Teacher Behavior
Exams research on teaching effectiveness in physical education. The teaching learning process is examined in order to identify critical elements of age appropriate instruction.

PEG 581 Legal Aspects of Sport & Physical Education
Provides educational personnel the knowledge and understanding of laws pertinent to sport and education. Emphasis on practical situations where litigation most frequently arises.

PEG 584 Contemporary Issues in PE/Health/Athletics
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, losing and the state of childhood obesity.

PEG 591 Creative Thinking as a Life Skill
A course for coaches and educators who are looking for a leadership style that allows them to address the motivation of groups and teams through the creative management of human resources.

PEG 592 Creative Thinking as a Coaching Skill
Examines the universal behavior theory of leadership that states individuals can be taught to be effective leaders by learning how to exhibit empathy and motivate productivity. The most effective leader/coach would exhibit an array of both behaviors.

PEG 598 Internship in Athletic Administration
A field placement related to a student's specialization within this sub-field. May include a school, state, amateur or professional athletic group.

PEG 599 Independent Study
Prerequisite: Permission of the instructor

PEG 600 Introduction to Adventure Activities
The principles underlying programming and curriculum construction in outdoor physical education, examining various program and curriculum elements and developing a K-12 outdoor physical education program or curriculum model.

PEG 601 History of Sport in America
The historical development and impact of sports, especially spectator sports in the United States since World War II. (Cross listed as HIS 301)

PEG 605 Technical Skills and Team Building Through Adventure Activities
The adventure education experience produces a number of team building outcomes that emerge from the challenge by choice philosophy. This course provides an on-hands experience in the psychological processes of team formation, cohesion and group productivity that can emerge from an outdoor education experience.

PEG 632 Recreational Activities for the Handicapped
Development of community recreational facilities and equipment for the handicapped – from children through the aged. Emphasis on promotion, organization and administration.

PEG 633 Directed Field Experience in Adapted Physical Education
Opportunity to become a member of an interdisciplinary team. Experience in the development and implementation of programs for exceptional individuals in recreational or educational settings. Prerequisites: Core courses; PEG 632, EDS 540.

PEG 641 Principles of Athletic Training
Current concepts of injury prevention, conditioning, injury recognition, first aid, nutrition and growth and development.

PEG 651 Coaching Theory and Techniques
Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and teaching motor skills.
special education

Paul Nochelski, S.J, Chair; Ellen M. Hamm, Program Director.

The Graduate Special Education program places a strong emphasis on content, research, and applied practice as a means to produce highly qualified educational professionals. Courses in the graduate program provide a thorough analysis of research-based interventions and their application in the classroom. Program requirements include three phases of study. First, core classes provide a solid foundations relevant to all areas of special education. Next, an area of concentration provides in-depth study in one area of disability. Areas of concentration include Mild Disabilities (childhood), Emotional and Behavioral Disorders (childhood), Autism Spectrum Disorders/Multiple Disabilities (childhood), and Adolescence. Finally, the professional seminar and practica requires practicum experience and presentation of student research.

Students must complete SPE 560, 565, 570, 580, 585, 590 and all concentration classes with practica requirements before registering for the Professional Seminar and Practica. Students must complete all core and concentration classes before registering for Student Teaching.

Special Education

The following core/practicum courses are required of all candidates:

PEG 680 Research Methods in Physical & Health Education
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. Prerequisite: EDU 511 or graduate equivalent.

PEG 690 Master's Project
Development of an original project related to a topic of interest in the student's sub-field. Project format is to be approved with cooperation of faculty. Prerequisite: PEG 680.

PEG 691 Directed Field Experience
An Internship in a student's sub-field under the supervision of a school or agency.

PEG 699 Master's Thesis
Topic relevant to courses taken in sub-field. Guidance toward completion of the thesis provided by the thesis adviser in conjunction with the committee. Includes oral defense of proposal and presentation of findings. Prerequisite: PEG 680.

