

CANISIUS COLLEGE Graduate

CATALOG 2010- 2012




Canisius
COLLEGE
Where leaders are made

Table of Contents

Calendars.....	3
General Information	7
Student Affairs	12
Academic Policies	14
Courses of Instruction.....	15
Tuition and Fees.....	21
Student Financial Aid.....	24
Academic Degrees	27
College of Arts and Sciences	28
Communication and Leadership.....	28
Richard J. Wehle School of Business	33
Business Administration.....	35
One Year MBA Program	36
Professional Accounting and Accounting.....	39
School of Education and Human Services.....	49
Adolescence Education.....	52
Childhood Education	55
College Student Personnel Administration.....	58
Counseling and Human Services.....	60
Differentiated Instruction.....	64
Educational Administration.....	67
Educators of Deaf/Hard of Hearing Students	69
General Education.....	72
Health and Human Performance.....	73
Literacy	75
Middle Childhood	78
Online Literacy.....	79
Physical Education, Health & Sport Studies.....	80
Special Education	84
Sport Administration.....	89
Administrative Directory	91
Faculty Directory.....	94
Index	102
Campus Map	103

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

Sport Administration 716-888-3179

Calendar 2010- 2012

Fall 2010

August

30 Monday Classes begin in all divisions.
First day to apply for a course through pass/fail program.

September

3 Friday Last day to apply for a course through pass/fail program.
4 Saturday Drop/Add period ends.
Graduate Education classes in session.
6 Monday Labor Day – No classes.
7 Tuesday Withdrawal from classes begins.
90% withdrawal refund.
14 Tuesday 50% withdrawal refund.
21 Tuesday 50% withdrawal refund.
28 Tuesday 25% withdrawal refund.

October

5 Tuesday 25% withdrawal refund.
9 Saturday Graduate Education classes in session.
11 Monday Fall Holiday – No classes.
Graduate Business Classes in session
12 Tuesday Fall Holiday – No classes.
25% withdrawal refund.
18 Monday Spring 2011 schedule and Advisement Guide available on the web.
19 Tuesday 25% withdrawal refund.
21 Thursday First Graduate Business module ends.
25 Monday Second Graduate Business module begins.
26 Tuesday No withdrawal refund.
30 Saturday Spring 2011 undergraduate registration begins.
Students with 84.0 or more credit hours begin to register.

November

1 Monday Spring 2011 graduate registration begins.
6 Saturday Spring 2011 undergraduate registration.
Students with 54.0 – 83.0 credit hours begin to register.
11 Thursday Veteran's Day – Classes in session.
13 Saturday Spring 2011 registration.
Students with 24.0 – 53.0 credit hours begin to register.
20 Saturday Spring 2011 registration.
Students with 0.0 – 23.0 credit hours begin to register.
24 Wednesday Thanksgiving recess begins – No classes.
29 Monday Classes resume.

December

6 Monday First day to withdraw from pass/fail program.
10 Friday Undergraduate classes end.
Last day to withdraw from a class.
Last day to withdraw from pass/fail program.
11 Saturday Graduate classes end.
13 Monday Final exams begin.
17 Friday Undergraduate final exams end.
18 Saturday Graduate final exams end.
22 Wednesday Final grades due 9 a.m.
23 Thursday Final grades available on the Web.
24 Friday College closes for Christmas holiday.

Spring 2011

January

3 Monday College reopens
17 Monday Martin Luther King Day – No classes.
18 Tuesday Classes begin in all divisions.
First day to apply for a course through pass/fail program.
24 Monday Drop/Add ends.
25 Tuesday Withdrawal from classes begins.
90% withdrawal refund.

February

1 Tuesday 50% withdrawal refund.
8 Tuesday 50% withdrawal refund.
15 Tuesday 25% withdrawal refund.
19 Saturday Graduate Education classes in session.
21 Monday President's Holiday – No classes.
Graduate Business classes in session.
22 Tuesday President's Holiday – No classes.
25% withdrawal refund.

March

1 Tuesday 25% withdrawal refund.
7 Monday Summer 2011 schedule available on the web.
8 Tuesday 25% withdrawal refund.
10 Thursday First Graduate Business module ends.
14 Monday Second Graduate Business Module begins.
15 Tuesday No withdrawal refund.
18 Friday Fall 2011 schedule and advisement guide available on the web.
19 Saturday Graduate Education classes in session
21 Monday Spring recess begins – No classes.
28 Monday Classes resume.
Summer 2011 registration begins.

April

2	Saturday	Fall 2011 undergraduate registration begins. Students with 72.0 or more credit hours begin to register.
4	Monday	Fall 2011 graduate student registration begins.
6	Wednesday	Graduation checkout begins.
9	Saturday	Fall 2011 undergraduate registration. Students with 42.0 – 71.0 credit hours begin to register.
16	Saturday	Saturday Fall 2011 registration. Students with 0.0 – 41.0 credit hours begin to register.
21	Thursday	Easter recess – No classes.
25	Monday	Graduate Business classes in session.
26	Tuesday	Classes resume.

May

2	Monday	First day to withdraw from pass/fail program.
6	Friday	Undergraduate classes end. Last day to withdraw from a class. Last day to withdraw from pass/fail option.
7	Saturday	Graduate classes end.
9	Monday	Final exams begin.
13	Friday	Final exams end in undergraduate divisions.
14	Saturday	Final exams end in graduate divisions
18	Wednesday	Final grades due at 9:00 am. Graduate Commencement Ceremony
19	Thursday	Spring final grades available on the web.
20	Friday	Baccalaureate Mass for the undergraduate and graduate Class of 2011.
21	Saturday	Undergraduate Commencement Ceremony

Summer 2011**May**

23	Monday	First Undergraduate 5 week summer session begins First Graduate Business 6 week summer session begins. First 5 week Graduate Education 5 week summer session begins.
30	Monday	Memorial Day – No classes.

June

3	Friday	Graduate Business Make-up class for Memorial Day.
23	Thursday	First Undergraduate 5 week summer session ends. First Graduate Education 5 week summer session ends.
27	Monday	Second Undergraduate 5 week summer session begins.
30	Thursday	First Graduate Business 6 week session ends.

July

4	Monday	Fourth of July – No classes.
6	Tuesday	Second Graduate Business 6 week session begins. Second Graduate Education 5 week session begins.
28	Thursday	Second Undergraduate 5 week summer session ends.

August

8	Monday	Second Graduate Education 5 week summer session ends.
12	Thursday	Second Graduate Business 6 week session ends.

Fall 2011**August**

23	Tuesday	New Faculty Orientation.
29	Monday	Classes begin in all divisions. First day to apply for a course pass/fail.

September

2	Friday	Last day to apply for a course pass/fail.
3	Saturday	Last day to drop/add a class. Graduate Education classes in session.
5	Monday	Labor Day – No classes.
6	Tuesday	Withdrawal from classes begins. 90% withdrawal refund.
13	Tuesday	50% withdrawal refund.
16	Friday	Spring 2012 schedule and advisement guide information to department chairs.
20	Tuesday	50% withdrawal refund.
27	Tuesday	25% withdrawal refund.
30	Friday	Spring 2012 schedule due to associate deans. Student Progress Report submission begins.

October

4	Tuesday	25% withdrawal refund.
5	Wednesday	Spring 2012 advisement guide information due.
8	Saturday	Graduate Education classes in session.
10	Monday	Fall Holiday – No classes. Graduate Business classes in session.
11	Tuesday	Fall Holiday – No classes. 25% withdrawal refund.
12	Wednesday	Student Progress Reports due.
14	Friday	Spring 2012 schedule and advisement guide online. End of first quarter.
17	Monday	Student progress report meetings with advisors begin.
18	Tuesday	25% withdrawal refund.
25	Tuesday	No withdrawal refund.
28	Friday	Deficiency reporting begins. Web entry on. Student Progress Report meetings with advisors end.
29	Saturday	Spring 2012 undergraduate registration begins. Students with 84.0 or more credit hours earned begin to register.
31	Monday	Spring 2012 graduate registrations begins.

November

4	Friday	Deficiency reporting ends. Web entry off.
5	Saturday	Spring 2012 undergraduate registration. Students with 54.0 – 83.0 credit hours earned begin to register.
7	Monday	Deficiency notices mailed to students.
11	Friday	Veteran's Day – Classes in session.
12	Saturday	Spring 2012 undergraduate registration. Students with 24.0 – 53.0 credit hours earned begin to register.
19	Saturday	Spring 2012 undergraduate registration. Students with 0.0 – 23.0 credit hours earned begin to register.

21	Monday	Summer session 2012 information to department chairs.	10	Saturday	Graduate Education classes in session.
23	Wednesday	Thanksgiving recess begins – No classes.	12	Monday	Spring break begins – No classes. No withdrawal refund.
24	Thursday	Thanksgiving.	19	Monday	Classes resume. Fall 2012 schedule and advisement guide available on the web.
25	Friday	No classes.	23	Friday	Deficiency reporting begins. Web entry on.
26	Saturday	No classes.			Student Progress Report meetings with advisors end.
28	Monday	Classes resume.	26	Monday	Summer 2012 registration begins.
December			30	Friday	Deficiency reporting end. Web entry off.
5	Monday	First day to withdraw from a course pass/fail.	31	Saturday	Fall 2012 undergraduate registration begins. Students with 72.0 or more credit hours earned begin to register.
9	Friday	Undergraduate Classes end. Last day to withdraw from a class. Last day to withdraw from a course pass/fail.	April		
10	Saturday	Graduate classes end.	2	Monday	Deficiency notices mailed to students. Fall 2012 graduate registration begins.
12	Monday	Final exams begin. Final grade web entry on.	4	Wednesday	Graduation check-out begins.
16	Friday	Undergraduate final exams end.	5	Thursday	Easter Recess begins – No classes.
17	Saturday	Graduate final exams end.	9	Monday	Easter recess - No classes. Graduate Business classes in session.
21	Wednesday	Final grades due 9 a.m. Final grade web entry off.	10	Tuesday	Classes resume. Summer 2012 registration begins.
22	Thursday	Final grades available on the web.	14	Saturday	Fall 2012 undergraduate registration. Students with 42.0 – 71.0 credit hours earned begin to register.
24	Saturday	Holiday shutdown begins.	20	Friday	Ignatian Scholarship Day.
Spring 2012			21	Saturday	Fall 2012 undergraduate registration. Students with 0.0 – 41.0 credit hours earned begin to register.
January			30	Monday	First day to withdraw from pass/fail program.
3	Tuesday	College reopens.	May		
16	Monday	Martin Luther King Day – No classes.	4	Friday	Undergraduate classes end. Last day to withdraw from a course. Last day to withdraw from pass/fail program.
17	Tuesday	Classes begin in all divisions. First day to apply for a course pass/fail.	5	Saturday	Graduate classes end.
23	Monday	Last day to drop/add a class. Last day to apply for a course pass/fail.	7	Monday	Final Exams begins. Final grade web entry on.
24	Tuesday	Withdrawal from classes begins. 90% withdrawal refund	11	Friday	Undergraduate final exams end.
31	Tuesday	50% withdrawal refund.	12	Saturday	Graduate final exams end.
February			16	Wednesday	Final grades due 9:00 a.m. Final grade web grade entry off. Graduate Commencement Ceremony
1	Wednesday	Summer 2012 schedules due.	17	Thursday	Final grades available on the web.
6	Tuesday	50% withdrawal refund.	18	Friday	Spring Honors Convocation. Baccalaureate Mass.
10	Friday	Fall 2012 schedule and advisement guide information to department chairs.	19	Saturday	Undergraduate Commencement Ceremony Semester Class Meeting Summary
13	Tuesday	25% withdrawal refund.	21	Monday	First Undergraduate 5 week summer session begins. First Graduate Business 6 week summer session begins.
17	Friday	Student Progress Report submission begins.			First Graduate Education 5 week summer session begins.
18	Saturday	Graduate Education classes in session.	28	Monday	Memorial Day – No classes.
20	Monday	President's Day holiday – No classes. Graduate Business classes in session.			
21	Tuesday	President's Day holiday – No classes. 25% withdrawal refund.			
27	Monday	Fall 2012 schedules due to associate deans.			
28	Tuesday	25% withdrawal refund. Student Progress Reports due.			
March					
2	Friday	Advisement guide information due.			
5	Monday	Summer 2012 schedule available on the web. Student Progress Report meetings with advisors begin.			
6	Tuesday	25% withdrawal refund.			
9	Friday	End of third quarter.			

June			23	Tuesday	No withdrawal refund.
1	Friday	Graduate Business make-up classes for Memorial Day.	26	Friday	Deficiency reporting begins. Web entry on.
21	Thursday	First Undergraduate 5 week summer session ends. First Graduate Education 5 week summer session ends.	27	Saturday	Student Progress Report meetings with advisors end. Spring 2013 undergraduate registration begins.
25	Monday	Second Undergraduate 5 week summer session begins.			Students with 84.0 or more credit hours earned begin to register.
28	Thursday	First Graduate Business 6 week summer session ends.	29	Monday	Spring 2013 graduate registration begins.
July			November		
2	Monday	Second Graduate Education 5 week summer session begins. Second Graduate Business 6 week summer session begins.	2	Friday	Deficiency reporting ends. Web entry off.
4	Wednesday	Fourth of July Holiday – No classes.	3	Saturday	Spring 2013 undergraduate registration. Students with 54.0 – 83.0 credit hours earned begin to register.
6	Friday	Graduate Business make-up classes for Fourth of July.	5	Monday	Deficiency notices mailed to students.
26	July	Second Undergraduate 5 week summer session ends.	10	Saturday	Spring 2013 undergraduate registration. Students with 24.0 – 53.0 credit hours earned begin to register.
August			11	Sunday	Veteran's Day.
2	Thursday	Second Graduate Education 5 week summer session ends.	17	Saturday	Spring 2013 undergraduate registration. Students with 0.0 – 23.0 credit hours earned begin to register.
9	Thursday	Second Graduate Business 6 week summer session ends.	19	Monday	Summer 2013 schedule information to department chairs.
Fall 2012			21	Wednesday	Thanksgiving recess begins – No classes.
August			22	Thursday	Thanksgiving.
21	Tuesday	New faculty orientation.	23	Friday	No classes.
27	Monday	Classes begin in all divisions. First day to apply for a course pass/fail.	24	Saturday	No classes.
31	Friday	Last day to apply for a course pass/fail.	26	Monday	Classes resume.
September			December		
1	Saturday	Last day to drop/add a class. Graduate Education classes in session.	3	Monday	First day to withdraw from pass/fail option. Undergraduate classes end.
3	Monday	Labor Day – No classes.	7	Friday	Last day to withdraw from a course. Last day to withdraw from pass/fail option.
4	Tuesday	Withdrawal from classes begins. 90% withdrawal refund.	8	Saturday	Graduate classes end.
11	Tuesday	50% withdrawal refund.	10	Monday	Final exams begin. Final grade web entry on.
14	Friday	Spring 2013 schedule and advisement guide information to department chairs.	14	Friday	Undergraduate final exams end.
18	Tuesday	50% withdrawal refund.	15	Saturday	Graduate final exams end.
25	Tuesday	25% withdrawal refund.	19	Wednesday	Final grades due 9:00 a.m. Final grade web entry off.
28	Friday	Spring 2013 schedule due to associate deans. Student Progress Report submissions begins.	20	Thursday	Final grades available on the web.
October			22	Saturday	College shutdown begins.
2	Tuesday	25% withdrawal refund.			
5	Friday	Advisement guide information due.			
8	Monday	Fall Holiday – No classes. Graduate Business classes in session.			
9	Tuesday	Fall Holiday – No classes. 25% withdrawal refund.			
10	Wednesday	Student Progress Reports due.			
12	Friday	End of first quarter.			
15	Monday	Spring 2013 schedule and advisement guide available on the web. Student Progress Report meetings with advisors begin.			
16	Tuesday	25% withdrawal refund.			

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 72 acres and 36 academic buildings on its 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 2010-2011 of nearly 5,100 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.

Institutional learning goals

These broad learning goals express the college's expectations and hopes for all students who study within its walls, no matter what path the student takes through the college experience. All of the college's efforts will be in support of one or more of the goals, but not every student will achieve each goal in the same way.

The goal statements are declarative sentences in the present tense. In practice, students move at different paces toward these goals, and assessment of goals occurs at appropriate times and places throughout the educational experience.

Goal 1. Academic Excellence – Canisius students:

- a. in the Jesuit tradition, are intentional learners who can adapt to new environments, integrate knowledge, and continue learning throughout their lives.
- b. demonstrate a breadth of knowledge across many humanistic, scientific, and social scientific fields.
- c. demonstrate a depth of knowledge in one or more fields of learning; they demonstrate the skills and habits of mind that derive from that knowledge and sustain its further growth.

Goal 2. Communication Skills – Canisius students:

- a. demonstrate that they can write and speak with clarity and precision in both their academic disciplines and in more general situations.

- b. demonstrate that they can listen and read with both literal comprehension and critical awareness in both their academic disciplines and more general situations.
- c. integrate current technologies into research and communication.

Goal 3. Integrity and Civility – Canisius students:

- a. demonstrate knowledge of general ethical and moral issues as well as ones specific to their fields of study.
- b. act with civility and integrity in pursuit of the responsible use of human freedom.

Goal 4. Critical Thinking and Problem Solving – Canisius students:

- a. synthesize new knowledge and apply it to present and future problems.
- b. identify, analyze, and comprehend the assumptions and underlying premises in a variety of academic and real-world arguments, conflicts and debates.
- c. demonstrate that they can find, evaluate and effectively use information while understanding the ethical and legal issues governing academic and professional work.

Goal 5. Community Involvement and Leadership – Canisius students:

- a. demonstrate leadership in the service of others, in intellectual and spiritual inquiry and in assuming positions of responsibility in the community and marketplace.
- b. use their gifts for the service of others and the benefit of society.

Goal 6. Catholic Jesuit Intellectual Tradition – Canisius students:

- a. demonstrate a familiarity with dimensions of the Catholic and Jesuit intellectual traditions as they occur in literature, art, science and social teaching.

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, communication and leadership, international business, and forensic accounting.

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 Schools, Commission on Higher Education¹. All of the college's programs are registered by the Regents of the University of the State of New York through the State Education Department². The undergraduate programs in Business Administration and the M.B.A. program are accredited by the Association to Advance Collegiate Schools of Business International.³ The chemistry major is accredited by the American Chemical Society⁴, and the athletic training major by the Commission on Accreditation of Allied Health Education Programs⁵. The programs of the School of Education and Human Services designed to prepare students for school-based careers are accredited by the National Council for Accreditation of Teacher Education.⁶ The Graduate Program for Teachers of the Deaf is accredited by the Council on the Education of the Deaf.⁷ The Graduate Programs in Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs.⁸

Campus Ministry

Campus Ministry supports the spiritual and religious life of the campus with activities open to students and staff of all faiths. Campus Ministry seeks to empower students, faculty, administrators, staff and alumni as persons of faith "for and with others" in the Catholic, Jesuit tradition.

In addition to providing for a vital Roman Catholic liturgical and sacramental life, the campus ministry team:

- offers opportunities for spiritual retreats.
- organizes opportunities for prayer and small faith communities.
- promotes opportunities for service to those in need, both locally and through domestic and international service-immersion trips.
- promotes ethical values and educates and organizes around issues of social justice and peace.
- provides pastoral counseling and spiritual direction.

Mission statement

"Campus Ministry at Canisius College is missioned to empower our students, faculty, administrators, staff and alumni to grow as leaders and persons for others within Church and community. We do this in the spirit of Jesus and the Jesuit tradition. We are guided by the cornerstones of spirituality, community, simplicity of life and service and are committed to work toward justice with people of all faiths."