Special Education: Adolescence Concentration:

SPE 610 Analysis of Adolescent Development & the Implications of Disability
SPE 611 Remedial Strategies for Teaching Reading in the Adolescent Classroom**
SPE 612 Remedial Strategies for the MST Curriculum in the Adolescent Classroom**
SPE 613 Remedial Writing in Adolescent Classroom**
SPE 614 Adapting the Social Studies Curriculum in the Adolescent Classroom**
SPE 649 Transition Issues Adolescents with Disabilities

In addition, candidates for the M.S. in education-special education must select one of the following concentrations and complete the designated required courses:
Special Education: Childhood Concentration

Concentration I: Mild Disabilities
SPE 620 Mild Disabilities: Etiology and Research
  Based Interventions .................................. 3
SPE 621 The Reading Process for Students
  with Mild Disabilities** ............................... 3
SPE 622 Adapting the Math, Science and Technology
  Curriculum in the Childhood Classroom** ....... 3
SPE 623 Remedial Writing in the Childhood Classroom** .... 3
SPE 634 Adapting the Social Studies Curriculum in the
  Childhood Classroom** ................................ 3
SPE 639 Therapeutic Approaches for Disruptive Behavior..... 3

Concentration II: Behavioral/Severe Disabilities
6 courses: must include a total of 80 field placement hours)
SPE 634 Adapting the Social Studies Curriculum in the
  Childhood Classroom** ................................ 3
SPE 630 Emotional and Behavioral Disorders: Etiology
  and Research Based Interventions .................. 3
SPE 631 Reading and Writing Process for Students with
  Emotional Disabilities** ............................. 3
SPE 622 Adapting the MST Curriculum in the
  Childhood Classroom** ................................ 3
SPE 639 Therapeutic Approaches for Disruptive Behavior..... 3
SPE 653 Behavior Management and Principles of Applied
  Behavior Analysis** .................................... 3
SPE 650 Autism Spectrum Disorders; Analysis of Causes and
  Research Based Interventions ....................... 3
SPE 651 Communication & Social Development of
  Students with Autism Spectrum Disorders** ....... 3
SPE 653 Behavior Management and Principles of Applied
  Behavioral Analysis** ................................... 3
SPE 649 Transition Issues for Adolescents with Disabilities.... 3
SPE 652 Functional Curriculum for Students with Severe
  Disabilities and ASD** ................................ 3

**Each course so designated includes 20 hours of field experience.

SPE 698 Professional Seminar and Practicum 3
(SPE 698 is a 3 credit hour course that requires 50 hours of
field experience for non-certified candidates; 25 hours of field
experience for candidates already certified in childhood; Zero
hours if certified in Special Education—must complete Thesis)
SPE 699 Student Teaching: Special Education ........... 12
(SPE 699 is 12 credit hours and two placements for candidates
without previous certification. 6 credit hours and one place-
ment for candidates with previous certification in childhood
education. Candidates certified in childhood special education
are exempt.)
TOTAL: ..................................................................... 51

Students entering the program without prior certification
will take the following three additional courses:

Childhood Level:
EDR 502 Foundations of Literacy Instruction ............... 3
EDCH 540 Childhood Learning & Development .......... 3
EDCH Methods Course .................................... 3

Adolescent Level:
EDR 502 Foundations of Literacy Instruction ............... 3
EDAD 555 Human Growth & Development: Adolescence .............................................. 3
EDAD 517 Teaching Strategies: Adolescence ............... 3

The three Childhood Special Education concentrations also meet
New York State teacher certification academic requirements for the
Professional Certificate. Those candidates who do not possess the
initial certificate must also complete Student Teaching.

Required Certification Exams for Initial Certification
(NYSTCE):
Students with Disabilities (Grades 1-6) — LAST: Liberal Arts and Science Test
ATS-W: Assessment of Teaching Skills—Written Elementary
CST: Content Specialty Test—Students with Disabilities

Other Certification Requirements:
1. Fingerprinting
2. Child Abuse Seminar
3. Prevention of School Violence Seminar
(Items 2 & 3 are part of SPE 699 and occur at the beginning
of student teaching.)

Program Credit Hours:
Candidates already certified in elementary OR adolescence
education seeking special education certification will take a
total of 45 credit hours.
(18 core + 18 concentration + 3 professional seminar + 6 student
teaching)
Candidates with initial certification in special education will
take a total of 39 credits.
(18 core + 18 concentration + 3 methods course)

Candidates seeking special education/childhood certification or
special education/adolescence certification will take a total of
60 credits.
(18 core + 18 concentration + 3 professional seminar + 12 student
teaching + 9 teacher education courses)
COURSES 2006-2008

SPE 560 Psychological and Educational Implications of Disability
Provides an overview of Special Education including legal, social and historical foundations. Definitions, causes, psychological and behavioral characteristics of disabilities outlined in the Individuals with Disabilities Education Act are addressed. Emphasis is placed on empirical data relating to assessment procedures, multicultural issues, family involvement, employment opportunities, and the referral process.

SPE 565 Research Methods in Special Education
Addresses research designs including qualitative and quantitative methodologies. Emphasizes issues of sampling, measurement, reliability, validity and the ethics of human subjects. Provides a critical analysis of research addressing the implications of disabilities. Development of a scholarly research proposal serves as the framework for subsequent data collection throughout the concentration courses.

SPE 570 Standards Based Assessment
Addresses the empirical basis of test construction and assessment including standardized tests, curriculum based assessment, criterion-referenced assessment, and alternative methods of evaluation. Monitoring student performance as it relates to NYS standards including academic, management, social, and physical abilities. Test modifications, IEP development, and multicultural issues will be highlighted.

SPE 580 Classroom Management
Provides an overview of classroom interventions supported by research. Managing group and individual behavior and promoting positive social skills are addressed. The importance of a multidisciplinary team approach to school-home collaboration, functional behavioral assessments, and behavioral intervention plans is highlighted. Systematic data collection procedures to determine intervention effectiveness are emphasized.

SPE 585 Differentiated Instruction Across the Standards
Focuses on methods of instruction appropriate for students of differing abilities. Curricular adaptations are highlighted along with methods of instructional enrichment and remediation. Examines techniques that maximize student performance across content areas as addressed by the NY Standards. Models of differentiated instruction are examined for research support and best-practice standards.

SPE 590 Effective Family Collaboration
Addresses issues central to successful work between schools and parents. Legal issues, effective communication, family systems theory, facilitation of parent meetings, and solution-focused models of intervention are addressed. Multicultural issues, sibling issues, community resources, and general education involvement are emphasized. Research-based intervention techniques and models of communication will be emphasized.

SPE 620 Mild Disabilities: Etiology and Research Based Interventions
Provides an in-depth analysis of the causes, assessment procedures, and interventions proven effective for students with mild disabilities. Addresses the referral process, IEP development, assistive technology, the continuum of services and collaboration. A comprehensive review of the literature on current trends and controversial issues facing students with mild disabilities is emphasized.

SPE 621 The Reading Process for Students with Mild Disabilities
Provides an in-depth analysis of interventions to teach reading that are supported by research. An emphasis on assessing reading difficulties, models of instruction, and comprehensive progress reporting will provide students with the NYS ELA Standards as a framework to develop intervention. Requirements include practicum experience and active participation in research.

SPE 622 Adapting the Math, Science and Technology Curriculum in the Childhood Classroom
Utilizes the MST Standards as a framework to provide remedial and adaptive strategies to insure success for students with mild disabilities. Features curricular adaptations, test modifications, and models of support in the inclusive classroom. Emphasizes research supported strategies and methods to facilitate maximum student achievement. Requirements include practicum experience and active participation in research.

SPE 623 Remedial Writing in the Childhood Classroom
Investigates the writing process methods supported by research for students with mild disabilities. Characteristics and preferred methods for the emergent, intermediate, and advanced writer are emphasized across the content areas. Models of scoring, and criteria for grading the NY ELA are explored. Interventions supported by empirical data will be emphasized. Requirements include practicum experience and participation in research.

SPE 630 Emotional and Behavioral Disorders: Etiology and Research Based Interventions
Provides an in-depth analysis of the causes, assessment procedures, and interventions proven effective for students with emotional and behavioral disorders. Focuses on classroom structure, family collaboration, assistive technology, and teacher efficacy. A comprehensive review of the literature on trends and issues facing students with emotional and behavioral disorders is emphasized. Requirements include practicum experience and participation in research.

SPE 631 Reading and Writing Process for Students with Emotional Disabilities
Addresses literacy development across the content areas. Emphasizes research based interventions and best practices to meet TEA Standards. An integrated approach analyzes assessment techniques, instructional models, and scoring techniques for all levels of readers and writers. Includes a thorough analysis of research to identify methods that maximize student achievement. Requirements include practicum experience and participation in research.

SPE 634 Adapting the Social Studies Curriculum in the Childhood Classroom
Utilizes the SOC Standards as a framework to modify and adapt curriculum and instructional approaches to maximize achievement for students with mild disabilities. Empirically based strategies for group and individual assignments, homework, and unit planning are addressed. Test modifications, higher order thinking skills, and document based questioning techniques are emphasized. Requirements include practicum experience and participation in research.