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 evolving into a learning commons to better accommodate collaborative learning styles and to provide additional support for student learning. The building now has ample study facilities, computers, a curriculum materials center for K-12 teacher training, group work rooms, audio-visual areas, and a Tim Hortons coffee shop. 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 27,000 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 web. 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 eight million volumes in the ConnectNY consortium and to the extensive research collections of the Center for Research Libraries. Additional library materials are available via Interlibrary Loan.

When school is in session, the Library is open every day of the week for study and research and is open nights until 2:00 a.m. 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

Wireless networking is available throughout the campus. Instructional computing facilities include over 300 personal computers, as well as scanners and printers. Computers in student labs have access to word processing, spreadsheet, database, presentation, web development, and statistical analysis software. There are several Internet Plazas located around campus where students may check their electronic mail or access the web. All computers are connected to

the Internet 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.

Canisius College has an extensive web site at www.canisius.edu that includes web-based electronic mail, course materials, course discussion boards and course registration.

Residence halls are wired for satellite TV (including several Canisius-oriented channels) and Internet access. Most classrooms provide video and computer projection for the instructor.

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

Online Programs

The School of Education and Human Services (SEHS) offers online programs at the master's level in Physical Education, Literacy, Educational Administration, and Sport Administration. Applicants for admission to the Graduate Division online programs may be accepted as matriculates (master's degree candidates) in a particular department, or as non-matriculates (graduate course credit students). The same admission standards apply for online students as for all others: possess a baccalaureate degree (submit one transcript of all previous undergraduate studies), application for admission, and additional admissions requirements as found in the description of each graduate program. The degree in Literacy requires a clinical component that must be completed in the Literacy Center on campus during a two-week summer session.

Similar to the on campus programs, the online academic programs offer courses three times a year, summer, fall, and spring.

Students in the online programs are held to the same academic and administrative policies as the on campus students.

These include withdrawal from courses/college, refund policy, academic misconduct, and grade grievance. All administrative and financial transactions with the college can be completed online.

Upon registration, all online students will receive both an ANGEL account and a college e-mail account, and will be required to check both regularly. All Windows users must use Mozilla Firefox 3.x (preferred) or Internet Explorer 8. Mac users must use Firefox 3.x. The course management system, ANGEL, will function as long as the student's computer has the four required components (AJAX, JAVA, Javascript, Popups enabled). Some courses may also include content that will need one or more of the following: Acrobat Reader, Flash Player, Quicktime, and Windows Media. Students are encouraged to visit the Readiness Web site before starting their online courses, www.canisius.edu/readiness.

The Canisius College [ITS Help Desk](#) is available to assist students with their technical questions.

Non-discrimination

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.

International Programs and Partnerships

Students who study abroad say that it is a life-changing experience. Whether you spend a semester or a year abroad, living and learning in another country will open the doors to unique personal and professional experiences as well as improve foreign language skills. Some programs enable students to work as volunteers or interns during their stays and combine language and culture courses with their academic work. The Office of International Programs and Partnerships is continually improving and increasing the options made available to Canisius students interested in expanding their horizons. There are both undergraduate and graduate programs that promote or allow for study abroad opportunities. Canisius offers study abroad programs in the following cities:

- Strasbourg, France and Antwerp, Belgium –
Atlantis Grant Study Abroad Opportunity
- Antwerp, Belgium – University of Antwerp
- Beijing, China – The Beijing Center for Chinese Studies
- Berlin, Germany – Berlin School of Economics
- Dortmund, Germany – Technical University of Dortmund
- Eichstaett, Germany – Catholic University of Eichstaett
- El Salvador – Casa de Solidaridad
- Florence, Italy – Lorenzo De' Medici
- Galway, Ireland – National University of Ireland at Galway
- Lille, France – The Catholic University of Lille
- London, England – London Metropolitan University
- Madrid, Spain – Pontifical University Comillas Madrid
- Oviedo, Spain – University of Oviedo
- Porto Alegre, Brazil – Federal University Rio Grande do Sul
- Puerto Rico – Sacred Heart University

Rio de Janeiro, Brazil – Pontifical Catholic University

Queensland, Australia – University of the Sunshine Coast

Rome, Italy – Lorenzo De' Medici

Tokyo, Japan – Sophia University

Uppsala, Sweden – Uppsala University

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 policies, 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 public.safety/stats.pdf. A printed copy may be obtained by calling Dr. Terri L. Mangione, dean of students, at 716-888-2130.

Office Of Professional Studies

Khalid W. Bibi, Ph.D., Executive Director

Mission Statement

The mission of the Office of Professional Studies is to help adult learners, non-traditional students and working professionals further their education and career opportunities. Wide-ranging and academically innovative programs are being developed to respond to the needs of today's professionals. These new areas of study are co-developed by Canisius faculty and outside partners including industry experts, professional associations, consulting organizations and businesses. The programs are provided in creative scheduling formats and education delivery methods designed to meet the needs of working professionals. Focused on academic excellence, the Office of Professional Studies is committed to continual self-assessment with the goal of achieving outstanding results.

General Goals

- To demonstrate a dedication to the mission and goals of Jesuit education, including the promotion of lifelong learning;
- To respond to local and national markets by providing innovative and unique programs of study in a variety of formats;
- To serve the community;
- To provide the foundation for additional studies and higher degrees;
- To provide administrative support services consistent with the special needs of adult learners.

General Admission Criteria

Canisius College seeks applications from candidates with strong academic preparation, leadership potential, and demonstrated commitment to the field of study. In order to be admitted, prospective students must have successfully completed a bachelor's degree from an accredited institution and meet the following requirements:

A bachelor's degree with a minimum 2.75 GPA;

When needed, hold a current license or certificate in the appropriate field;

When needed, demonstrate the specified years of relevant work experience;

Provide a statement of purpose explaining motivation for pursuing the selected graduate program;

Two letters of recommendation, one from an individual who can attest to the applicant's academic aptitude for graduate work, and another to speak to the applicant's professional competence.

- 1 Commission on Higher Education, Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104
Telephone: (215) 662-5606
- 2 University of the State of New York, State Education Department, Board of Regents, Room 110EB, Albany, NY 12234 Telephone: (518) 474-5889
- 3 Association to Advance Collegiate Schools of Business-International, 777 South Harbour Island Blvd, Suite 750, Tampa, FL 33602-5730
Telephone: (813) 769-6500
- 4 American Chemical Society, 1155 Sixteenth St, NW, Washington, DC 20036 Telephone: (800) 227-5558 (US only)
202-872-4600
- 5 Commission on Accreditation of Allied Health Education Programs, 1361 Park St, Clearwater, FL 33756 Telephone:
(727) 210-2354
- 6 National Council for Accreditation of Teacher Education, 2010 Massachusetts Ave, NW, Suite 500, Washington, DC 20036-1023
Telephone (202) 466-7496
- 7 Council on the Education of the Deaf, Dr. Tony Martin, Lamar University, PO Box 10076, Beaumont, TX 77710 Telephone (409) 880-8175
- 8 Council for Accreditation of Counseling and Related Educational Programs, 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314,
Telephone (703) 535-5990

Student Affairs

Graduate students' needs are different from the needs of undergraduate students. Many of the activities, developmental concerns and extra-curricular interests which characterize the undergraduate student become less important in the pursuit of an advanced degree. Nonetheless, there still remains an interest in extra-curricular activities and a need for support services and assistance with problems. The availability of these services and programs is largely managed at Canisius by the Division of Student Affairs.

Division of Student Affairs

The Vice President for Student Affairs and the Dean of Students and their staff determine all student affairs policies and procedures for the college, subject to the approval of the president. Assistance to graduate students is provided by the following offices, programs and functions:

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

Athletics and Intramural Athletics

Canisius College conducts an extensive program of intercollegiate athletics at the N.C.A.A. Division I level. While participation in intercollegiate athletics by an incoming graduate student is somewhat rare, there are occasionally opportunities for graduate students 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

www.canisius.edu/studenthealth

The Student Health Center, located on the tunnel level of Frisch Hall, Room 101, provides service to graduate students, Monday through Friday during the academic year. The specific clinic hours are circulated on campus at the beginning of each semester. The clinic is staffed by a physician, a nurse practitioner, a physician assistant and registered nurses. Graduate students needing more complex medical care and treatment are referred off-campus. Appointments are recommended and may be made by phone or online using GriffMed. A link to GriffMed is located on the Student Health Center web site.

Sickness and Accident Insurance

Canisius College students should have health insurance to prevent the financial burdens associated with an illness or injury. Students who do not have health insurance are encouraged to consider purchasing the sickness and accident plan offered by the college. Information about plan benefits, eligibility, cost and enrollment periods is available on the Student Health Center web site.

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 from the Office of International Student Programs.

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 if a need for health care arises while they are at school.

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 are available at the Student Health Center or may be obtained by calling the center at (716) 888-2610.

Meningitis Requirement

All students registered for 6 or more credits, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a vaccine refusal statement within thirty days of first class attendance. To read the information about meningococcal disease, go to the center's web site, where you may also submit your meningitis response form on-line.

The Counseling Center

The Counseling Center, as an integral service within the Office of Student Affairs, actively supports the educational mission of the college. Counseling is intended to assist students toward personal growth. A counselor supports and encourages the student to reflect on personal choices and actions in order to progress as a responsible adult. Participation in counseling may help students improve self esteem, manage time and life better, and make reasoned decisions. Counseling may help an individual cope with difficult experiences, overcome self-defeating behavior and deal with feelings of anxiety, confusion, anger or loneliness. Through the counseling process, students can also learn to reduce stress and relax. Counseling services are available to all registered graduate students free of charge, from a staff of professionally qualified college counselors who act as objective, responsive listeners and supportive educators.

Residence Life

Housing for graduate students is available on a limited basis. For more information about the types of graduate housing Canisius offers, contact the Office of Residence Life at 716-888-8300 or reslife@canisius.edu.

Student Academic Support Services

Canisius College offers a variety of comprehensive academic resources to help students achieve academic success. Student Academic Support Services (SASS) is a program that provides services to assist students to successfully complete their academic careers. The goal is to provide students with the academic support and assistance they need to become successful lifelong learners.

SASS Components:

The Tutoring Center provides a variety of opportunities for students to achieve their own academic success. The services are free of charge and are open to all Canisius students. Individual Tutoring Services allow students to receive one-on-one academic assistance from peer and adjunct professor tutors. Tutors are available in most academic disciplines and employ various academic strategies to help address individual student needs. A Librarian-in-Residence is available once a week to assist with research-based academic needs. "Jump into Success — Workshops for Life" are part of an innovative hands-on program offered through SASS that addresses a variety of academic skills to help students become lifelong learners.

The Study Center Program is open to all students and is an opportunity for students to focus on their academic work in a quiet environment where tutors are available to answer questions and provide academic support.

The Academic Mentor Program offers assistance to students who are on academic probation or experiencing other types of academic stress. Graduate students as mentors meet regularly with students and assist with better time management, handling of courses and study skills to help students achieve success.

Disability Support Services (DSS) is committed to creating equal access for all Canisius students with disabilities. It is our goal to help meet the needs of individuals registered and documented through the office, whether the disability is permanent or temporary.

The Director of DSS serves as the college's advocate for students with disabilities and is responsible for arranging the necessary accommodations. 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 needed to plan for appropriate on-campus accommodations.

International Student Programs

Canisius College welcomes international students and appreciates the cultural diversity they bring to the campus. Currently, our international students are from approximately 35 countries in Africa, Asia, Australia, Europe, North America and South America. The Office of International Student Programs advises international graduate 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 — an evening celebration of cultural diversity on campus.

Other services for international students include orientation for new graduate 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, which apply to both graduate and undergraduate students. The on-line student handbook can be viewed at http://www.canisius.edu/studentlife/stuaffairs_handbook.asp.

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:

Application for admission with \$25.00
(*check payable to Canisius College*).

Two transcripts of all previous undergraduate studies (one transcript for Graduate Business Programs and Master's of Science in Communication and Leadership)

No student will be permitted to register for class until he or 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.

Canadian students and International students

In order to attend Canisius College, Canadian and other international students must receive a Certificate of Visa Eligibility (Form 1-20). This form is issued by Canisius College after the student has submitted proof of his or her ability to meet all educational and living expenses for the entire period of study. The student must

provide this proof by filling out the Canisius College International Student Certification of Finances form, which includes a budget worksheet to help the student determine the total educational expenses. This form must have enough funds listed (in U.S. dollars) and verified to cover the full amount of the student's educational and living expenses. This form must be submitted with the Application for Graduate Studies.

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 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.

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

Note: For two-semester courses that are listed with one title and description (e.g., 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 finding the courses closed. It is strongly recommended that students consult with their advisors each semester to insure that they are taking the proper courses.

In the fall and spring, the first full week of classes of the semester is the Drop/Add week, during which students may drop or add classes without penalty (see 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.

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 Records office after it has been signed by the instructor and then by the appropriate associate dean or director. A student receiving financial aid should consult with a counselor before withdrawing from a class. The faculty signature represents an acknowledgment of the student's withdrawal. Failure to submit the withdrawal form will mean that an automatic grade of "D" will be entered on the student's record.

The deadline for withdrawal without academic penalty is the last day of classes of each fall and spring semester. See the official academic calendar, pages 2 and 3. Summer sessions have their own deadlines for withdrawal. Consult the Summer Session catalog for details.

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

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.

Prohibited actions

The following categories of academic misconduct are prohibited:

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.

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.

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

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

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

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

Procedures for handling academic misconduct

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

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

The student and the faculty member may accept the decision of the chair or either of them may appeal the matter to the appropriate 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 Wehle School of Business, or Dean of Education and Human Services.) Each party will present his case to the dean or his or her designate, who shall then render a decision.

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

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

Penalties

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

If consultation with the dean of the student's school reveals no prior offense:

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:

The student may receive a failing grade in the course.

The instructor may devise a penalty appropriate to the circumstances.

If a prior offense is on record:

The course grade should be a "D."

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

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.

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.

Grades

Grades inform students of the level of performance they have achieved in a course. Grades are means whereby students may come to know and appreciate their capacities and abilities. Instructors are responsible for specifying the performances required in their courses; students are responsible for meeting the requirements specified.

Grades earned by students at Canisius College reflect:

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

Grades earned by undergraduate students include the following:

A Superior Performance	C+ Adequate Performance
A-	C
B+ Good Performance	C-
B	D Failing Performance
B-	NG No Grade Submitted

Quality points

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

GRADE	POINTS	GRADE	POINTS
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D	0
B-	2.7		

A student's GPA is obtained by dividing the total number of quality points by the total number of credit hours carried.

Other grades authorized by the deans include the following:

W – Authorized withdrawal from a course.

The description of withdrawal procedures is in a preceding section of this chapter.

I – Incomplete.

Final 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 available for student to view online. Hard copy grade reports for tuition reimbursement or other requirements can be requested from the Office of Student Records

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 GPA, 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 or director 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 or director.

Grade grievance procedure

Occasions may arise when a student does not agree with the grade he or 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:

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.

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.

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.

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:

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.

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.

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.

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.

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 or 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 or her personal use. This copy will be marked "Student's Copy." No transcripts will be released until students have cleared all financial obligations to the college.

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/Arts and Sciences, Bagen 103
- Associate Dean/School of Business, Bagen 103
- Dean of School of Education and Human Services, Bagen 201
- Associate Dean/School of Education and Human Services, Bagen 201
- Center for Professional Development, Center@Amherst
- Office of Student Affairs, Old Main 102
- Office of Student Accounts, Health Science 202D
- Office of Financial Aid, Old Main 100
- Career Center, Old Main 013
- Student Health Center, Frisch Hall lower level
- Office of Residence Life, Dugan Hall lower level
- Departmental offices

A student's educational record is open to the student, with the following exceptions:

- Confidential letters of recommendation placed in files prior to January 1, 1975.
- Records of parent's financial status.
- Employment records (see below).
- 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:

The student may see his or her record by filling out a request form at the office where the record of interest is maintained.

Access is to be granted promptly and no later than thirty days from the date of the request.

The student may make the request in person or by mail, but the request may always be required to be in writing.

The student may obtain upon request copies of documents to which he or she is entitled. The college may charge for these copies.

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, and 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:

- To a specific list of persons, primarily including Canisius College officials.

- To federal, state and local officials as required by law.

- To appropriate persons in an emergency situation when necessary to protect the welfare of an individual.

- 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 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 at www.canisius.edu/careercenter/

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 Resumé 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 their specific program 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.

Tuition and 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 \$100 deposit before registration information and materials 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. 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 refund¹

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:

- a. 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

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

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

- c. 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

- d. 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. 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 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:

- a. Student Accounts Office: Any outstanding tuition, default on Payment plans, late charges, write-offs or delinquent NDSL/Perkins loans;
- b. Library: Any late fines or replacement fees for books not returned;
- c. Residence Life: Residence hall damage fees;
- d. 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 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

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 and a penalty fee if the balance is not paid in full by the payment plan’s due date. All semester payment plans are payable in full at the end of each semester.

Tuition payments

Canisius College accepts for payment cash, check (US funds only), money orders, wire transfers, and checks over the telephone. Tuition payments can also be made on-line with your checking or savings account. It is the college policy to write the student’s ID number on the face of the check or money order to ensure accurate posting. By submitting a check, please be aware that you are authorizing Canisius College to use information on your check

to make a one time electronic debit from your account at the financial institution indicated on your check. This electronic debit will be for the amount on the check. Funds may be withdrawn from your account as soon as the same day your payment is received and you will not receive your check back from your financial institution. Call the Student Accounts Office if you have any questions about electronic check collection or options available if you do not want your payments collected electronically.

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.

Fall and Spring Semesters

Tuition and Fees: Graduate Division

Effective May 10, 2010 through May 9, 2011

Tuition

Per credit hour (unless otherwise indicated)

Canadian Graduate Students: Refer to www.canisius.edu/education/canadian_tuition.asp for tuition rates

College of Arts and Sciences:	
Communication and Leadership	\$ 694.00

School of Education & Human Services:	
Educational Administration, Adolescence Education, Childhood Education, Counseling and Human Services, Deaf Education, Differentiated Instruction, General Education, Health & Human Performance, Literacy, Physical Education, Special Education, Sport Administration	\$ 694.00

College Student Personnel	
Year 1	\$ 829.00
Year 2	\$ 813.00

Wehle School of Business:	
M.B.A., M.B.A.P.A.	\$ 694.00
M.B.A. (Full Time) three semesters ²	\$ 34,425.00

Audit ³	
Graduate student in a graduate course, per credit hour	\$ 347.00
Graduate student in an undergraduate course, per credit hour	\$ 347.00
Alumnus/alumna in an undergraduate course, per course	\$ 60.00

Board, per semester⁴	
Plan 1: 19 meals/week & 15 bonus & \$75 Flex	\$ 2250.00
Plan 2: 14 meals/week & 10 bonus & \$100 Flex	\$ 2105.00
Plan 3: 10 meals/week & 8 bonus & \$225 Flex	\$ 1875.00
Plan 4: 75 block meals & 5 bonus & \$500 Flex	\$ 1420.00
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	\$ 3240.00
Bosch & Frisch – Suite	\$ 3645.00
Bosch & Frisch Bathroom Suite	\$ 3705.00
Campion Hall - Single	\$ 3735.00
Campion Hall (2 & 3)	\$ 3230.00
Delavan Townhouses (2 & 3 person)	\$ 4400.00
Delavan Townhouses (4 & 5 person)	\$ 4065.00
Dugan – Double	\$ 3360.00
Dugan – Suite	\$ 3760.00
Griffin Hall-Double	\$ 3675.00
Martin Hall - Single	\$ 3735.00
Martin Hall – Double	\$ 3230.00
Main-Humboldt / Main Delavan	\$ 4250.00
Village Townhouses	\$ 3890.00

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
Late Payment fee	\$ 300.00
ID card late fee or replacement	\$ 20.00
Returned check charges	\$ 25.00
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

- 1 The refund schedules shown are applicable only to the fall and spring semester of an academic year. For refunds during the summer session, consult the Student Records Office.
- 2 Special three-semester program, beginning fall semester; fees included.
- 3 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 Dugan must be on Plan 1. Freshmen in the second semester may choose either Plan 1 or 2. Upperclassmen in Bosch, Frisch or Dugan must be on plan 1, 2, 3, or 4. Resident students not in Bosch, Frisch or Dugan, 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.gov or at the Student Financial Aid Office.