SPE 639 Therapeutic Approaches for Disruptive Behavior
Addresses the complex issues surrounding troublesome behavior and provides a variety of techniques grounded in research. Examines models and management strategies integrating the array of methodologies to illustrate best practice standards. A comparison of theoretical models and a detailed analysis of the research promotes best practices and collaboration with families.

SPE 640 Severe Developmental Disabilities: Analysis of Causes and Research Based Interventions
Provides overview of the comprehensive needs of students with severe developmental disabilities. Addresses etiology, myths, assessment, interventions, program models, and legal issues. Focuses on research based interventions, including family collaboration and assistive technology. Examines adaptive behavior issues in school, independent living, employment, community involvement, and activities of daily living. Requirements include practicum experience and participation in research.

SPE 641 Assistive Technology for Students with Severe Developmental Disabilities
Investigates high-tech and low-tech devices that maximize student independence and achievement. Utilizes present levels of educational performance and curricular modifications to identify potential support
to offer to students with severe disabilities in the home, school, and community settings. Emphasis will be placed on strategies supported by empirical evidence. Requirements include practicum experience and participation in research.

SPE 644 Collaborative Practices on a Transdisciplinary Team 3
Investigates systems of collaboration supported by empirical evidence. Investigates the referral process, IEP development, behavioral intervention plans, and support in general education. Best practices for general and special education, counseling, occupational and physical therapy, speech pathology, and hearing and vision services are synthesized to promote the successful team approach.

SPE 650 Autism Spectrum Disorders: Analysis of Causes and Research Based Interventions 3
Provides an overview of the comprehensive needs of students with Autism and Pervasive Developmental Disabilities. Addresses etiology, myths, assessment, treatment, research-based interventions, program models, and legal issues. Focuses on clinical implications for classroom and home environments, including family collaboration and the use of assistive technology. Requirements include practicum experience and participation in research.

SPE 651 Communication and Social Development of Students with Autism Spectrum Disorders 3
Analyzes the domains of language functioning including receptive, expressive, articulation, pragmatics, and written comprehension. Typical and atypical language development are addressed with emphasis on research based intervention strategies. Generalization of social skills across contexts is highlighted with attention on cultural diversity, interpersonal awareness, and home-school communication. Requirements include practicum experience and participation in research.

SPE 652 Functional Curriculum for Students with Severe Disabilities and ASD 3
Provides an overview of New York State learning standards for students with severe disabilities. Emphasizes differentiated instruction, accommodations and modifications, assistive technology and assessment utilizing alternative performance indicators. Emphasizes research-based approaches to functional academics, adaptive behavior and life skills, social development, communication, leisure/recreation, employment, community-based instruction, and classroom management. Requirements include practicum experience and participation in research.

SPE 653 Behavior Management and Principles of Applied Behavioral Analysis 3
Provides an overview of behaviorism including classical and operant conditioning. Focuses on the principles of ABA and their application in classroom and home environments. Addresses functional behavioral assessments, behavioral intervention, skill acquisition, and data management. Examines existing research on ABA principles and effective interventions for students with behavioral challenges. Requirements include practicum experience and active participation in research.

SPE 649 Transition Issues for Adolescents with Disabilities 3
Highlights research based interventions that incorporate NY State Part 200 Regulations on transition. Addresses level-one assessment, transition IEP, family and community involvement, and outcome-based instruction. Fostering self-advocacy among students with disabilities and person-centered planning are emphasized. Service options available in education, employment, community, and adult living are explored.

SPE 698 Professional Seminar and Practicum 3
Discusses current issues in special education and highlights research findings. Includes two components: research project and practicum experience. All candidates complete the culminating research project and present findings for peer review. Those who seek certification must also complete classroom practica in addition to the research project.

SPE 699 Student Teaching: Special Education 12
Includes two placements in classrooms serving students with disabilities. Placements are appropriate with the level of certification (childhood) and in high needs schools or schools serving socio-economically disadvantaged students. Includes certification in Child Abuse Detection, Violence Prevention, and in-service in Chemical Abuse Awareness and Universal Precautions as mandated by NY State Education Department.
sport administration

Staci Studesville, Director; Shawn O’Rourke, Laura Barnum, Marc Gignac, Andy Wilcox, John Faso, Rick Morocco.