General eligibility requirements

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

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

Education loans

- A loan is money the student borrows. It must be paid back.
- A loan is a serious obligation.
- Students should borrow only what they need. Education loans are for tuition and fees, room and board, books, transportation and personal expenses.
- An education loan cannot exceed the student's total educational costs minus other student financial aid and, if required, a student contribution. Education loans have lower interest rates than most other types of loans.
- Effective July 1, 2010, these are the loan programs administered by the federal government:
 - Federal Direct Student Loans (subsidized)
 - Federal Direct Student Loans (unsubsidized)

Federal Direct Student Loans

(Subsidized & Unsubsidized)

Federal Direct Student Loans are available to undergraduate and graduate students with demonstrated financial need. Graduate students are eligible to apply for a Federal Subsidized Direct Loan of up to \$8,500 per year. Graduate students may borrow up to an additional \$12,000 per academic year through the Federal Unsubsidized Direct Loan Program. Interest accrues on the unsubsidized loan while students are in school. The aggregate loan maximum for graduate students is \$138,500, with only \$65,500 of that in subsidized Stafford and Direct Loans. These maximums include Stafford and Direct loans borrowed for undergraduate study.

How to Get a Loan

Three factors must be considered to determine Federal Direct Student 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 Direct Loan application. The school must report these figures to the federal government and certify the student's enrollment status. Borrowers are required to complete an electronic Master Promissory Note (e-MPN). Information about the e-MPN and instructions for submission are on-line at www.studentloans.gov.

Paying Back a Loan

The student is responsible for the following:

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

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

Costs

The interest rate for all Federal Direct Student 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, 2006 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 Direct Student Loan will accrue interest while in school. An origination fee of up to 1 percent of the amount borrowed may be charged. The fees are due when the student is issued the funds, so the loan amount is reduced by the fees when applied to the student's bill.

Federal Direct Graduate PLUS Loans

Effective July 1, 2006 graduate students may borrow from the Federal Direct Graduate PLUS Loan Program. Students may borrow up to the cost of attendance minus any financial aid received. A credit check is required. Interested students may apply on-line at www.studentloans.gov.

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 lender will reduce the check by the amount of the fees.

Repayment

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

Financing options

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

Griffin Tuition Payment Plan:

This plan allows students to budget tuition payments over a full academic year. An annual fee of \$60 (\$30 per semester) is charged. Further information is available at the Financial Aid Office or the Student Accounts Office.

Canisius College Installment Loan

Students who are unable to pay their bills in full by the due date may pay the balance in monthly payments by signing a 2 payment 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 a \$30 administrative fee. Accounts are subject to a 2½ percent penalty fee on the total unpaid balance after each missed payment.

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, which includes the 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 or her enrollment status.**

Financial aid check list

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

1. Free Application for Federal Student Aid (FAFSA). This FAFSA Worksheet is available on-line at www.fafsa.gov or at the Canisius College Student Financial Aid Office.
2. If requested, Federal Income Tax Form 1040 for the previous calendar year and/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 because the summer session begins a new academic year.

Satisfactory academic standing

To receive student financial aid, a student must remain "in Good Academic Standing." This means that the student must (1) make satisfactory academic progress toward the completion of program requirements and (2) pursue the program of study in which the student is enrolled. The two elements of program pursuit and satisfactory academic progress must be met for each term of study in which an award is received.

Satisfactory progress

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

Students must meet the following satisfactory progress standards:

GRADUATE STUDENTS

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

*Based on the 4.0 grading system.

Program pursuit

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

GRADUATE

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

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 “Federal programs” and “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 next 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 Direct 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 the following:

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 or 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 be included with the written statement or should be forthcoming from appropriate third parties or agencies.

The student is responsible for requesting that all documentation be sent or brought to the associate dean.

Documentation should indicate that the student’s problems have been directly responsible for his 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 or 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 HEGIS¹ number by which it is registered with the New York State Education Department. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student-aid awards. The programs are as follows:

Master of Science degree

Physical Education	0835
School District Leader	0827
Educational Administration and Supervision	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
Community Mental Health Counseling	2104.10
Certificate Program (<i>advanced program for students with a master's degree in Counselor Education</i>)	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	0808
College Student Personnel Administration	0826
Sport Administration	0599
Communication and Leadership	0601
Health and Human Performance	1299.30

Master of Science in Education degree

Education (general)	0801
Childhood Education	0802
Adolescence Education	0803
Differentiated Instruction	0811
Literacy Education: Birth-Grade 6	0830
Literacy Education: Grades 5-12	0830
Literacy Education: Birth-Grade 12	0830
Physical Education	0835
Business and Marketing	0838
Adolescence Education: History	2201.01
Advanced Certificate Programs:	
School Building Leader	0828
School District Leader	0827

Master of Business Administration degree 0506

Master of Business Administration in Professional Accounting degree 0502

Master of Business Administration in Accounting degree² 0502

Master of Science in International Business degree 0513

Master of Science in Forensic Accounting degree 0502

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

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

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

¹ Higher Education General Information Survey.

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

Communication and Leadership

Faculty in the Department of Communication Studies: Rosanne Hartman, *Program Director*; John Dahlberg, Catherine Foster, Melissa Wanzer
Adjunct Faculty: Neil Melbrod, Nancy Blaschak

Faculty in the Richard J. Wehle School of Business: Michael Gent, Gordon Meyer, Gregory Wood, Howard Stanger, Ian J. Redpath, Paul L. Sauer, David J. Snyder, Erin Makarius. *Adjunct Faculty:* Ray Pipitone

Degree

The Communication Studies Department, part of the College of Arts and Sciences, offers a master 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 intellectual capital, communication and human resources. The Communication and Leadership program is designed to address how communicative behaviors create and alter organizational processes and how organizations in which individuals interact affect communicative behaviors.

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, advancing these behaviors to lead effectively in teams and other organizational contexts.

Students in the Communication and Leadership program will gain the edge needed for success and follow in the footsteps of many high-level corporate managers, directors of human service organizations, business consultants, and administrators of hospitals, colleges and universities.

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, management of not-for-profits, and integrated marketing communication. The program combines theory and practical experience where students directly apply their knowledge in partnerships with organizations. The MS in Communication and

Leadership is uniquely positioned to make more effective and more humane leaders in the new millennium.

Communication and Leadership Mission Statement

In keeping with the Jesuit tradition and the Canisius College mission and goals, the MS graduate program in Communication and Leadership provides quality education with a strong commitment to academic excellence, 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 in which a dedicated faculty maintains focus on individual needs in order to attain success.

Expert Faculty

A combination of respected academics 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 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), 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:

- 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.

OR

- 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 GRE score is calculated as follows: $[(3.0 \times \text{verbal}) + (2.0 \times \text{quantitative}) + (100 \times \text{analytic})] / 6$.

AND

- For international students, a minimum total of 600 points on the TOEFL examination (as well as appropriate undergraduate credentials).

The Admissions Committee recognizes that an applicant's background and experience may enhance the 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 program 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

To receive the MS degree in Communication and Leadership, students must maintain a 3.0 QPA.

Students must maintain a 3.0 grade point average (a B average) to remain in good standing.

Students must be in good standing with a 3.0 cumulative average to be eligible to take the capstone course.

Any student receiving less than a C+ grade in two or more courses will be dismissed from the program.

Academic standing:

A student is placed on academic probation if:

After completion of six hours of course work, the student's cumulative grade point average falls below a 2.7 .

OR

Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 3.0.

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

A student may be dismissed from the program if:

After completion of six hours of course work subsequent to being placed on academic probation, the cumulative grade point average is less than 3.0.

OR

After completion of a second semester on academic probation, 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:

Meet the requirements stated in the graduate handbook for entry into the program.

Assume the responsibility of acquainting themselves with all requirements pertaining to the program of study and adhering to them.

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, is 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):

Course	Title	Credits
COM 602	Organizational Communication	3
COM 604	Persuasion and Social Influence	3
COM 610	Leadership	3
COM 605	Research Methods: Measurement and Analysis (Fall only, last year of coursework)	3
MBA 502	Leadership in Organizational Behavior (Prerequisite for all other MBA courses)	3
COM 699	Capstone (Spring only, last semester of coursework)	3

II Concentration # 1 Organizational Leadership

Leaders within organizations must be able to effectively communicate organizational vision, mission and goals in relation to expectations for individual behaviors. These key elements of an organization are understood within a society's beliefs, values, structure and practices. This concentration bridges theory and practice of communication and leadership within an organizational setting.

Required Courses (12 credit hours, 6 credit hours elective)

Course	Title	Credits
COM 630	Interpersonal Communication in Organizations	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-Profits

Leaders in not-for-profit organizations must meet the challenges of fundraising, long-range planning and development in a time where competition for resources is increasing. This concentration blends theory and practice to promote learning.

Required Courses (12 credit hours required, 6 credit hours elective)

Course	Title	Credits
COM 615	Partnership and the Not-for-Profit Organization	3
COM 616	Fundraising and Development for Not-for-Profit Organizations	3
COM 618	Seminar: Special Topics and Not-for-Profit Organizations	3
COM 621	Integrated Marketing Communication	3

IV. Concentration # 3 Integrated Marketing Communication

In today's environment, each marketer increasingly needs to differentiate its product or service through its reputation and within the consumers' relationship with the brand. This new two-way communication integrates marketing tools into continuous, consistent messaging to and from customers. This IMC concentration employs theory and practice to examine how communication drives issues of branding, marketing, persuasion and consumer behavior.

Required Courses (12 credit hours required, 6 credit hours elective)

Course	Title	Credits
COM 621	Integrated Marketing Communication	3
COM 622	Case Studies in 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 concentrations to meet this requirement.

Other suggested offerings:

Course	Title	Credits
COM 599	Independent Study (permission by program director only)	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 643	Topics in Leadership, Change and Systems	3
MBA 653	Business History: Leadership in Context	3

COURSES 2010-2012

COM 599 Independent Study 3

Students conduct 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. Consent of the faculty member and program director is required.

COM 602 Organizational Communication 3

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 604 Persuasion and Social Influence 3

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** 3
This course examines qualitative and quantitative approaches to theory building and methods of inquiry. The course will describe research issues and main methodologies used to study communication processes. The course provides the foundation material for the capstone project. Therefore, the end goal is to enable students to research, design and carry out a research project. COM 605 should be taken during the fall semester of the student's final academic year.
- COM 610 Leadership** 3
This course focuses on the understanding of leadership processes and behaviors. Students will reflect on past and current leadership situations to gain an understanding of leadership behaviors. Assessments and reflection will be used to create an understanding of personal strengths. There is a strong emphasis on experiential learning and reflective behavioral practices as a basis for self-discovery and change. Students will take several assessments which measure personal style and behavior. Fees for licenses, assessment inventories and feedback reports are required for this course.
- COM 615 Partnerships and the Not-for-Profit Organization** 3
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 at Not-for-Profit Organizations** 3
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 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** 3
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** 3
The purpose of this course is to introduce students to the process of conflict, communication and facilitation within organizational settings. It is an introduction to several theoretical frames for studying and explaining the conflict process and applies these ideas to experiences in organizations. The course content explains the role of a leader in facilitating conflict throughout the semester.
- COM 621 Integrated Marketing Communication** 3
This course explores the theoretical and practical implications for managing and integrating marketing communications into commerce. A range of contemporary integrated marketing tactics and how they come together in an integrated plan will be discussed. The focus is on understanding the role and interplay of marketing, advertising and public relations in the IMC mix.
- COM 622 Case Studies in Integrated Marketing** 3
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 of 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** 3
Study and practice of communication in one-on-one settings which occur in business. The focus is on ways content and relationship influence verbal and non-verbal messages and business interaction and productivity.
- COM 699 Capstone Project** (*Permission of Program Director Required*) 3
Academic inquiry, case study, field project or directed study under the supervision of the faculty advisor in the program. Prerequisites: COM 605. COM 699 should be taken during the spring semester of the student's final academic year.
- MBA 502 Leadership in Organizational Behavior** 3
Individual, group and organizational principles within a framework of high functioning and high quality performance. Critical organizational issues and strategies to effectively manage them.
- MBA 506 Marketing** 3
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 509 Legal Environment and Ethics** 3
Threshold knowledge for managers of the law in areas of contract, product liability, corporations, partnerships, employment and environment.
- MBA 510 Managerial Environment and Ethics** 3
Relationships of business and society. The emphasis is on management and the integration of ethics and social issues in daily business practices.

- MBA 631 Marketing Research** 3
 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 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** 3
 This course focuses on the application of information from the behavioral sciences (e.g. psychology, sociology, anthropology) to help understand consumer behavior. Emphasis is placed on understanding the factors that influence consumer behavior and developing the ability to apply this information to the practice of marketing. Additionally, students are encouraged to consider their own personal consumption behavior and to identify ways they can improve their consumption decision outcomes and reduce their susceptibility to undesirable external influences. Course topics include perception, memory, learning, persuasion, attitudes, materialism, behavioral decision theory, family and cultural influences.
- MBA 638 Internet Marketing** 3
 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 the Internet will lay the groundwork for a professional online experience.
- MBA 641 Human Resource Management** 3
 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, human resource 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** 3
 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** 3
 This course introduces the student to 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 membership, 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 643 Topics in Leadership, Change and Systems** 3
 This course explores various topics relating to systems, organizational leadership and change. Possible topics include, but are not limited to, high performance work systems, organizational culture and leadership, the gap between knowledge about leadership, management and organizations and what managers do, Senge’s fifth discipline and servant leadership. The common theme in course topics is the relationships between leader behaviors, system-level factors and dynamics within organizations.
- MBA 653 Business History: Leadership in Context** 3
 This course examines how business leaders and others have responded over time to the environment in which their organizations are embedded. In recent years, business history has shifted its focus from examining managerial choice in an environment rich with economic opportunity to examining the role of forces outside the firm that constrain the choices available to and made by business leaders. Among these external forces are the law, politics, culture, labor and consumers. Often the firm and its environment remake one another in large and small ways. In short, internal and external forces interact with the relative balance of these forces shifting over time. The focus of this course will be on US Business History from the late 18th century to the present. Larger themes include small business development and entrepreneurship, the rise of big business and management, business-government relations, the management of labor and unions, and the consumer culture. Students will explore and learn the many ways that organization leaders and others responded to external environmental changes and challenges.

The Richard J. Wehle School of Business

Laura A. McEwen, *Director of Graduate Business Programs*; Emma D. Bojinova, Donald I. Bosshardt, Michael J. Braunschneidel, Robert R. Davis, Lynn A. Fish, Lawrence W. Franz, Edward J. Garrity, Michael J. Gent, Guy H. Gessner, James C. Goldstein, Edward J. Gress, Scott W. Hegerty, Patricia A. Hutton, Patricia A. Johnson, George F. Kermis III, Ji-Hee Kim, Rev. Frank LaRocca, S.J., Larry Lichtenstein, Gordon W. Meyer, Stephen C. Molloy, Joseph B. O'Donnell, George M. Palumbo, Philip Pfaff, Erin E. Makarius, Michael S. Piemonte, Ian J. Redpath, Ronald R. Reiber, Ronald M. Rivas, Craig D. Rogers, Paul L. Sauer, Girish Shambu, Richard A. Shick, Coral R. Snodgrass, David J. Snyder, Howard Stanger, Edward J. Szewczak, Kevin J. Trainor, Raymond W. Vegso, Thomas J. Vogel, Linda A. Volonino, Richard A. Wall, Gregory R. Wood, Mark P. Zaporowski.

Degrees

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

- Master of Business Administration (MBA)
- Evening Program (part-time or full-time)
- One-Year Program (full-time)
- Master of Business Administration in
- Professional Accounting (MBAPA)
- Master of Business Administration in Accounting (MBAA)
- Master of Science International Business (MIB)
- Master of Science Forensic Accounting (MFS)

All five programs are professional in nature and the MBAA and the MBPA are derivatives of the MBA Program. 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, MBAA, MIB, and MFA programs are fully accredited by AACSB-International, the Association to Advance Collegiate Schools of Business. The professional accounting program (MBAPA) is for those who enter on the graduate level without an accounting background. The MBAA is for those who begin as accounting undergraduates at Canisius College. The MBAA is designed to meet the 150-hour requirement of the American Institute of CPAs. The MBAPA and MBAA programs qualify students to sit for the CPA examination in New York State. Graduates of the MBAPA and MBAA are required to complete one year of experience for certification in the State of New York.

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 Richard J. Wehle School of Business develops business professionals to lead within their organizations, to excel in the globally competitive marketplace and to behave as ethically and socially responsible individuals. This is achieved through teaching

excellence, intellectual vigor and community involvement in the Jesuit tradition.

The objectives of the graduate business programs are to provide the best business education offered and serve the employer market through:

1. The development of graduates who are known for:
 - Technical and professional skills which allow them to make an immediate contribution to their organization.
 - Application of high ethical standards to decision making.
 - The ability to manage effectively in a changing business environment.
 - Effective communication skills.
 - The 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 and community service and scholarly activity involving a blend of basic, applied and instructional research.
4. Maintaining a network of graduates and friends to 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 (MBA)

The Evening MBA is designed for either full or part-time study. Working adults can complete their program of studies on a part-time basis. Students attending full-time can take up to 12 credit hours a semester and complete in 16 months. The majority of students come from the Western New York area and they have a variety of undergraduate majors.

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 (MBAPA)

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

1. Complete a major in accounting.
2. Prepare to enter the accounting profession.
3. Acquire the 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 for CPA Licensure. Graduates are required to complete one year of work experience for certification. Students should apply for admission in the fall of their junior year. They should take the GMAT at the earliest opportunity and no later than February 1 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 by the end of junior year, and (3) a minimum score of 500 on the GMAT.

Master of Science International Business (MIB)

This program is designed to immerse students in the global market place through a combination of course work, international research projects and international experiences. Course work emphasizes the fundamentals of international business, a focus on international trade and logistics and concentrations in international entrepreneurship and world area studies. International market research projects are carried out in the capstone international strategy course.

Master of Science Forensic Accounting (MSF)

This program will provide not only skill sets necessary to detect irregularities in financial instruments and systems but also heavily inculcates ethical values in decision making and analysis. The program is intended to provide students with the necessary background and tools to both detect and prevent possible future fraudulent behavior by those developing and using financial data. Additionally, students utilizing the skill sets provided by this program should make financial data more reliable for those who make decisions based upon that data.

The program will provide students with the ability to obtain the additional thirty credit hours to be eligible for licensure as Certified Public Accountants (CPA) as well as being able to obtain other certifications such as a Certified Fraud Examiner (CFE).

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 MIB program will accept the GRE in place of the 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 this formula: 200 times the undergraduate QPA (4.0 system) + the GMAT score. A minimum score of 440 is required on the GMAT.

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 or GRE for the MIB 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

MBA – Evening MBA (full or part time), MIB

A student is placed on academic probation if:

After completion of six hours of course work, the student's cumulative grade point average is 2.00 or lower, or

Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 2.80.

A student may be dismissed from the program if:

After completion of six hours of course work subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0, or

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

One-Year MBA

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

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

MBAA, MBAPA, MSF

A student is placed on academic probation if:

After completion of six hours of course work, the student's cumulative grade point average is 2.80 or lower, or

Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 3.