The master’s degree program in sport administration provides graduate candidates with the skills needed to effectively manage in 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 who plan to enter professional staff and management positions in the public and private sectors.

Though separate, the sport administration program 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.

Admission
An applicant must meet the general requirements for admission to graduate work in education. In addition, the applicant must submit three letters of reference, a resume and a written essay describing their background in sport activities and career goals.

Sport Administration curriculum:

Sport administration Core:
MSA 520  Leadership in Sport Administration ........................................ 3
MSA 550  Sport Marketing ................................................................. 3
MSA 560  Philosophy & Ethics in Sport .................................................. 3
MSA 611  Sport Law ........................................................................ 3
MSA 660  Financial Aspects of Sport ..................................................... 3
MSA 799  Internship in Sport Administration ......................................... 6
MSA 899  Practica for International Students ......................................... 0
TOTAL ............................................................................................. 21

Business Management Core:
MBA 502 Organizational Behavior ....................................................... 3
MBA 503  Statistics .......................................................................... 3
MBA 504 Economics ....................................................................... 3
MBA 505 Financial Accounting ......................................................... 3
TOTAL ............................................................................................. 12

Specialization/Concentration Area:
Select any three electives
MSA 540 Contemporary Issues in Sport ................................................ 3
MSA 565  Media Relations in Sport ...................................................... 3
MSA 599  Independent Study in Sport .................................................. 3
MSA 621  Facility Planning, Design and Management .......................... 3
MSA 631  Intercollegiate Athletics ....................................................... 3
MSA 641  Professional Sport .............................................................. 3
MSA 650  Sport Event Management .................................................... 3
MSA 690  Research Methods in Sport Administration ....................... 3
TOTAL ............................................................................................. 9

PROGRAM TOTAL ........................................................................ 42

COURSES 2006-2008

MSA 520  Leadership in Sport Administration ........................................ 3
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 540 Contemporary Issues in Sport ................................................ 3
The purpose of this course is to create an awareness and understanding of the issues prevalent in the sport business industry while providing alternative perspectives and developing possible solutions.

MSA 550  Sport Marketing ................................................................. 3
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 Philosophy and Ethics in Sport .............................................. 3
The purpose of this course is to help you establish a fundamental philosophy for sport in your life (both personal as well as professional). The course will address the questions of why you are/want to be involved in sports in a professional capacity, what values will drive your actions and decision-making in your professional life and what type of ethical code you will adopt.

MSA 565  Media Relations in Sport ...................................................... 3
A study of basic knowledge and understanding of media relations in sport. Emphasis on building and managing an effective media relations program on the intercollegiate and professional level. Examines news releases, home town features, contest management, press conferences, statistics and publications.

MSA 599  Independent Study .............................................................. 3
This course entails specialized reading, conferences with the instructor and detailed research.

MSA 611  Sport Law ........................................................................ 3
This course will be directed at understanding basic legal concepts as they apply 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 612 Contract Negotiation in Sport .............................................. 3
The process and substance of the negotiation of contracts in areas such as player representation, team representation, licensing and merchandising and area leasing.

MSA 621 Facility Planning, Design, and Management .......................... 3
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 631 Intercollegiate Athletics
An introduction to the management of intercollegiate athletics; a review of organizational structure in regards to 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
This course is aimed at providing an overview of professional sports and their leagues, including their 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
Overview of all elements involved in sport event management. Key components of the course include practical application at actual events, 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 Financial Aspects of Sport Administration
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 690 Research Methods in Sport Administration
Provides insights into the critical elements of research and enables the student to formulate an original hypothesis culminating in the master's project or thesis.

MSA 799 Internship in Sport Administration
Individually structured work-related independent research guided by faculty/staff member. Goal is to integrate student's academic experience with that of the work place. Research report required.

Prerequisites: Completion of all other required courses; signature and approval of program director.

MSA 899 Practica for International Students
Allows the international student to learn and gain experience in the workings of a sport and/or entertainment organization in the United States. Prerequisite: All international students must register each semester.
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The main switchboard number of the college is (716) 883-7000.

Copy for this catalog was prepared as of July 1, 2006. Information is subject to change at the discretion of the college. Please consult the course listings schedule published by the Office of Student Records each fall and spring semester and summer session for an accurate update on our course offerings.

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