A student may be dismissed from the program if:

After completion of six hours of course work subsequent to being placed on academic probation, the cumulative grade point average is less than 2.80, or

After completion of at least 18 hours of course work, the cumulative grade point average is less than 3. A student may be dismissed 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

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.

Evening MBA, One-Year MBA, and MIB

To graduate, a student must have a cumulative grade point average of at least a 2.80.

MBAA, MBAPA, and MS in Forensic Accounting

To graduate, a student must have a cumulative grade point average of at least a 3.

**Students interested in pursuing a CPA license should refer to CPA licensure education and experience requirements of the state for which they are seeking a CPA license. For New York State, students must have a B average or better in all accounting courses.*

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 Graduate Business Programs must complete more than 50% of their program at Canisius.

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

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

Waivers

Students may qualify for waivers of foundation courses in the MBA or MBAPA Program and pre-requisite courses in the MIB program based upon their undergraduate or graduate coursework, at the discretion of the program director. No waivers are granted for the One-Year MBA program.

Policy for Waivers of Foundation Level Courses: A minimum of six credit hours of undergraduate courses with grades of B or better in the last five years in appropriate content.

Sample ONE YEAR MBA Curriculum (courses are subject to change)

Fall Semester		
Course	Title	Credits
MBA 501	Management Information Systems	3
MBA 822	Statistical Methods	3
MBA 823	Economics	3
MBA 824	Financial Accounting	3
MBA 825	Leadership in Organizational Behavior	3
MBA 803	Leadership Development Series	1
TOTAL		16

Spring Semester		
Course	Title	Credits
MBA 840	Managerial Accounting	3
MBA 841	Finance	3
MBA 843	Foundations of Marketing Management	3
MBA 847	Operations Planning and Control	3
MBA 526	Regression Analysis and Forecasting	3
OR		
MBA 645	Human Resource Management	3
MBA 804	Leadership Development Series	1
TOTAL		16

Summer Semester		
Course	Title	Credits
MBA 809	Legal Environment & Ethics	3
MBA 876	Quantitative Analysis & Global Issues	3
MBA 897	Strategy Consulting Project (started in late spring)	3
MBA	Electives (with or without an internship)	9
MBA	Leadership Development Series	1
TOTAL		19

TOTAL PROGRAM		51
----------------------	--	-----------

Electives will be offered in the evening.

Students can earn concentrations in financial services, international business, and marketing by completing 9 credit hours of electives in that area.

Students can choose not to concentrate and take electives from all different areas.

Concentrations will be reflected on a student's transcript.

Leadership Development Series will include mentoring,

skills training, and leadership development activities.

EVENING MBA CURRICULUM

I. Foundation Level (24 credit hours)		
Course	Title	Credits
MBA 501	Management Information Systems	3
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 Management	3
MBA 507	Operations Planning & Control	3
MBA 508	Corporate Finance	3

II. Ethics (3 credit hours) (choose one)		
Course	Title	Credits
MBA 509	Legal Environment & Ethics	3
OR		
MBA 510	Managerial Environment & Ethics	3

III. Core Areas (9 credit hours) Students must complete three credit hours in each of three of the following areas.		
Course	Title	Credits
Accounting		
MBA 610	Managerial Accounting	3
Finance		
MBA 620	Investment Management	3
MBA 622	Financial Inst. & Markets	3
MBA 625	Adv. Corporate Finance	3
	<i>Other finance courses as designated</i>	
Management		
MBA 641	Human Resource Mgmt.	3
MBA 642	Global Supply Chain Mgmt.	3
MBA 653	Bus. His. Leadership in Context	3
Marketing		
MBA 630	Marketing Strategy	3
Technology		
MBA 658	System Dynamics	3
MBA 526	Regression Analysis and Forecasting	3

IV. Concentration or Electives (9 credit hours)

Concentrations offered: Accounting, Financial Services, Global Supply Chain Management, Information Technology, International Business, Leadership and Change, Marketing in the new Economy

V. Capstone (3 credit hours) take in the second last to last semester

Course	Title	Credits
MBA 690	Strategic Management & Leadership	3

TOTAL CREDIT HOURS 48

Concentrations:

Accounting

Complete MBA 610

Course	Title	Credits
MBA 711	Intermediate Financial Reporting I	3
MBA 715	Basic Taxation and one of the following:	3
MBA 707	Accounting Information Systems 3 Prerequisite: MBA 505	3
MBA 712	Intermediate Financial Reporting II Prerequisite: MBA 711	3
MBA 716	Advanced Taxation Prerequisite: MBA 715	3
MBA 729	Not-for-Profit Accounting Prerequisite: MBA 505	3

Note that this concentration does NOT qualify a student to sit for the CPA exam. Students interested in doing so should consider the MBA in professional accounting program, which would also satisfy the accounting core in the MBA program. Students who are unsure should complete MBA 702 rather than MBA 610.

Financial Services

Complete a finance course in the core area and three additional courses from the following:

Course	Title	Credits
MBA 616	Mergers & Valuation Prerequisite: MBA 508	3
MBA 617	Portfolio Analysis Prerequisite: MBA 508	3
MBA 618	Financial Analyst Preparation Prerequisite: Consent of Instructor	3
MBA 619	Financial Modeling Prerequisite: MBA 508	3
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 623	Fixed Income Securities Prerequisite: MBA 508	3
MBA 624	Golden Griffin Fund I Prerequisite: Consent of Instructor	3
MBA 625	Advanced Corporate Finance Prerequisite: MBA 508	3

MBA 626	International Finance Prerequisite: MBA 508	3
MBA 627	Multinational Banking Prerequisite: MBA 508	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

It is suggested that students intending to complete a finance concentration also complete MBA 610, Managerial Accounting, and MBA 526, Regression Analysis and Forecasting, as part of their core requirements.

Global Supply Chain Management

Complete both required courses:

Course	Title	Credits
MBA 633	Global Logistics Prerequisites: MBA 506, 507	3
MBA 642	Global Supply Chain Management Prerequisites: MBA 507 and three credit hours from the following	3
MBA 526	Regression Analysis & Forecasting Prerequisites: MBA 503, 504	3
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 Prerequisite: MBA 630	3
MBA 646	International Business Prerequisites: MBA 506, 507	3
MBA 660	Internship in Supply Chain Management Prerequisite: Permission	3
MBA 662	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.

Information Technology

Complete the IT core and nine credit hours from the following:

Course	Title	Credits
MBA 600	Digital Network Security	3
MBA 601	Anti-Fraud Management	3
MBA 638	Internet Marketing Prerequisite: MBA 506	3
MBA 655	Project Management Prerequisite: MBA 507	3
MBA 658	System Dynamics Prerequisite: MBA 501	3
MBA 526	Regression Analysis and Forecasting Prerequisites: MBA 503, 504	3

International Business

Complete any three of the following:

Course	Title	Credits
MBA 626	International Finance Prerequisites: MBA 504, 508	3
MBA 633	Global Logistics and Transportation Prerequisites: MBA 506, 507	3
MBA 636	International Marketing Prerequisite: MBA 506	3
MBA 642	Global Supply Chain Management Prerequisite: MBA 507	3
MBA 646	International Business Prerequisites: MBA 506, 507	3
MBA 680	International Business Seminar Prerequisites: MBA 506, 507	3

Leadership and Change

Complete MBA 653 in the core area and three of the following:

Course	Title	Credits
MBA 640	Leadership and Management Skills Dev	3
MBA 641	Human Resource Management	
MBA 644	Organizational Theory and Design	3
MBA 647	Organizational Leadership and Change	3
MBA 649	Labor Relations	3
MBA 650	Personal Leadership	3
MBA 651	Executive Coaching	3

Marketing

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

Course	Title	Credits
MBA 631	Market Research Prerequisite: MBA 506	3
MBA 634	Consumer Behavior Prerequisite: MBA 506	3
MBA 635	Sales Management Prerequisite: MBA 506	3
MBA 636	International Marketing Prerequisite: MBA 506	3
MBA 637	Professional Sales Prerequisite: MBA 506	3
MBA 638	Internet Marketing Prerequisite: MBA 506	3
MBA 639	New Product Strategy Prerequisite: MBA 630	3
MBA 654	Customer Relationship Management Prerequisite: MBA 506	3

Note that the list of concentration courses may be amended.

MASTER of SCIENCE INTERNATIONAL BUSINESS (MIB)

I. Pre-requisites: Students with undergraduate course in business will be evaluated for waivers.

Course	Title	Credits
MBA 503	Statistics for Managers	3
MBA 505	Financial Accounting	3
MBA 506	Foundations of Marketing Management	3
MBA 507	Operations Planning & Control	3
MBA508	Corporate Finance	3

II. Required courses (24 credit hours)

Course	Title	Credits
MIB 506	Fundamentals of International Business	3
MIB 516	Comparative Management	3
MIB 536	International Marketing	3
MIB 526	International Finance	3
MIB 531	Market Research	3
MIB 542	Global Supply Chain Management	3
MIB 533	Global Logistics	3
MIB 590	Capstone	3

III. International requirement

(9 credit hours, unless otherwise indicated) (choose 1 area)

Area 1

Course	Title	Credits
MIB	International Field Experience requirement – one week over school break	3
AND		
MIB	Internship or Project	6

Area 2

Course	Title	Credits
MIB*	Study Abroad Experience	9 or 12

* Students who study abroad for 12 credit hours will only need 3 credit hours of electives

IV. Electives (6 credit hours)		
Course	Title	Credits
MIB 586	Doing Business in the European Union	3
MIB	Doing Business in Canada, Mexico	3
MIB 582	Doing Business in Latin America	3
MIB 581	Doing Business in Asia	3
MIB	Language courses – day only	3
MIB 551	International Entrepreneurship	3
MIB 552	Trade Mission	3

TOTAL FOR BUSINESS UNDERGRADUATES 39

**TOTAL FOR NON BUSINESS UNDERGRADUATES
WITHOUT WAIVERS 54**

MBA in PROFESSIONAL ACCOUNTING (MBAPA)

I. Accounting requirements (33 credit hours)		
Course	Title	Credits
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 716	Advanced Taxation	3
MBA 721	Advanced Financial Reporting	3
MBA 725	Auditing Theory and Practice	3
MBA 726	Information Systems Auditing/Advanced Auditing	3
MBA 751	Seminar in Accounting Theory	3
*MBA	Accounting Elective	3
*MBA	Accounting Elective	3

* Recommend MBA 716, Advanced Tax and MBA 729, Not-for-profit Accounting

II. MBA requirements (24 credit hours)		
Course	Title	Credits
MBA 502	Leadership in Organizational Behavior	3
MBA 503	Statistics for Managers	3
MBA 504	Economics	3
MBA 506	Marketing for Managers	3
MBA 507	Operations Planning and Control	3
MBA 508	Corporate Finance	3
MBA	MBA Elective	3
MBA 707	Accounting Information Systems	3

III. Core Areas (6 credit hours)

(students must complete three credit hours in two of the following areas)

Management		
Course	Title	Credits
MBA 641	Human Resource Mgmt	3
MBA 642	Global Supply Chain Mgmt	3
MBA 653	Bus. History Leadership in context	3

Marketing		
Course	Title	Credits
MBA 630	Marketing Management	3

Financial Services		
Course	Title	Credits
MBA 620	Investment Management	3
MBA 621	Money, Banking & Econ	3
MBA 622	Financial Inst & Markets	3
MBA 625	Adv Corporate Finance	
<i>(other finance courses as designated)</i>		

IV. Business Law (4 credit hours)		
Course	Title	Credits
MBA 671	Business Law & Legal Environment	4

V. CAPSTONE (3 credit hours)		
Course	Title	Credits
MBA 690	Strategy Management & Leadership	3

TOTAL 70

To sit for the CPA examination in New York State, a student must have a minimum QPA of 3 on a scale of 4.0 in all graduate accounting courses taken.

MASTER OF SCIENCE FORENSIC ACCOUNTING (MSF)

I. Required courses		
Course	Title	Credits
MSF 701	Fraud Examination	3
MSF 702	Fin Statement Fraud & Risk Assessment	3
MSF 703	Legal & Regulatory Env of Forensic Accounting	3
MSF 704	Computer Forensics	3
MSF 707	Accounting Information Systems	3
MSF 708	White Collar Crime	3
MSF 716	Advanced Tax	3
MSF 725	Auditing	3
MSF 726	Information Systems Auditing	3

II. Elective area (students must complete courses from this area for each subcourse above)

Course	Title	Credits
MSF 751	Seminar in Accounting Theory	3
MBA 626	International Economics Finance	3
MBA 625	Advanced Corporate Finance	3
MBA 620	Investment Management	3
MBA 622	Financial Institutions & Markets	3
MBA 729	Not-for-Profit Accounting	3
MBA 752	Enterprise System	3
TOTAL		70

* other finance courses as designated

III. Capstone (3 credit hours)

Course	Title	Credits
MSF 755	Advanced Financial Investigations	3
TOTAL		30

MASTER OF BUSINESS ADMINISTRATION IN ACCOUNTING (MBAA -150-hour program)

Students in the 150-Hour Program will graduate with a BS degree in 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. In order to received the MBAA a students must have a minimum of 3 on a scale of 4.0 in all graduate courses.

Under present education requirements of the State of New York, students are able to sit for the CPA examination upon completing their 120 hour program (BS). Students must have a 150 hours to secure CPA Licensure.

MBAA curriculum 150-hour program:

FYS 101, ENG 101, RST 101, PHI 101 4 courses 12 cr. hrs.

One course from each of the Breadth of Knowledge Fields 1 to 7.

One course from each of the six knowledge and skills attributed.

Course	Title	Credits
Common body of business knowledge:		
Mat 105	Finite Mathematics	3
AND		
MAT 106	Calculus for the Non-Sciences	3
OR		
MAT 111	Calculus I	3
OR		
MAT 115	Calculus for Business I	3

Course	Title	Credits
	Arts and Sciences Electives	3
ENG 389	Business Communications	3
ACC 211	Principles of Accounting I	3
ACC 212	Principles of Accounting II	3
ECO 101	Principles of Macroeconomics	3
ECO 102	Principles of Microeconomics	3
ECO 255	Business Statistics I	3
ECO 256	Business Statistics II	3
FIN 201	Introduction to Finance	3
ISB 101	Management Technology	3
MGT 101	Introduction to Management	3
MGT 325	Operations Analysis for Business	3
MGT 446	Managerial Policy Strategy	3
MKT 201	Principles of Marketing	3
	Business International Requirement	6

Accounting courses at the undergraduate level

Course	Title	Credits
ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 303	Cost Accounting	3
ACC 307	Management and Accounting Information Systems	3

6. Graduate Portion:

Course	Title	Credits
MBA 502	Organizational Behavior	3
MBA 507	Operations Planning & Control	3
MBA 508	Corporate Finance	3
MBA	Finance elective	3
MBA 630	Marketing Management	3
MBA 641	Human Resource Management	3
MBA 672	Advanced Commercial Law	3
MBA 690	Strategy Management & Leadership	3
MBA 715	Basic Taxation	3
MBA 716	Advanced Tax	3
MBA 721	Advanced Financial Reporting	3
MBA 725	Auditing Theory and Practice	3
MBA 726	Advanced Auditing	3
MBA 729	Not-for-Profit Accounting	3
MBA 751	Seminar in Accounting Theory	3
MBA	MBA Elective	3

TOTAL 150/151

COURSES

(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 courses

MBA 501 Management Information Systems

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 502/MBA 825 Leadership in 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/MBA 822 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/MBA 823 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/MBA 824 Financial Accounting

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

MBA 506/MBA 843 Foundations of Marketing Management

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/MBA 847 Operations Planning and Control

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 technologies, inventory management, just-in-time, demand and capacity planning within the firm.

MBA 508/MBA 841 Corporate Finance

This course provides an introduction to the basic tools of financial management. Topics covered include the goal of financial management, 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 policy, working capital management and international aspects of finance.

MBA 509/MBA 809 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 with an emphasis on management and the integration of ethics and social issues in daily business practices.

MBA 526 Regression Analysis and Forecasting

Builds on the tools of statistical inference to address issues of estimation and hypothesis testing encountered in regression and time series analysis.

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 Act of 2002.

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/MBA 840 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 Valuation

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 on 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/risk structure information from pricing, evaluating, investment opportunities and interest rate risk management.

MBA 624 Golden Griffin Fund I

This course is the first of a two semester program in which students become equity analysts and portfolio managers responsible for "real money" portfolio of common equity securities (the Golden Griffin Fund "GGF"). In the Fall semester, students begin the process of stock selection and analysis, leading to recommendations for investment by the GGF. Students follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Students serve on committees, including: Accounting and Finance; Legal and Compliance; Marketing; Public Relations and Portfolio Management. Each committee will have certain responsibilities throughout the Fall and Spring semesters. Students taking MBA 624 are expected to continue into the Spring semester in MBA 629.

MBA 625 Advanced Corporate Finance

This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions.

MBA 626 International Finance

In an increasingly globalized world, it is imperative that managers understand how the international economy works. International Finance (also known as "Open-Economy Macroeconomics") is the study of the monetary and economic linkages among countries. The main goal of this course is to equip students with an understanding of the global macroeconomic environment and important issues that managers must be aware of.

The main topics covered in this class involve exchange rates, international flows of capital and economic policy, as well as the role of business in this environment. This course aims to introduce students to these topics in the context of recent developments around the world. By the end of this course, students will better understand these core concepts, be able to apply them to specific country and business experiences, and locate and analyze relevant sources of information.

MBA 627 Multinational Banking

An in-depth study of practical applications and issues faced by internationally active, large and complex banking organizations. Emphasis is given to the applications related to Basel Accord and the impact it has on capital adequacy requirements, lending guidelines, and risk-based pricing by these financial institutions. Students will also learn the scope of international trade finance with a focus on how multinational banks handle import/export transactions in the global economy.

MBA 628 Derivative Securities

This course discusses forward and futures contracts, swaps and options. Markets for these securities are described and analyzed. Modern techniques for identifying over and undervalued contracts are presented. The use of these derivative securities for risk management is discussed.

MBA 629 Golden Griffin Fund II

This course is the second of a two semester program in which students become equity analysts and portfolio managers responsible for "real money" portfolio of common equity securities (the Golden Griffin Fund "GGF"). In the spring semester, students begin the process of original equity research, leading to recommendations for investment by the GGF. Students continue to follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Committee work started in the fall semester continues as well

MBA 630 Marketing Strategy

Through the use of case analysis and 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. Application 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 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 implementation 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 631 Market Research

This course emphasizes survey-based marketing research. Students engage in a semester-long research project in which they interview a client, specify the research problem and an appropriate research design, do a secondary data search, design and administer a survey instrument (questionnaire), perform statistical data analysis and develop and present a report of their findings to the client. Course content also includes marketing databases, observational techniques, causal designs and various applied statistical techniques.

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.

This course focuses on the application of information from the behavioral sciences (e.g. psychology, sociology, anthropology) to help understand consumer behavior. Emphasis is placed on understanding the factors that influence consumer behavior and developing the ability to apply this information to the practice of marketing. Additionally, students are encouraged to consider their own personal consumption behavior and to identify ways they can improve their consumption decision outcomes and reduce their susceptibility to undesirable external influences. Course topics include perception, memory, learning, persuasion, attitudes, materialism, behavioral decision theory, family and cultural influences.

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 and 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 Leadership and Management Skills Development

This seminar provides students with opportunities to assess their current management skill levels and to better understand and internalize concepts and theories of leadership and organizational behavior through application. Focuses on an active-learning cycle of taking action, reflecting upon that action and its consequences, developing concepts and generalizations based upon such reflection, and testing of concepts by taking action new situations. Topics include decision making, motivation, conflict management, exercising influence, supportive communication, interviewing, empowering and delegating

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 644 Organizational Theory and Design

Overview of organizational theory and design: what organizations are, how they are designed, how they operate and how they can be changed and improved through organizational design.

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 645 Fundamentals of International Business

There are two types of objectives for this course, one for the mastery of International Business content and the other for the development of good International Managerial processes. The content objective of this course is the development of a solid background in the basic elements of International Business. We will examine the international environment and discuss questions such as:

- Why is there trade between countries?
- Why do companies “go international”?
- How does the international market differ from the domestic?
- What are the keys to success in the international marketplace?
- What are the keys to success in careers in international business

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 649 Labor Relations

This course introduces the student to 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 unique 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.

MBA 651 Executive Coaching

How do executives improve their skills in managing 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 this course.

MBA 653 Business History Leadership in Context

This course examines how business leaders and others have responded over time to the environment in which their organizations are embedded. In recent years business history has shifted its focus from examining managerial choice in an environment rich with economic opportunity to examining the role of forces outside the firm that constrain the choices available to and made by business leaders. Among these external forces are the law, politics, culture, labor and consumers. Often the firm and its environment remake one another in large and small ways. In short, internal and external forces interact with the relative balance of these forces shifting over time.

The focus of this course will be on US Business History from the late 18th century to the present. Larger themes include small business development and entrepreneurship, the rise of big business and management, business-government relations, the management of labor and unions and the consumer culture. Students will explore and learn the many ways that organization leaders and others responded to external environmental changes and challenges.

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 658 System Dynamics

This course provides an introduction to systems thinking and system dynamics. System dynamics is a tool for solving interdisciplinary problems and understanding the deeper system structure rather than simply examining problem symptoms and surface behavior. Important policy decisions in one area often have impacts in multiple areas – political, economic, social and environmental. Similarly, decisions in one functional area, such as marketing, will have important impacts on other functional areas such as production. Students will learn to see common patterns in business, natural and social systems and such insight will lead to a better understanding of both system behavior and human behavior. Finally, to better understand the systems, we develop computer models - computer simulations. We can then test the consequences of our actions using a computer-based virtual world before making decisions.

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 credits)

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 the fall and spring semesters or in the summer. Gives exposure to the international business environment and to business practices outside the 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 686 Doing Business in the European Union

The objective of this course is to introduce students to the current issues impacting the development and the implementation of the unique economic and political unit called the European Union. Given the multiplicity of issues, the course readings and activities will serve only as an introduction to the broad spectrum of possible research topics. Each student will choose a particular topic or issues for their individual topic.

MBA 690/MBA 897 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 MBAPA 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 707 Accounting Information Systems

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

MBA 711-712 Intermediate Financial Reporting I and II

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 the 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 Taxation

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 the 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

Accounting theory and theory formulation. Current issues in financial accounting and concepts of income determination.

MBA 752 Enterprise Systems

Measuring the value of enterprise information; enterprise resource planning system design and functionality; international accounting systems issues: data integrity; use of financial and non-financial information for corporate decision-making.

MBA 803/804

A series of presentations that are designed to acquaint students with the tools needed to effectively manage in a competitive environment. Topics include

the use of advanced spreadsheet techniques, internet security, data base management and ethics. Additionally, career path discussions take place led by former students, as well as past and prospective employers.

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.

MBA 876

This course is designed to acquaint the student with the body of knowledge, methods of analysis related to the global macroeconomic environment. The underlying models and their impacts on decision-makers is the focus of the course. Issues of price stability, income and employment growth are discussed along with the policy concerns associated with macroeconomic problems.

MIB Course Descriptions

Pre-requisite courses – see MBA course descriptions

Required Courses

MIB 506 Fundamentals of International Business:

There are two types of objectives for this course, one for the mastery of International Business content and the other for the development of good International Managerial processes. The content objective of this course is the development of a solid background in the basic elements of International Business. We will examine the international environment and discuss questions such as:

1. Why is there trade between countries?
2. Why do companies “go international”?
3. How does the international market differ from the domestic?
4. What are the keys to success in the international marketplace?
5. What are the keys to success in careers in international business?

MIB 516 Comparative Management:

The objective of this course is the development of an understanding of what it takes to be a “good international manager”. To do this, we will discuss how and why management differs when an international border is introduced and how the resulting ways of managing compare to the “domestic” systems that students have traditionally studied. We will go through a series of activities that will require students to compare and contrast their knowledge of management systems in different settings and to apply this knowledge to solving problems in the global market. Consequently, we will cover the traditional areas of management, such as planning and controlling. But we will also examine how these actions must be modified to meet the demands of the international arena.

MIB 526 International Finance:

In an increasingly globalized world, it is imperative that managers understand how the international economy works. International Finance (also Known as “Open-Economy Macroeconomics”) is the study of the monetary and economic linkages among countries. The main goal of this course is to equip

students with an understanding of the global macroeconomic environment and important issues that managers must be aware of.

The main topics covered in this class involve exchange rates, international flows of capital, and economic policy, as well as the role of business in this environment. This course aims to introduce students to these topics in the context of recent developments around the world. By the end of this course, students will better understand these core concepts, be able to apply them to specific country and business experiences, and locate and analyze relevant sources of information.

MIB 531 Marketing Research:

This course emphasizes survey-based marketing research. Students engage in a semester-long research project in which they interview a client, specify the research problem and an appropriate research design, do a secondary data search, design and administer a survey instrument (questionnaire), perform statistical data analysis and develop and present a report of their findings to the client. Course content also includes marketing databases, observational techniques, causal designs and various applied statistical techniques.

MIB 533 Global Logistics:

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

MIB 536 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.

MIB 542 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.

MIB 550 LEVEL Internship or Special Project

Internship will be a supervised work experience (paid or not paid) related to international business. Student hours will be determined by the internship supervisor. A special project will be a topic related to international business.

MIB 590 Capstone:

Global Strategy is a capstone course designed to enable students to integrate and apply concepts learned in their prior MBA courses. This course focuses on how firms, including multinational companies, create and sustain competitive advantage in a highly competitive, networked economy. Students are exposed to models of competition in global markets. Emphasis is placed on strategy formulation at the corporate and business levels and on strategy implementation at all firm levels. Macro economic

theory, trade theory, exchange rate theory, ethics frameworks, political analysis, risk management and the analysis of impact of host- and home-country government regulations on firms are considered as part of prerequisite knowledge. Hence, such topics will be just briefly overviewed.

Electives:

MIB 551 International Entrepreneurship:

This international entrepreneurship course is positioned at the intersection of two domains, entrepreneurship and international management. The course examines how entrepreneurs create value in international settings. This course addresses the environment and operations of international business from an entrepreneurship perspective. The structure of IE is divided in two parts. First, a review the basics of entrepreneurship in an international context. The second part follows the life cycle of entrepreneurial ventures. This cycle starts with identification of opportunities. The next stage requires valuation of potential ventures. Once the market entry decision is made, entrepreneurs mobilize resources to enact the opportunity. The next module deals with contingencies that arise in the course of implementing the new international venture. Finally, we examine the circumstances of Market Exit. At some point most entrepreneurs seek to harvest their investments, and our last module covers such decisions. In sum, this course focuses on international deal-making and how to start and sustain international entrepreneurial ventures

MIB 552 Trade Mission:

This course focuses on doing business with foreign countries in Asia, North America, Latin America, Europe, and Africa. It allows students to combine a research paper or business case writing with a business-related tour to foreign countries. It provides an in-depth study of foreign countries in international business. The course examines countries' background and the changes that have taken place in socio-cultural, economic and political systems and how these have impacted business. Particular focus will be given to what business decision-makers should know before entering into these countries. The course examines and evaluates what these countries offer in terms of markets, human capital, infrastructure, and technology. In addition, the course offers a unique educational experience that is can only be obtained by traveling abroad and experiencing first hand a new culture.

MIB 581 Doing Business In Asia:

This course examines the current business environment of Asia from the perspective of contemporary history, culture, religion, political economy, geography, and current events. Emphasis is given to developing awareness of global information resources on Asia and on prospects for active business involvement in Asia. Students are encouraged to develop special expertise in one of the Asian countries, to network with one another for broader understanding, and to pursue in depth areas of special personal interest with a special emphasis on China, Indonesia, Japan, Republic of Korea, Singapore, Thailand, and Vietnam. Case studies are used to broaden understandings of business opportunities and challenges in this dynamic area of the world.

MIB 582 Doing Business in Latin America:

This course, both theoretical and practical, is designed to prepare international managers to work effectively in a Latin American business environment through providing an understanding of the issues, opportunities, and complexities associated with doing business in Latin America. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of multinational corporations in Latin America. Many subjects covered in the course are also important to small companies, including those that operate in a purely domestic context in the United States but that are exposed to global competition and seek global opportunities.

Upon successful completion of the course, students possess an awareness of the business and economic environments in Latin America, and you should be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

MIB 586 Doing Business in the European Union:

The objective of this course is to introduce students to the current issues impacting the development and the implementation of the unique economic and political unit called the European Union. Given the multiplicity of issues, the course readings and activities will serve only as an introduction to the broad spectrum of possible research topics. Each student will choose a particular topic or issues for their individual topic.

MSF 701 Fraud Examination: Detection and Deterrence (3 credits)

The course will concentrate on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigations and documentation, and fraud detection and prevention. Ethical issues in fraud examination and investigation will be covered as well as strategies and tools for fraud deterrence in organizations.

Prerequisite: MSF 725 or MSF 726

MSF 702 Financial Statement Fraud and Risk Assessment (3 credits)

Examines the variety of ways that fraud may be perpetrated in a company's financial statements. Fraud schemes specific to areas of the financial statements will be examined in depth, including schemes related to revenue recognition, capitalization of expenses, understatement of liabilities and inadequate disclosure. Real life examples will be analyzed to identify early warning signs and techniques used to uncover fraud. Risk assessment tools and methodology will be explored and applied in a situational context. *Prerequisite:* MSF 701

MSF 703 Legal and Regulatory Environment of Forensic Accounting (3 credits)

Familiarity with the rules of evidence and laws governing individual rights will be emphasized. Interviewing techniques, expert witness testimony and report writing will be covered. Litigation support services will be discussed including measurement of economic damages and business valuations.

Prerequisite: MSF 701

MSF 708 White Collar Crime (3 credits)

Psychological and sociological motivations of fraud perpetrators will be examined in depth. Crimes committed by “respectable people” in positions of responsibility in private or public sector will be studied, looking at similarities and differences in behaviors. Discusses the nature of these crimes, how regulatory bodies and legal systems treat these criminals and how they seek to avoid detection and prosecution. Criminal procedure will be covered as it relates to such topics as search and seizure, due process and sentencing. The impact of this type of crime on individuals, organizations and society will be discussed.

MSF 755 Capstone – Advanced Financial Investigations (3 credits)

Integration of legal, behavioral and technical aspects of forensic accounting investigations. Case analysis and presentations will emphasize analytical and writing skills while affording an opportunity to apply investigative procedures used in practice. Students will take part in a culminating activity such as a moot court exercise, which pulls together the data analysis, interviewing and other skills developed in the program.

Prerequisite: MSF 701, MSF 702, MSF 703, MSF 704

School of Education

Michael Pardales, *Dean, NCATE Coordinator*; Shawn O'Rourke, *Associate Dean, Certification Officer*; Katie Tierney, *Assessment Coordinator, Certification Officer*.

Mission Statement

The School of Education and Human Services, in concert with our candidates, school partners, alumni and the community, seeks to prepare highly competent professional and socially committed teachers, administrators 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 and 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 education.

Conceptual Framework

Canisius' teacher preparation programs focus on knowledge, service, leadership and professionalism, the foundational tenets of our conceptual framework. Academic programs offer candidates the content, pedagogical and professional knowledge, skills and dispositions necessary for quality performance in their field of study. Candidates will demonstrate the ability to reflect on their instructional practice, apply knowledge, exhibit skills and develop dispositions essential for success in P-12 schools. In coursework and in practice, candidates will display a clear understanding of the historical, philosophical, sociological, legal and psychological bases of education and educational policy. Candidates must be committed to the education of the whole person and to the belief that all individuals can learn. Within the contexts of their work, candidates promote authentic learning, social and emotional development and a commitment to service and social justice in environments that foster respect for diversity and the dignity of all. Candidates are encouraged to participate in the urban community in which the college is located and, through a variety of field experiences and service-learning opportunities, to interact with an ethnically, racially, culturally, religiously and intellectually diverse population. Collaborative projects allow candidates to learn from others, develop a professional orientation and assume positions of responsibility and leadership. Candidates develop the ability to reflect thoughtfully on their experience in order to guide professional development and to improve practice and are encouraged to join professional organizations and actively participate in professional conferences.

Performance outcomes aligned with knowledge, service and professionalism/leadership are:

Knowledge:

The acquisition, creation and dissemination of knowledge is a continuing, transformational process.

Knowledge Outcomes -

The competent professional:

- Applies theory and research in practice.
- Applies effective teacher/counselor/administrator principles.
- Demonstrates appropriate dispositions, emphasizing student responsibility for behavior and achievement.

Service:

Each individual has gifts and talents that should be developed to the highest level.

Service Outcomes -

The competent professional:

- Is committed to diversity, equity and social justice.
- Has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human-service professions.
- Demonstrates appropriate dispositions:
 - Enthusiasm toward content/subject areas
 - Appreciation of social/cognitive/emotional development for all learners
 - Appreciation of human diversity
 - Values development of students' critical thinking
 - Engages in comprehensive and collaborative planning that meets curricular goals
 - Commitment to utilizing assessment information to inform decisions

Professionalism/Leadership:

Each individual has an obligation to improve the world in which they live as advocates for social justice and through a dedication to education as a vehicle for positive social change.

Professionalism/Leadership Outcomes -

The competent professional is:

- An effective communicator.
- A reflective practitioner.
- A lifelong learner.
- Demonstrates appropriate dispositions:
 - Values and utilizes effective communication techniques in professional settings
 - Is committed to, and actively seeks out, opportunities to grow professionally
 - Is committed to advocating for the well-being of children and families

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*

Childhood Education (Grades 1-6)

College Student Personnel Administration

Counseling & Human Services

* *School Counseling*

* *Community Mental Health Counseling*

Deaf Education

Differentiated Instruction

Educational Administration and Supervision

- *On-campus master's degree*
- *On-line master's degree*

General Education

Health and Human Performance

Literacy Education

- *On-campus master's degree*
- *On-line master's degree*

Middle Childhood (Grades 5-6 or 7-9-Extension Only)

Physical Education

- * *Initial certification/master's*
- * *On campus master's degree*
- * *On-Line master's degree*

Special Education

Sport Administration

- *On-campus master's degree*
- *On-line master's degree*

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:

- Two copies of the official undergraduate transcripts indicating the receipt of a baccalaureate degree from an accredited institution of higher learning
- Two personal letters of reference

Graduate application

Admission will require a 2.7 cumulative undergraduate GPA. Applicants who have an undergraduate GPA 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 a personal interview, and the GRE, GMAT, or MAT. Canadian and other international applicants must provide a completed Certification of Finances form.

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.

Assessment and Continued Progress

Through the assessment system performance is evaluated at four transition points, providing candidates with ongoing and integrated feedback on their progress. The five major transition points are: (1) program entrance, (2) prior to Clinical Practice, (3) after Clinical Practice, and (4) before graduation. Transition to each successive level requires successful performance on all measures described at the transition point. The faculty review the progress of each candidate and, if deficits are noted, a plan is developed to address and remediate any shortcomings. Candidates who consistently do

not meet program expectations may be counseled out of or dismissed from the program.

The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius teacher preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner will be prohibited from participation in field experiences, including student teaching and may be counseled out of or dismissed from their program.

Teacher certification

To obtain initial teacher certification, candidates must pass the examinations required by the New York State Education Department. These include the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). The LAST must be taken prior to student teaching.

For the professional certificate, candidates will need additional professional development, three years teaching experience, and the completion of an appropriate master's degree within five years. Contact the New York State Education Department at www.nysed.gov for additional information.

All Canadian (Ontario) students will be required to actually obtain New York State certification before the Ontario College of Teachers (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 or she studied. O.C.T. will no longer require a letter from the institution; only a valid New York State teaching credential will be accepted. Ontario students will follow the same procedure as U.S. students in applying for certification, including fingerprint clearance.

Dual citizens (U.S. and Canada) are required to first obtain New York State certification before receiving Ontario certification. Also, candidates applying for New York State certification must possess either a 4-year bachelor's degree or a master's degree to obtain New York State certification. Holders of a 3-year bachelor's degree must complete the entire Master's program before New York State will issue teacher certification.

Transfer credits

No more than six credits of graduate coursework will be accepted in transfer from other institutions. The grades must have been at least "B" and must have been earned within the five-year time limit for completion of degree requirements. All transfer credits must coordinate with the candidate's program of study at Canisius College, as approved by the program director. Any exceptions to the above may only be made with the approval of both the program director and the associate dean.

Credit by examination

Individuals who are applying for admission or who are presently in attendance may obtain credit for previously completed examinations sponsored by the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB) or by the New York State College Proficiency Examination Program (CPE). The minimum acceptable grades for these exams are "Pass" for exams graded Pass/Fail and "C" for exams with letter grades. On exams graded on a standard score scale of 20 to 80, the passing score varies from 40 to 50 depending on the subject area. Candidates must consult with the 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.

Time limitation

A candidate must complete all master's degree requirements within five years. Exceptions to this policy must be approved by the chair of the appropriate program 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.

Graduation

Degrees are awarded three times a year: September 15th for students completing their degree requirements during the summer, February 1st for students completing their requirements during the fall semester and at the annual commencement program in May on the date designated in the college academic calendar. All students, regardless of when the requirements are completed (May, August, or December), must file a Request for Diploma form with the School of Education and Human Services Graduate Office. Students should contact that office regarding the deadline dates for such requests.

Adolescence Education

Barbara Burns, *Chair*; Ali Ait Si Mhamed, M. Fernanda Astiz, Nancy M. Bailey, Suzanne Borowicz, Betsy DelleBovi, Lorreine DiCamillo, Janet M. Ferguson, Kristin E. Finn, Roberto Gregorius, Paul Nochelski, S.J., H. Jeanette Willert, Tonja Williams

The adolescence education program provides the education necessary for 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 36 credit hours in the academic discipline, except for social studies which requires 51 credit hours. Candidates must also complete 3 credit hours of study, or the equivalent, of a language other than English. Students who complete certification requirements may complete additional coursework to extend their certification downward to grades 5-6 (see Middle Childhood).

Required courses for initial certification in adolescence education:		
Course	Title	Credits
EDAD 598	Professional Seminar	0
EDAD 502	Foundations of Literacy Instruction (includes 30 hours of field experience)	3
EDAD 503	Literacy in the Secondary School*	3
EDU 505	Foundations of Education	3
EDAD 534	Teaching Strategies & Assessment: Adolescence*	3
EDAD 535	Learning & Human Development: Adolescence	3
EDAD 536	Differentiated Instruction for Diverse Learners	3
EDAD 561-566	Methods of Teaching: Adolescence (EDAD 561 Business, EDAD 562 English, EDAD 563 Mathematics, EDAD 564 Modern Languages, EDAD 565 Science, EDAD 566 Social Studies)	3
EDAD 537	Advanced Methods of Teaching: Adolescence (70 hours of field experience required)	3
EDAD 593**	Student Teaching: Adolescence	12
EDAD 594**	Student Teaching Seminar	0
EDU 595**	Child Abuse Seminar	0
EDU 596**	Prevention of School Violence Seminar	0
** These four courses are co-requisites during the student teaching term		
*Business & Marketing Education candidates replace EDAD 503 and EDAD 534 with:		
EMC 552	Human Growth & Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment: Middle Childhood	3

Required Certification Exams for Initial Certification:

NEW YORK STATE TEACHERS CERTIFICATION EXAMS (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:

Fingerprinting

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

For Professional Certification, candidates must complete the master's degree within five years of certification and teach for three years.

Additional courses for Masters Degree in Adolescence Education		
Course	Title	Credits
EDAD 538	Contemporary Issues in the Methods of Teaching (select one): Social Sciences & Education OR New Literacies	3
EDAD 616	Research Methods (select one): Social Sciences & Education OR New Literacies	3

Students will complete EDAD 538 and EDAD 616 by taking courses from the same strand, i.e., Social Sciences & Education or New Literacies

Middle Childhood:

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must take the following additional courses:

Course	Title	Credits
EMC 552	Human Growth and Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment: Middle Childhood	3

Graduate Adolescence Course Descriptions

- EDAD 502 Foundations of Literacy** 3
This course introduces effective instructional approaches to literacy instruction in the 21st century. Both theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. Focus will be on reading, researching and implementing these theories and practices and observing teachers and students engaged in literacy learning. Thirty hours of field experience will be required.
- EDAD 503 Literacy in the Secondary School** 3
This course examines the special problems in reading and the effective application of literacy skills as tools for learning content encountered in the secondary school. Topics to be discussed as they relate to the secondary school will include the reading process, reading skills, and techniques for assessing and developing reading skills. Special emphasis will be placed on critical reading, study skills, and reading in the content area.
- EDAD 534 Teaching Strategies and Assessment : Adolescence** 3
This course examines the relationships linking lesson planning, test construction and assessment techniques. Assessment techniques will be guided by New York State and Ontario learning standards. Basic descriptive statistics will be introduced, along with table of specifications, test reliability, validity and item analysis. Technology will be used to simulate evaluations and statistical analysis and illustrate various instructional strategies. Teaching strategies such as cooperative learning, small and large group instruction and questioning techniques will be addressed.
- EDAD 535 Learning and Human Development: Adolescence** 3
This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 – 12.
- EDAD 536 Differentiating Instruction for Diverse Learners** 3
This course focuses on understanding the need for including all students in adolescence education, regardless of their social and cultural backgrounds, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations.
- EDAD 537 Advanced Methods of Teaching: Adolescence** 3
This field experience seminar course focuses on the broader responsibilities required in student teaching. Emphasis will be placed on beginning to plan and teach lessons, as well as continuing to observe cooperating teachers. Seminars will provide opportunities for professional reflection with workshop experiences on topics related to teaching for diversity and social justice. Seventy hours of field experience will be required.
- EDAD 538 Contemporary Issues in Social Sciences** 3
This course explores current topics in education within a seminar-style format. Through this exploration, issues of lasting educational relevance and value will be identified, researched, presented, evaluated, and critiqued. Emphasis will be placed on the development of critical thinking skills and effective public speaking. Adaptation of material to appropriate areas of study allows for the student to concentrate upon and specialize in a particular field of interest.
- EDAD 538 Contemporary Issues in New Literacies Methods** 3
This course addresses the unique opportunities and challenges faced by all content area teachers in today's multimodal, global economy. Hands-on experience with new media and investigation of New Literacies theories will be addressed.
- EDAD 561 Methods of Teaching Business: Adolescence** 3
This class emphasizes writing lesson plans and unit plans, instructional methods and strategies, evaluation practices, developing curriculum, and classroom management techniques. These educational concepts will be applied to teaching high school business classes.
- EDAD 562 Methods of Teaching English: Adolescence** 3
This course combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of English Language Arts for middle and high school students. Focus will be on available teaching materials and multiple approaches to teaching literature, writing, grammar and language development, as well as on technology integration. Effective lesson planning and unit planning will be emphasized.
- EDAD 563 Methods of Teaching Mathematics: Adolescence** 3
This course combines theory and practice to encourage sound, research-based pedagogical strategies for teaching mathematics to middle and high school students. Focus will be on available teaching materials and multiple approaches to teaching, including technology applications. Effective lesson construction and unit planning will be emphasized.
- EDAD 564 Methods of Teaching Modern Languages: Adolescence** 3
This course addresses methods of planning effective lessons and units. Through a research-based combination of theory and practice, methods, curricula, materials and assessment for instruction of methods of teaching modern languages will be examined. Using multiple approaches to teaching, students will examine strategies of teaching their target languages with emphasis on target cultures. Authentic assessment of lessons and units as well as technology integration in the modern language classroom will be emphasized.
- EDAD 565 Methods of Teaching Science: Adolescence** 3
This course focuses on developing a rich intellectual life through study, reflection and practice. Discussions will be on philosophy of science and pertinent education psychology theories as applied to science teaching. Current research-based science teaching techniques will be emphasized. The course is designed to align with the National Science Teachers Association science teacher standards and requires a working knowledge of at least one science discipline.

-
- EDAD 566 Methods of Teaching Social Studies: Adolescence** 3
This course addresses the objectives, methods, curricula, materials, and assessment necessary for teaching social studies at the secondary level. Topics such as teaching for democratic citizenship, authentic assessment, culturally responsive teaching, and technology in the social studies classroom will be examined. Various instructional strategies will be modeled and practical assignments and experiences will be included.
- EDAD 598 Professional Seminar**
This noncredit course introduces students to the Adolescence Education program and provides important information to successfully complete the program. Focus will be on topics such as program description, course sequence, academic integrity, students' expected dispositions, New York State's code of ethics for teachers, field experience hours, electronic portfolio (TaskStream), common assignments and certification requirements.
- EDAD 616 Research Methods in Social Sciences** 3
This course focuses on understanding the research process from formulating a research problem through data analysis and interpretation. Emphasis will be placed on learning to critically analyze research studies, discuss ethical considerations in conducting research, and the importance of scientific research for educational policy and practice.
- EDAD 616 Research Methods in New Literacies** 3
This course focuses upon the conceptual, theoretical, and methodological ideas that are shaping the emerging field of New Literacies. Emphasis will be placed on understanding the research process by engaging in an educational inquiry project. This will include formulating an essential question related to new forms of literacy that are created online or with other digital tools; learning to use online research methodology while collecting, analyzing, and interpreting data; and making use of multimodal forms of communication and representation to report research findings.
- EDU 505 Foundations of Education** 3
This course introduces the historical, sociological, philosophical, and legal foundations of education in the United States. Topics will include a broad overview of teaching as a profession, an understanding of the role of education in a democratic society, issues of race/class/gender, the rights and responsibilities of teachers and students, home/school/community relationships, educational reform and other current issues.
- EMC 552 Human Growth and Development: Middle Childhood** 3
This course stresses the understanding of major concepts, principles, theories and research related to the intellectual, emotional, physical, social and moral development of young adolescents. Attention will be on productive learning environments where developmental differences are respected and supported and individual potential is encouraged.
- EMC 553 Cognition, Learning and Assessment: Middle Childhood** 3
This course presents concepts, standards and research related to middle level curriculum development, stressing the importance of a curriculum that is relevant, challenging, integrative and exploratory. Topics will include interdisciplinary middle level curriculum standards, models and assessment strategies.

Childhood Education

Julie Henry, *Chair*; Nicki Calabrese, Karen Dutt-Doner, Marya Grande, Ellen M. Hamm, Kelly Harper, Corinne Kindzierski, James Oigara, Kimberly Noble, Michele Marable, Robert Nida, Anne Marie Tryjankowski, Nancy Wallace, George Wenner, Paul Young.

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 Foreign Language
Natural Science Social Studies

Required Courses for Master's Degree in Childhood Education Grades 1 - 6

Course	Title	Credits
EDCH 502	Foundations of Literacy Instruction	3
EDU 505	Foundations of Education	3
EDCH 509	Teaching Literacy with Diverse Populations (30 Hours of Classroom Participation Required)	3
EDCH 515	Assessment for Instruction	3
EDCH 540	Childhood Learning and Development	3
SPE 541	Inclusive Strategies	3
EDCH 543	Elementary Mathematics Instruction	3
EDCH 545	Elementary Science Instruction	3
EDCH 546	Multicultural Social Studies	3
EDCH 570	Seminar in Teaching and Assessment: Childhood (70 hrs of classroom participation required)	3
EDCH 571A*	Student Teaching: Childhood	12
EDCH 574A*	Child Abuse Seminar	0
EDCH 575A*	Prevention of School Violence Seminar	0
	* must be registered for the same semester.	
EDCH 615 or EDU 615	Research Methods (EDCH 615 can be taken during student teaching semester.)	3
TOTAL		45

Required Certification Exams for Initial Certification:

NEW YORK STATE TEACHERS CERTIFICATION EXAMS (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*)

NOTE: FINGERPRINTING IS ALSO REQUIRED FOR CERTIFICATION

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.

Candidates wishing to obtain an extension to teach grades 7-9, enabling candidates to teach middle childhood grades 7-9 as well as childhood grades 1-6, must take the following additional courses:

Course	Title	Credits
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:

- Possess a thirty (30) credit hour academic concentration in a teaching discipline: English, Mathematics, Social Studies, French, Spanish, German, Science (Biology, Chemistry, Physics); and
- Pass the corresponding Content Specialty Test.

Additional Required Courses for Master of Science Degree in Childhood Education and Professional Certification in Literacy: Birth-Grade 6:

Course	Title	Credits
EDR 501	Reading & Writing in the Content Areas	3
EDR 508	Emergent Literacy	3
EDR 510	Creating a Literate Environment: Teaching Language Process	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 601	Diagnosis and Diagnostic Teaching Practicum: Birth- Grade 6	6
EDR 603	Advanced Practicum: Birth - Grade 6	3
EDR 616 or EDU 615	Research Methods in Reading Research Methods	3
TOTAL		66

Required Certification Exams for Literacy Certification:

NEW YORK STATE TEACHERS CERTIFICATION EXAMS (NYSTCE)

- **CST:** Content Specialty Test (*Literacy*)

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 2010-2012

EDU 505 Foundations of Education 3

An examination of the social, historical and philosophical foundations of education intended to provide a framework for understanding contemporary issues in education. Topics may include the role of education in a democratic society; gender, race and class in education; home, school and community relationships; and the organizational structure of education.

EDCH 502 Foundation of Literacy Instruction 3

This introductory course focuses on the importance of literacy and the teaching skills needed to become a proficient teacher of reading. Meeting the needs of diverse learners (diverse in interest, needs, ability, etc.) with appropriate materials, activities and instructional approaches will be an ongoing discussion woven through the course content. All language processes will be addressed with an appreciation that they are interrelated and support each other. Students will create materials for reading instruction that reflect knowledge of “best practice” as concluded from research and described in course readings.

EDCH 509 Teaching Literacy with Diverse Populations 3

Strategies for effective literacy instruction with diverse populations of students will be examined for efficacy. These strategies include research-based approaches with demonstrated success for use with Special Education students, ESL/LEP students, Gifted and Talented students and any other students with identified special and/or unique educational needs. Students will examine the qualities that make a successful match with students’ needs as well as how to incorporate differential instruction based on those needs in a classroom context. Multicultural literature and literature that deals with specific disabilities will be examined for applications in the curriculum. 30 hours of field experience are required.

EDCH 515 Assessment for Instruction 3

An in-depth study of formal and informal assessment strategies. Utilization of assessment for planning, evaluation and instructional program improvement to provide continuous intellectual, social, emotional and physical development of elementary-aged students will be studied. Candidates will become familiar with norm-referenced, criterion-referenced and performance instruments.

EDCH 540 Childhood Learning and Development 3

The application to classroom practice of the principles of effective learning and 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.

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, 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 those of the National Council of Teachers of Mathematics (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 Standards. 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 society and the culture of schooling will be studied.

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, grades 1-6, students will begin to plan and teach lessons, as well as continue to observe master teachers. They will prepare classroom materials, design 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. 70 hours of field experience required. This course is normally taken during the semester prior to student teaching.

EDCH 571A Student Teaching: Childhood 12

Requires two supervised teaching placements in schools appropriate to certification level and includes experience in high- needs schools or schools serving socio-economically disadvantaged students. Prerequisites: Successful completion of required education courses (EDCH, 502, 509; EDU 505, EDCH 515, 540, SPE 541, EDCH 543, 545, 546, 570) and an overall QPA of 3.5. Some school districts may require tuberculosis or other health tests.

EDCH 615 Research Methods**3**

The purpose of this course is to enable the students to develop an understanding of the research process from formulating a research problem to project completion through data analysis and interpretation. The course will review all phases of the research project from inception to the presentation of the final report. In addition, students will learn how to critically analyze research studies, discuss ethical considerations in conducting research and understand the importance of scientific research for educational policy and practice. The focus will encompass those skills necessary for social research in general and survey research in particular. These include, but are not limited to the following: Conceptual design of a research project, Developing hypotheses, Selecting variables and Constructing operational definitions, Sample logic and Sample selection, Instrument design and development, Collection and coding of data, Writing the research report, and Literature research (i.e., the use of Electronic Databases and developing a “working bibliography”).

Note: may be completed during the student teaching semester, if desired.

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.

SPE 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 Learning Standards and emphasizes collaboration to meet the diverse needs of all learners.

College Student Personnel Administration

Rosemary K. Murray, *Chair*; Sandra M. Estanek, *Director*; Margaret C. McCarthy. *Adjunct Faculty*: Anne Marie Dobies, Terri L. Mangione, Matthew H. Mulville, Brian P. Smith, Kim VanDerLinden, John D. White.

The College Student Personnel Administration (CSPA) curriculum leads to a master of science degree and is designed to prepare candidates for entry-level positions in higher education administration and student affairs.

The master's program in College Student Personnel Administration at Canisius College prepares student affairs practitioners to work in all sectors of higher education administration while emphasizing the unique context of private, independent colleges and universities. The CSPA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience.

Graduates of the College Student Personnel Administration master's degree program will

1. be prepared to enter the student affairs profession as practitioners in multiple administrative sub-fields (residence life, student activities, career services, etc.).
2. be able to use the foundations of theory and practical experience to make sound and ethical professional decisions.
3. be prepared to participate as professionals in the education of the whole student, consistent with the Jesuit value of *cura personalis* ("care for the person"), regardless of the institutional context of their work.
4. understand the value of contributing to their profession through participation in professional associations and through activities such as presentations and publications and serving in leadership positions.

The CSPA master's program is a full time, cohort-based program. Full-time study in this program is defined as nine credit hours each fall and spring semester for two years. **Candidates 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 (the American College Personnel Association [ACPA] or Student Affairs Administrators in Higher Education [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, thus developing strong team building skills and effective work groups.

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		
Course	Title	Credits
CSP 501	Introduction to College Student Personnel Administration	3
CSP 570	Foundations of Counseling in Student Affairs	3
CSP 660	The American College Student	3
CSP 510	History and Organization of Higher Education in the United States	3
CSP 560	Theories of Leadership	3
CSP 530	Methods of Research and Assessment	3
First Year Fall and Spring		
Course	Title	Credits
CSP 540	Diversity in Higher Education	3
CSP 665	Legal Issues in Higher Education	3
CSP 677	Capstone Seminar	3
CSP 699	Independent Research or Elective/ Comprehensive Exam Option*	3
CSP 680- 681	Internships	6
TOTAL		36

COURSES 2010-2012

<p>CSP 501 Introduction to College Student Personnel Administration 3</p> <p>An introduction to the development of student affairs as a profession, specific job responsibilities within student affairs and professional ethics. Introduction to higher education research and other professional sources.</p> <p>CSP 510 History and Organization of Higher Education in the United States 3</p> <p>Historical perspective of student affairs and its place in the larger structure of higher education, the development of colleges and universities over time, and how current issues also have developed and changed.</p> <p>CSP 530 Methods of Research and Assessment 3</p> <p>The nature of social science inquiry with specific implications for both research and assessment in higher education. Review of both quantitative and qualitative methods of research.</p> <p>CSP 540 Diversity in Higher Education 3</p> <p>This class is designed to assist students increase their knowledge of diversity-related issues and their impact on college communities. Students will explore how they can work to build inclusive communities within institutions of higher education and develop the competencies needed when addressing a diverse population.</p> <p>CSP 560 Theories of Leadership 3</p> <p>Introduction to the topic of leadership in the student affairs context. Introduction to leadership theories, styles, practices and applications. Development of an individual philosophy of leadership and reflection on how the course content may be incorporated into professional practice.</p> <p>CSP 570 Foundations of Counseling in Student Affairs 3</p> <p>Provides a working knowledge of counseling issues and techniques to address the needs of the student within the realm of higher education. Introduction to mental health disorders and exposure to preventative and communication strategies to assist college-aged students.</p>	<p>CSP 660 The American College Student 3</p> <p>Provides an introduction to student development theory and a profile of the contemporary college student. Theories of human development, involvement and learning will be considered. In addition, the relationship of theory to practice in student affairs will be explored along with issues related to diversity.</p> <p>CSP 665 Legal Issues in Higher Education 3</p> <p>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.</p> <p>CSP 677 Capstone Seminar 3</p> <p>Designed to provide graduating CSPA students with the opportunity to discuss current issues in student affairs practice with a goal toward making the transition from being graduate students to becoming full time student affairs professionals.</p> <p>CSP 680 Internship I 3</p> <p>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 530, CSP 540, CSP 570, CSP 660.</p> <p>CSP 681 Internship II 3</p> <p>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.</p> <p>CSP 699 Independent Research 3</p> <p>A thesis, research paper, or major 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 540, CSP 530, CSP 560, CSP 660, CSP 665, EDC 570.</p>
---	---

**Students may also choose to fulfill the CSP 699 requirement through a comprehensive examination (written and oral) and by successfully completing an elective course, which is chosen in consultation with the CSPA program director.*

Counseling and Human Services

E. Christine Moll, *Chair*; David L. Farrugia, Ann Marie C. Lenhardt, Michael Rutter, Holly Tanigoshi-Fetter.

The Department of Counseling and Human Services offers a course of study designed to prepare humanistic, competent, professional counselors. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accreditor in the field of counseling, accredits the two counseling programs leading towards a Master of Science degree. The Department offers the following:

A 60 hour Master of Science (MS) degree in
Community Mental Health Counseling;

A 48 hour Master of Science (MS) degree in School Counseling;

A Certificate of Advanced Study (CAS) in School Counseling.

The Community Mental Health Counseling program prepares graduates to work in settings serving clients diagnosed along a continuum of mental and emotional disorders. Our graduates advocate for and promote mental health and wellness. Mental Health Counselors work with individuals, couples, families, or groups in settings that include the following:

Mental health counseling agencies	Private practice
Substance abuse clinics/agencies	Hospitals
Crises counseling centers	

Other clinical mental health centers offering counseling services.

Our graduates are knowledgeable in the principles and practices of diagnosis, treatment, referral and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs).

The Community Mental Health Counseling Program is a “license qualifying education program” within New York State leading towards licensure as a “licensed mental health counselor” (LMHC). Please see the New York State Mental Health Counseling website for more information (<http://www.op.nysed.gov/prof/mhp/mhcbroch.htm>).

The School Counseling Program prepares graduates to work with students ranging from kindergarten through high school, as an “initially certified school counselor” in New York State. School counselors work in both private and public school systems at the elementary, middle and high school levels.

School counselors are prepared to promote the academic, career, and personal and social development of all K-12 students by understanding how to design and implement comprehensive school guidance and counseling programs that include time for individual counseling, group counseling, classroom guidance, and family and teacher consultations within the school setting.

Upon completion of the MS degree in School Counseling and Initial Certification, a graduate must work full-time for two years as a school counselor and complete a Certificate of Advanced Study (CAS) within five years to apply for the New York State “Permanent Certification.” The program at Canisius has a reputation for having an orientation toward practical and applied skills. In addition to learning direct counseling skills, future school counselors are prepared to work collaboratively in the roles of leadership, advocacy and consultation, allowing our graduates to influence schools on a systemic level in addition to performing the traditional counselor’s role with individuals and groups.

Chemical Dependency Counseling

The Credentialed Alcoholism and Substance Abuse Counselor (CASAC) is the credential for counselors in New York who work specifically with individuals afflicted with addiction. Canisius is accredited by New York State to provide academic preparation for the CASAC. Additional requirements can be found on the New York State Office of Alcoholism and Substance Abuse Services (OASAS) website (<http://www.oasas.state.ny.us/sqa/credentialing/CASACreq.cfm>).

Rehabilitation Counseling

Rehabilitation counselors help people deal with the personal, social, and vocational effects of disabilities. They counsel people with both physical and emotional disabilities resulting from birth defects, illness or disease, accidents, or other causes. They evaluate the strengths and limitations of individuals, provide personal and vocational counseling, offer case management support, and arrange for medical care, vocational training, and job placement. Our program allows students to gain the academic background necessary to become a Certified Rehabilitation Counselor (CRC). Additional information and requirements can be found on the Commission on Rehabilitation Counselor Certification (CRCC) website:

(<http://www.crccertification.com/>).

Admission

Student candidates must fulfill the general requirements for admission to graduate work in education. In addition, candidates must complete the following:

Required for Admission or Within the First Semester of Study

Successful completion of the Counseling and Human Services screening assessment battery, which includes the Minnesota

Multiphasic Personality Inventory-II (MMPI-II), a written autobiography, and an empathy test.

Completion of a personal interview with the academic advisor.

On-going Evaluation of Counseling Candidates

It is necessary that candidates continue to show evidence of high academic performance and display professional dispositions during interactions in and out of class. These characteristics as well as each candidate's professional identity are assessed at specific "transition points" through the program. It is imperative that student candidates pass each transition point to continue in the program.

Candidates in both counseling programs adhere to the 2005 American Counseling Association (ACA) Code of Ethics. Candidates must declare a program major in either school counseling (SC) or community mental health counseling (CMHC). It is possible to be a "dual major." Interested candidates should contact their advisors.

Outline of Courses <i>Core courses required for both counseling programs:</i>		
COURSE	TITLE	CREDITS
EDC 570	Introduction to Professional Counseling & Ethics	3
EDC 560	Child Abuse Prevention co-requisite lab (done with EDC 570)	0
EDC 593	Lifespan Development	3
EDC 579	Social and Cultural Issues in Counseling	3
EDC 573	Counseling Theories	3
EDC 589	Family and Couples Counseling	3
EDC 574	Group Counseling	3
EDC 571	Psychological and Educational Assessment	3
EDC 572	Career Counseling	3
EDC 597	Psychopathology	3
EDC 615	Research Techniques	3
EDC 575	Pre-Practicum Helping Skills	3
Core Credits		33

School Counseling Courses Required for Master's Degree:		
COURSE	TITLE	CREDITS
EDC 566	School Violence Prevention	0
EDC 567	Principles of School Counseling	3
EDC 576	School Practicum	3
EDC 603	Internship (full time)	6
OR		
EDC 604	Part-time Internship I	3
AND		
EDC 605	Part-time Internship II	3
Elective		3
Total Credits for Master's Degree		48

Courses required for Certificate of Advanced Study for Permanent Certification in School Counseling		
COURSE	TITLE	CREDITS
EDC 590	Managing School Counseling Programs	3
Choose a substance abuse prevention course:		
EDC 587	School- Based Prevention and Intervention Programs	3
OR		
EDC 585	Chemical Dependency and Rehabilitation	3
OR		
EDC 586	Physiological & Psychological Aspects of Sub. Abuse	3
Elective		3
Elective		3
Total Credits for Permanent Certification		60

Mental Health Counseling Courses required for Master's Degree		
COURSE	TITLE	CREDITS
EDC 568	Principles of Community Mental Health Counseling	3
EDC 577	Agency Practicum	3
CHOOSE ONE:		
EDC 585	Chemical Dependency and Rehabilitation	3
OR		
EDC 586	Physiological & Psychological Aspects of Sub. Abuse	3
EDC 598	Case Formulation, Tx Planning, and Psychopharmacology	3
EDC 600	Internship (full time)	6
OR		
EDC 601	Part-time Internship I	3
AND		
EDC 602	Part-time Internship II	3
Elective		3
Elective		3
Elective		3
Total Credits for Master's Degree		60

COURSES 2010 – 2012

<p>EDC 567 Principles of School Counseling 3</p> <p>The various roles, functions, responsibilities and identity of the school counselor are the focus of this course. This course presents social, political and current professional issues within school counseling.</p>	<p>EDC 577 Agency Practicum 3</p> <p>The first of two field experiences, this is an agency-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and clinical skills of community mental health counselors. Prerequisites: EDC 568, 570, 573, and 575.</p>
<p>EDC 568 Principles and Practices of Mental Health Counseling 3</p> <p>Introduction to historical and organizational perspectives of Mental Health Counseling services. This course presents the roles and functions of mental health counselors and the current professional issues confronting those in the mental health field.</p>	<p>EDC 579 Social and Cultural Issues in Counseling 3</p> <p>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.</p>
<p>EDC 570 Introduction to Professional Counseling and Ethics 3</p> <p>This course serves as an introduction to the roles, philosophy, issues, theories, professional foundations and ethics for counselors in schools and community agencies.</p>	<p>EDC 581 Grief Counseling 3</p> <p>This is an elective course to educate the counselor about the grief response in individuals and families when faced with disappointment and loss, especially when the loss entails death.</p>
<p>EDC 571 Psychological and Educational Assessment 3</p> <p>This course examines the selection, use, interpretation and critical evaluation of standardized psychological tests of intelligence, achievement, interest and personality. The practical use of psychological and educational assessment in counseling is reviewed. Prerequisite: EDC 570.</p>	<p>EDC 585 Chemical Dependency and Rehabilitation 3</p> <p>This course reviews the history of drug abuse and characteristics of drug dependence and chemical abuse treatment modalities, including strategies for prevention, intervention and rehabilitation.</p>
<p>EDC 572 Career Counseling 3</p> <p>Current theories, resources and processes pertinent to vocational development, decision-making and career counseling is studied. Prerequisite: EDC 570.</p>	<p>EDC 586 Physiological and Psychological Aspects of Chemical Dependency 3</p> <p>This course delineates the etiology of chemical dependency. Students learn diagnosis, screening, counseling issues and ethical issues as they relate to the recovery and growth of a client.</p>
<p>EDC 573 Counseling Theories 3</p> <p>The introduction of historical and current theories of counseling and psychotherapy. Students study the application of those theories to realistic case situations and the development of the individual student's approach to the helping relationship. Prerequisite: EDC 570.</p>	<p>EDC 587 School Based Prevention and Intervention Programs 3</p> <p>This elective course is designed for those preparing to become school counselors, teachers and administrators. Students learn about the factors involved in the lives of at-risk youth. Participants develop skills to design, monitor and evaluate proactive student assistance programs to maximize learning in today's schools. Discussion revolves around prevention programming and intervention models.</p>
<p>EDC 574 Group Counseling 3</p> <p>This course studies the theoretical and experiential basis for dealing with groups in both information-oriented and therapy-oriented situations. Values and limitations of group techniques are delineated. Prerequisite: EDC 570.</p>	<p>EDC 589 Family and Couples Counseling 3</p> <p>The course outlines the characteristics of normal and troubled families. There is an emphasis on the theories and techniques of family counseling, including the works of Minuchin, Satir, Bowen and Haley. Solution-focused approaches and other post-modern theories are also discussed.</p>
<p>EDC 575 Pre-Practicum Helping Skills 3</p> <p>Application of theory, consultation and other helping skills conducted in a supervised educational environment. Must be completed before any field-based practicum or internship. Prerequisites: EDC 570, EDC 573.</p>	<p>EDC 590 Managing School Counseling Programs (web only) 3</p> <p>Designed for the novice professional school counselor, administrative and leadership practices in school counseling are discussed. Issues, challenges and opportunities to take a leadership role within school counseling programs are discussed. Prerequisite: EDC 603 or EDC 605.</p>
<p>EDC 576 School Practicum 3</p> <p>The first of two field experiences, this is a school-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and skills of the school counselor. School violence issues related to Safe Schools Against Violence in Education (SAVE) legislation are discussed in the course seminar. Prerequisites: EDC 567, 570, 573, and 575.</p>	<p>EDC 593 Lifespan Development 3</p> <p>Human growth and development are the primary topics for this class. It includes individual and family development within various domains (cognitive, career, socio-economic) across the lifespan. Theoretical perspectives for understanding child, adult and family development are discussed and applied to counseling.</p>

EDC 597 Psychopathology	3
This course provides an in-depth investigation of human abnormality. Students learn the current DSM categories of disorders, depression and considerations for dealing with crisis situations.	
EDC 598 Case Formulation, Tx Planning, and Psychopharmacology	3
This course teaches students to integrate information from clinical interviews, behavioral observations, and test results to establish DSM-IV multi-axial diagnoses and to develop person-centered biopsychosocial counseling plans. Major categories of psychotropic medications will be discussed.	
EDC 600 Internship FT	6
The second of two field experiences, this is a full-time placement within a community mental health facility. The student has an opportunity to engage in diagnosis, treatment planning and intervention. Prerequisite: EDC 577.	
EDC 601 Internship PT	3
The second of two field experiences, this is the first of a two semester placement within a community mental health facility. The student has an opportunity to engage in diagnosis, treatment planning and intervention. Must be followed by EDC 602. Prerequisite: EDC 577.	
EDC 602 Internship PT	3
This is the continuation of EDC 601 and is an in-depth experience with the functions of a mental health counselor through placement in a community mental health agency. Prerequisite: EDC 601.	
EDC 603 Internship FT	6
The second of two field experiences, this is a full-time placement within a school counseling office. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor. Prerequisite: EDC 576.	
EDC 604 Internship PT	3
The second of two field experiences, this is the first of a two semester placement within a school counseling office. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor. Prerequisite: EDC 576. Must be followed by EDC 605. Prerequisite: EDC 577.	
EDC 605 Internship PT	3
This is a continuation of EDC 604, and is an in-depth experience with the functions of a school counselor through placement in a K-12 educational setting. Prerequisite: EDC 604.	
EDC 615 Research Techniques	3
Students learn qualitative and quantitative research methods. The course reviews realistic experiences in carrying out research and evaluation experiments, including inferential statistical methods. Prerequisite: EDC 571.	

Differentiated Instruction

Kara M. Schwabel, *Director*; Barbara Broomell, *Program Coordinator*; Julia Bermingham, Virginia Campos, Michele Clarke, Julie Henry, William Markarian, Denise O'Malley, Katelyn Mazurkiewicz, Patrick Wirth

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 certification in New York State. The degree also meets the requirements for a certification extension in Gifted Education.

The following core courses are required of all candidates:

COURSE	TITLE	CREDITS
EDDI 500	Dimensions of Learning I	3
EDDI 505	Introduction to Differentiated Instruction	3
EDDI 510	Introduction to Gifted Education and Collaboration	3
EDDI 515	Identification and Assessment of Students in Gifted Education	3
EDDI 520	Curriculum Development for Gifted Students	3
EDDI 600	Practicum and Seminar in Gifted Education	3
EDDI 615	Action Research for a Differentiated Classroom	3
TOTAL		21

Elective courses

Three of the following courses are required or approval from the program director to transfer in non-program electives.

COURSE	TITLE	CREDITS
EDR 509	Teaching Literacy with Diverse Populations	3
EDDI 530	Differentiating Instruction in Mathematics K-12	3
EDDI 550	Dimensions of Learning II Prerequisite: Dimensions of Learning I-EDDI 500	3
EDDI 555	Gifted Representation in Contemporary Society	3
EDDI 556	Art Integration in the Differentiated Classroom	3
EDDI 560	Experience & Adventure: A Model for Differentiation	3
EDDI 570	Social and Emotional Implications of Differentiation	3
EDDI 575	Enhancing the Differentiated Classroom through Creativity	3
EDDI 585	Integrating Technology in the Differentiated Classroom	3
EDDI 590	Using Primary Sources as an Inquiry-Based Tool for Differentiation (ON-LINE)	3
TOTAL		9

COURSES 2010-2012

EDDI 500 Dimensions of Learning I 3

Participants will explore and understand a learning-centered framework for instructional planning. This course translates the latest research on cognition and learning into practical classroom strategies. Participants learn how to help students develop positive attitudes and perceptions about learning, develop habits of mind for critical, creative and self-regulated behaviors, construct meaning for declarative and procedural knowledge and extend and refine knowledge.

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. Students will study a variety of curriculum options such as those of content and implementation of differentiated lessons that optimize learning for all students, including gifted students and other high-ability learners.

EDDI 510 Introduction to Gifted Education and Collaboration 3

Participants will explore the history, research, laws and varied philosophies of gifted education. The class will also focus on developing skills in communication and collaboration to individualize instruction for gifted students. Participants will learn how to develop a support system and manage open communication among classroom teachers, special area teachers, administrators, parents and outside agencies.

EDDI 515 Identification and Assessment of Students in Gifted Education 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 Curriculum Development 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 elements of content, process and products will be addressed.

- EDDI 530 Differentiated Instruction in Mathematics K-12** 3
Differentiating instruction means providing students with options for learning new information, helping them to make sense of ideas and to express what they learn. This course will focus on helping the teacher learn approaches for differentiating mathematics instruction in the classroom. Participants will discuss and apply the principles of differentiated instruction to math instruction, learn effective strategies for managing flexible groups, acquire ideas for providing students with a variety of options that successfully target math standards and understand how to plan strategically in order to reach the needs of diverse learners in the classroom.
- EDDI 550 Dimensions of Learning II** 3
Participants will continue to explore and understand the learning-centered framework for instructional planning. This course translates the latest research on cognition and learning into practical classroom strategies. Participants learn how to help students use knowledge meaningfully. A focus will be on integrating dimensions strategies into lesson and unit planning for differentiated curriculum in order to optimize learning for all students, including those with exceptionalities.
- EDDI 555 Gifted Representation in Contemporary Society** 3
This course will examine the various representations of giftedness in American literature, film and television. From John Nash to Jimmy Neutron, the gifted have been romanticized, criticized and stereotyped. We will examine to what extent these representations of giftedness are accurate or off-base, and part of a uniquely American culture. Ultimately, this course will investigate what impact these representations of giftedness have on our gifted students and what can be done to frame giftedness in a positive light in a society that often portrays it as a negative.
- EDDI 556 Art Integration in the Differentiated Classroom** 3
Participants will develop skills and strategies in adapting differentiated lessons utilizing the visual arts. Integration of art history, creative process and production will result in meaningful and connected experiences for K-12 students. Participants will explore and extend themes and content relative to their own disciplines while modeling and assessing their own creative outcomes.
- EDDI 560 Experience and Adventure: A Model for Differentiation** 3
Through direct experience, fieldwork and investigative research, students in this course will learn about the ways in which experiential learning can create opportunities for differentiation both in and out of the classroom. Students will participate in several learning models that lend themselves to managing the needs of a diverse student population. Students should be prepared for active learning in the outdoors and the local community, as well as in the classroom. Finally, students will carry out independent research to explore their own application of experiential and adventure education in their classrooms.
- EDDI 570 Social and Emotional Implications of Differentiation** 3
Focuses on social and emotional issues in a differentiated classroom. This course will address issues such as fairness and grading, taking charge of individual learning, developing organization and study skills, procrastination and perfectionism, fear of failure, struggling with appropriately challenging activities, and underachievement behaviors. The role the parent plays in supporting a child in a differentiated classroom will also be explored.
- EDDI 575 Enhancing the Differentiated Classroom through Creativity** 3
This course will offer students the opportunity to learn about the field of creativity and current research supporting its value in enhancing the learning environment. Participants will discuss and experience ways to nurture teacher creativity to better prepare them to recognize and support creativity in students. Activities and resources to develop creativity will be explored and evaluated.
- EDDI 585 Integrating Technology in the Differentiated Classroom** 3
This course introduces educators to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology into their curriculum. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration to the production of multimedia.
- EDDI 590 Using Primary Sources as an Inquiry-Based Tool for Differentiation** 3
This course focuses on inquiry-based instruction utilizing primary sources for gifted students. Participants will develop knowledge and skills relating to primary sources and inquiry-based learning that will enable 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 implement a layered curriculum, which will differentiate instruction in order to maximize each student's growth and individual success. Instructional strategies incorporating primary sources for differentiating the key elements of content, process and products will be addressed. **ON-LINE COURSE**
- 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, and the 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 and gifted and talented students. Candidates will examine how to match instruction to students' needs and how to incorporate differentiated instruction in a classroom. Multicultural literature and literature that deals with specific disabilities will be examined.

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. Multicultural issues, sibling issues, community resources and general education involvement are emphasized.

Educational Administration

Rosemary Murray, *Chair*; Douglas David, *Director*, Nancy Wellenzohn, *Assistant Director*

Leading a school organization is one of the most demanding and rewarding careers. A school leader 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 an experience of excellence as an educator.

The Canisius College Educational Administration Program is designed to assist candidates in acquiring the knowledge, skills and dispositions essential for 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 a student completes.

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

Course Offerings

All of the required courses and some of the electives for the SBL and the SDL are taught in both on-campus and on-line formats. All courses are offered at least once during the fall or spring semesters with all required courses offered in the summer semester, which consists of four sessions. Internship placements are coordinated with the candidate and take place at a site in the candidate's local geographic area.

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:

- Evidence (an official and final transcript) of an earned master's degree from an accredited institution of higher education.
- Evidence of a minimum of three (3) years of successful, full-time teaching and/or pupil personnel service experience in K-12 schools.*
- 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.*
- A program preference form.*
- A writing sample.
- An applicant may be required to meet with the program director or 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):		
Course	Title	Credits
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 &	Educational Administration Internships	8
EDA 680		
OR		
EDA 690		

Required courses for New York State License as a School District Leader (SDL). All the above SBL courses, plus:		
Course	Title	Credits
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 and SDL Licenses, plus 3 electives.		
Course	Title	Credits
Educational Administration Electives:		
EDA 632	Negotiating and Administering Employee Contracts	3
EDA 655	School Leaders and Community Relations	3
EDA 656	Technology Tools for the Administrator	3
EDA 661	Emerging Issues in School Leadership	3

The master's degree in Educational Administration may not be used to meet New York State requirements for professional certification in teaching. School District Leader (SDL) certification requires at least 60 semester hours of graduate credit.

COURSES 2010-2012

<p>EDA 600 Theory in School Administration 3</p> <p>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.</p>	<p>Study of the wide range of responsibilities of the building administrator as building manager and educational leader. Topics include establishing and maintaining positive relationships with all parties (students, teachers, staff, unions, parents, community, etc.), school climate, school safety, collaboration, change, employee supervision and improvement of instruction.</p>
<p>EDA 610 School Law 3</p> <p>Principles of public school law with a focus on New York State 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, The Family Educational Rights and Privacy Act (FERPA), The Individuals With Disabilities Education Act (IDEA), least restrictive environment (LRE), and employee rights.</p>	<p>EDA 655 School Leaders and Community Relations 3</p> <p>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.</p>
<p>EDA 620 Supervision for the Improvement of Instruction 3</p> <p>Examination of the structure and significance of school reform, teaching and learning theories, Standards Theory, the change process, and instructional improvement and its reliance on leadership and resourcefulness. Other topics include clinical supervision, teacher mentoring and peer coaching.</p>	<p>EDA 656 Technology Tools in Educational Administration 3</p> <p>Introduction to the hardware and software that assist today's school administrators in performing their responsibilities more effectively and efficiently, data storage and retrieval and performance gap analysis.</p>
<p>EDA 625 Instructional Program Design 3</p> <p>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.</p>	<p>EDA 660 The Administrator and Pupil Personnel Services 3</p> <p>Survey course providing necessary background and understanding of the quantitative and qualitative dimensions of pupil personnel services (PPS) found in schools and districts. Topics include the 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.</p>
<p>EDA 630 School Personnel Administration 3</p> <p>Broad overview of matters relating to 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.</p>	<p>EDA 661 Emerging Issues in School Leadership 3</p> <p>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.</p>
<p>EDA 632 Negotiating and Administering Employee Contracts 3</p> <p>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.</p>	<p>EDA 670 Independent Study in Educational Leadership 3</p> <p>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.</p>
<p>EDA 640 School Business Administration 3</p> <p>Overview of the major areas of responsibility of the school business administrator. Emphasis on a planning approach to educational leadership, the role of the position as a key member of the district's leadership team and the school business administrator's positive effect on student learning by facilitating decision-making.</p>	<p>EDA 675 Administrative Internship I 4</p> <p>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).</p>
<p>EDA 650 The Principalship 3</p>	<p>EDA 680 Administrative Internship II 4</p> <p>This internship may be taken by only those students who successfully completed EDA 675. (Please see course description for EDA 690 and EDA 690L).</p>
	<p>EDA 690 Educational Administration Internship 8</p> <p>The application of theoretical learning to practice. The intern performs responsibilities of an educational administrator under direct supervision of an on-site mentor and indirect supervision of a college supervisor. Students must find their own setting at the building and/or central office level. Prerequisites: 1-18 EDA credits and program director's signature. Co-requisite: EDA 690L.</p>

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 of the deaf and hard of hearing 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 age 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 and a letter of intent describing their interest in teaching the deaf, and they must 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 New York State 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 New York State 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.

Core Courses		
Course	Title	Credits
EDD 536	Language Theories and Strategies I	3
EDD 537	Language Theories and Strategies II	3
EDD 545	Methods of Teaching Literacy for Deaf and Hard of Hearing Persons	3
EDD 533	Introduction to Speech and Hearing Science	3
EDD 535	Introduction to Audiology and Assistive Devices	3
EDD 542	Oral/Aural Development Skills and Methods of Teaching Speech with Practicum	4
EDD 534	Introduction to Deaf and Hard of Hearing Persons	3
EDD 550	Theory, Research and Assessment of Deaf Learners	3
EDD 555	Psychology/Counseling of Deaf and Hard of Hearing Persons	3
EDD 548	The Deaf or Hard of Hearing Child 0-8 Years: Methods and Partnerships	3
EDD 532	Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners	3
EDD 551	Sign Communication I	1
EDD 600	American Sign Language I	3
EDD 601	American Sign Language II	3

Capstone Courses		
Course	Title	Credits
EDD 539	Instructional Practicum	3
EDD 556	Student Teaching	6
EDD 557	Student Teaching II	6
EDD 603	Professional Seminar/Portfolio To Deaf and Hard of Hearing Learners	3

Electives		
Course	Title	Credits
EDD 602	Characteristics of Deafblind Children and Youth	3
EDD 604	Braille I	3
EDD 605	Braille II	3
EDD 606	Cued Speech	3
EDD 607	Current Topics for Deaf Education Professionals	3
EDD 608	Instructional Methods for Deafblind Children	4
EDD 609	ASL III	3

COURSES 2010 - 2012

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 3

Comparative curriculum theory: planning and 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 New York State Learning Standards as they are used to plan curriculum/methods for teaching subject areas. This course covers the Individual Education Plan (IEP), the Individual Transition Plan (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 3

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 3

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 3

Students study the identification and assessment of hearing loss from infancy to adulthood. Individual and group amplification systems, assistive listening devices and 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 3

Students receive an overview of language and theories in teaching students who are deaf or hard of hearing. Review of the 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 3

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 in educational systems in the United States and other countries of the world.

EDD 539 Instructional Practicum 3

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 4

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 3

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. New York State Learning Standards are emphasized.

EDD 548 The Deaf or Hard of Hearing Child-0-8 Years: Methods and Partnerships	3		3
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 Individualized Family Service Plan (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	3		3
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, the 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	1		3
Implication 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 are discussed. Assigned activities using Signing Exact English are shared in the class.			
EDD 555 Psychology/Counseling of Deaf and Hard of Hearing Persons	3		3
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	6		3
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	6		3
Eight weeks of student teaching in a public school program serving students who are deaf or hard of hearing in Western New York.			
EDD 600 American Sign Language I	3		3
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	3		3
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	3		3
Students complete an electronic portfolio based on reflections in the areas 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	3		3
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	3		3
An introduction to Braille. Development and skill in Braille reading. Implications for teaching children with vision problems.			
EDD 605 Braille II	3		3
Intermediate skills in Braille reading. Development of instructional lessons for children with vision problems. Prerequisite: EDD 604.			
EDD 606 Cued Speech	3		3
Complete skill development in Cued Speech, an oral communicative method for deaf persons.			
EDD 607 Current Topics for Deaf Education Professionals	1-3		3
Professional development course for teachers of children who are deaf or hard of hearing. Distance learning and summer options.			
EDD 608 Instructional Methods for Deafblind Children	3		3
Specific methods for the instruction of children who are deafblind. Instructional environments such as one-on-one, the resource room, the self-contained classroom with children who are deaf or hard of hearing and inclusive strategies are discussed.			
EDD 609 ASL III	3		3
Advanced ASL. Linguistic study, contrastive analysis and proficiency. Prerequisite: ASL II.			

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 New York State 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 courses to meet the spirit of the new regulations.

General Education curriculum		
Course	Title	Credits
EDCH 502/ EDAD 502	Foundations of Literacy Instruction	3
EDU 505	Foundations of Education	3
SPE 541	Inclusive Strategies	3
EDCH 540	Childhood Learning and Development	3
OR		
EDAD 535	Learning & Human Development: Adolescence	3
EDCH 543/ 545/546	Elementary Instruction Math/Science/ Social Studies	3
OR	(choose one)	
EDAD 534	Teaching Strategies and Assessment: Adolescence	3
EDU 509	Instructional Design	3
OR		
EDC 570	Foundations of Counseling and Development	3
EDU 615	Research Techniques	3
Electives*		9
TOTAL		33

* 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.

Health and Human Performance

Jeffrey R. Lindauer, *Chair*; Michael G. Dolan, *Associate Chair*; Dennis W. Koch, *Director*.

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)		
Course	Title	Credits
HHP 500	The Health Care System	3
HHP 501	Epidemiology/Health Promotion	2
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 603	Internship I	3
HHP 604	Internship II	3
OR		
HHP 613	Thesis I	3
HHP 614	Thesis II	3
TOTAL		35

COURSES 2010-2012

HHP 500 The Health Care System	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/Health Promotion	3
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	3
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 520 Exercise Testing and Prescription	3
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 for healthy individuals as well as for 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	3
Selects appropriate statistical procedures, analyzes 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	2
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	4
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.	

<p>HHP 602 Cardiopulmonary Pathophysiology 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.</p> <p>HHP 603 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 120 hours. Prerequisite: Permission of program director.</p> <p>HHP 604 Internship II Continues HHP 603. Prerequisites: HHP 603 and permission of program director.</p> <p>HHP 613 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.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>HHP 614 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.</p> <p>HHP 621 Cardiopulmonary Pharmacodynamics This course provides study of the current medications used in the treatment of congestive heart failure, coronary artery disease, arrhythmias, angina and hypertension, asthma and COPD. The effects of these medications during acute and chronic exercise and cardiac emergency medications will also be covered. Prerequisite: HHP 602.</p> <p>HHP 631 Research Design and Methodology This course considers research methods and designs used in a variety of professional settings. The development of research techniques will be emphasized, including the ability to define research problems, develop hypotheses, review and interpret literature, apply research designs and draw relevant conclusions. The class culminates in the student writing and presenting a research proposal.</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p>
--	-------------------------------------	---	-------------------------------------

Literacy (Reading)

Rosemary Murray, *Chair*; Mary E. Shea, *Director of Graduate Literacy Programs*; Rosemary K. Murray, *Director of Literacy Center*; Dennis Mike, *Associate Professor*

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 literacy skills--reading and writing.

Required Core Courses for Professional Certification in Literacy, Birth – Grade 6:

The following courses are required of all candidates:		
Course	Title	Credits
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
EDR 515	Introduction to Statistics, Measurement & Assessment	3
EDR 616	Research Methods in Reading	3
TOTAL		18

Additional Courses for Birth-Grade 6 Professional Certification:		
Course	Title	Credits
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 Exams for Initial Certification:

NEW YORK STATE TEACHERS CERTIFICATION EXAMS (NYSTCE)

- **CST:** Content Specialty Test (*Literacy*)

Completion of Graduation Portfolio requirement:

Candidates will use Task Stream to complete graduate portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

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

Required Core Courses for Professional Certification in Literacy, Grade 5 – Grade 12		
Course	Title	Credits
EDR 502	Foundations of Literacy Instruction	3
EDR 509	Teaching Literacy with Diverse Populations	3
EDR 510	Creating a Literate Environment	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 515	Introduction to Statistics, Measurement & Assessment	3
EDR 616	Research Methods in Reading	3
TOTAL		18

Additional Courses for Grades 5-12 Professional Certification		
Course	Title	Credits
EDR 503	Reading in the Secondary Schools	3
EDR 504	Adolescent Literacy	3
EDR 602	Grade 5-12: Diagnosis & Diagnostic Teaching and Clinical Practicum	6
EDR 604	Advanced Practicum: Grades 5-12	3
TOTAL		33

Required Certification Exams for Initial Certification:

NEW YORK STATE TEACHERS CERTIFICATION EXAMS (NYSTCE)

- **CST:** Content Specialty Test (*Literacy*)

Completion of Graduation Portfolio requirement.

Candidates will use Task Stream to complete graduate portfolio requirements. Course instructors will also designate that certain assignments be included in the portfolio.

Optional: To Add Birth-Grade 6 certification		
Course	Title	Credits
EDR 605	Internship Practicum: Grades Birth-Grade 6	6
EDR 508	Emergent Literacy	3
TOTAL		42

COURSES 2010-2012

EDR 501 Reading and Writing in the Content Areas

3

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

3

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

3

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

3

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

3

Research on the emergence of young children's literacy knowledge and structures that enhance this development will be studied. Implementation of the emergent literacy paradigm through lessons and programs for a diverse population of young children will be a focus. Multiple measures of assessment, effective early intervention models and multiple genres of literature with applications in literacy instruction will be explored.

EDR 509 Teaching Literacy with Diverse Population

3

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

EDR 510 Creating a Literate Environment:

Teaching the Language Processes

3

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

3

Procedures for planning, evaluating and implementing curriculum at the school district level that address state and local mandates will be explored. Multiple resources that can be used in the implementation of curriculum will be examined. The role that the reading specialist plays in coordinating this process, guiding the selection of instructional materials and determining appropriate in-service will be examined.

EDR 601 Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum

6

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

6

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 **3**

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 mentors to pre-service and in-service literacy professionals. Prerequisite: EDR 601.

EDR 604 Advanced Practicum: Grades 5-12 **3**

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 mentors to pre-service and in-service literacy professionals. Prerequisite: EDR 602.

EDR 605 Internship Practicum: Birth-Grade 6 **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 **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 middle childhood through adolescent level.

EDR 616 Research Methods in Reading **3**

The course will include an examination of research on teaching in general and teaching literacy in particular. It will explore perspectives and questions on contrasting paradigms, implications of this research for curriculum, instruction, policy and practice, and teacher education and professional development. Each candidate will plan a research project consistent with his/her interests and with the course goals. Prerequisite: EDR 515.

EDR 515 Introduction to Statistics, Measurement & Assessment **3**

Descriptive and inferential statistical methods, quantitative and qualitative methods, research models, procedures for designing research studies and ethical principles will be studied.

Middle Childhood

Students enrolled or certified in childhood education or adolescence education may obtain an extension to teach in the middle childhood grades 5-9. 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 2010-2012

EMC 552 Human Growth and Development:

Middle Childhood

3

The understanding of major concepts, principles, theories and research related to the intellectual emotional, physical, social and moral development of young adolescents will be stressed. Candidates will observe and participate in positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.

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:

The Ontario College of Teachers will not be granting additional qualifications to graduates of a pre-service teacher education program.

Online Literacy Master's Degree Program

Two Strands for certification:

Master's with certification in literacy Birth–Grade 6 or

Master's with certification in literacy Grades 5-12

Sequence of courses differs based on fall, spring, or summer start.

Each is outlined on degree summary sheets.

Birth –Grade 6 Strand		
Course	Title	Credits
ONL 501	Reading and Writing in the Content Areas	3
ONL 508	Emergent Literacy	3
ONL 502	Foundations of Literacy Instruction	3
ONL 509	Teaching Literacy with Diverse Populations	3
ONL 610	Diagnosis — Birth- Grade 6	3
ONL 612	Practicum I — Birth – Grade 6	3
ONL 603	Advanced Practicum: Birth - Grade 6	3
ONL 510	Creating a Literate Environment: Teaching the Language Processes	3
ONL 515	Introduction to Statistics, Measurement & Assessment	3
ONL 600	Literacy Curriculum and the Role of the Reading Specialist	3
ONL 616	Research Methods	3
TOTAL		33

Grades 5-12 Strand		
Course	Title	Credits
ONL 503	Reading in the Secondary Schools	3
ONL 504	Adolescent Literacy	3
ONL 502	Foundations of Literacy Instruction	3
ONL 509	Teaching Literacy with Diverse Populations	3
ONL 611	Diagnosis — Grades 5-12	3
ONL 613	Practicum I — Grades 5-12	3
ONL 604	Advanced Practicum — Grades 5-12	3
ONL 510	Creating a Literate Environment: Teaching the Language Processes	3
ONL 515	Introduction to Statistics, Measurement & Assessment	3
ONL 600	Literacy Curriculum and the Role of the Reading Specialist	3
ONL 616	Research Methods	3
TOTAL		33

Course descriptions remain the same as for EDR versions. New versions of **Diagnosis and Practicum I** are described below.

EDR 610 Diagnosis for Birth-6

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. A case report will be completed.

EDR 611 Diagnosis for Grades 5-12

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. A case report will be completed.

EDR 612 Practicum I for Birth-Grade 6

The diagnostic teaching model, traditional remediation and intervention theories will be explored as candidates work with struggling readers during scheduled tutorial sessions. In another venue, they will work with students to provide enrichment in literacy skills.

EDR 613 Practicum for Grades 5-12

The diagnostic teaching model, traditional remediation and intervention theories will be explored as candidates work with struggling readers during scheduled tutorial sessions. In another venue, they will work with students to provide enrichment in literacy skills.

Physical Education, Health & Sport Studies

Jeffrey Lindauer, *Director*; Charles J. Pelitera, Gregory K. Reeds, Timothy Sawicki, Clancy Seymour, James Sylvis, Jong-Hoon Yu.

These programs offer graduate study leading to the Master of Science degree. They are designed to develop job-related competencies with the goal of producing physical education professionals, sports scientists and health educators who are knowledgeable and skilled in the administration of physical activity programs.

The Department of Physical Education, Health and Sport Studies offers a Master of Science degree program which meets the New York State requirements for professional certification for in-service teachers. This on-line degree program provides students with an opportunity for coursework in the areas of school athletic administration, adapted physical education, coaching, sport psychology, health education, teaching physical education and sport studies. It is designed for physical education professionals who already possess initial teaching certification in physical education.

Another distinct program of study leads to either the New York State initial teaching certificate issued by the New York State Education Department (SED) or the Interim Certification of Qualification from the Ontario College of Teachers. This predominantly on-campus program is designed for pre-service teachers and culminates 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 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 credits.

On-line Physical Education curriculum:

Master of science degree/professional certification
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 professional certification in New York State. The student will complete the nine credit research core sequence, twelve credit teaching sequence, and twelve credits of electives.

1. Core Research		
Course	Title	Credits
PEG 615	Statistics in PE/Health	3
PEG 680	Research Methods	3
PEG 684	Capstone in Teaching PE/Health	3
TOTAL		9

2. Teaching Sequence		
Course	Title	Credits
PEG 560	Motor Development	3
PEG 650	Analysis of Curriculum and Teaching	3
PEG 670	Advanced Teaching Methods in Physical Education	3
PEG 671	Authentic Assessment in Physical Education	3
TOTAL		12

3. Electives (<i>Choose 4 of the following</i>)		
Course	Title	Credits
PEG 609	Health and Cultural Awareness	3
PEG 612	Principles and Foundations of Holistic Health	3
PEG 613	Dimensions in Women's Health	3
PEG 614	Alternative Medicine	3
PEG 616	International Health Perspectives	3
PEG 618	Controversial Issues in Health Education	3
PEG 621	Leadership in Physical Education & Athletics	3
PEG 630	Physical Education for the Exceptional Individual	3
PEG 632	Recreational Activities for Individuals with Special Needs	3
PEG 640	Social Psychology of Sport and Physical Activity	3
PEG 645	Sport Psychology Interventions	3

PEG 646	Sport in Society	3
PEG 651	Coaching Theory and Techniques	3
PEG 681	Legal Aspects in Physical Education and Athletics	3
PEG 687	Contemporary Issues in Physical Education	3
TOTAL		12

*Graduate Education or other PEG electives may be substituted with approval from the Department Chair or Program Director. The total requirements for the master's of science degree is eleven courses (33 credits).

Physical Education Curriculum

Master of Science Degree/initial certification

Master 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 initial teaching certification.

Candidates for this program of study must meet all the Department of Physical Education, Health and Sport Studies requirements prior to receiving a student teaching placement. This includes an activity skills sequence, the bio-scientific basis of exercise, and Lifeguarding or Health.

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		
Course	Title	Credits
Two 3 credit courses from the following: Individual Games, Team Games, Dance, or Gymnastics		6
HED 337	Exercise Principles	3
HHP 235	Kinesiology	3
BIO 107/L	Human Anatomy and Physiology and Lab	4
HED 321	Lifeguard, CPR, First Aid, WSI (US) OR Health Elective (Ontario)	3
TOTAL		19

Other courses may satisfy the above requirements at the director's discretion.

Required courses for Initial Certification in K-12 Physical Education		
Course	Title	Credits
PEG 503	Net, Target and Fitness Activities	3
OR		
PEG 504	Invasion Games	3
PEG 505	Team Building	3
PEG 511	Movement Activities for the Elementary Child	3
PEG 554	Adapted Physical Education	3
PEG 560	Motor Development (US)	3
OR		
PEG 572	Seminar in Teaching and Assessment (Canadian)	3
PEG 541B	Teaching Methods in Physical Education	3
PEG 571	Assessment in Physical Education	3
PEG 580	Human Learning, Growth and Development	3
TOTAL		24
PEG 593	Student Teaching	12
PEG 594	Student Teaching Seminar	0
EDU 495	Child Abuse Seminar	0
EDU 496	Prevention of School Violence Workshop	0
TOTAL		36

Required Certification Exams for Initial Certification:

NEW YORK STATE TEACHERS CERTIFICATION EXAMS (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:

Fingerprinting

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

Additional Courses for the MS Degree:		
Course	Title	Credits
PEG 680	Research Methods in Physical Education/Health	3
PEG 584	Capstone in Teaching Physical Education/Health	3
	Any Education or PEG Elective	3

COURSES 2010-2012

PEG 503 Net, Target and Fitness Activities

Participation in selected net, target, and fitness activities. Students will develop a sub-skill analysis of the major skills within each sport, teaching progressions, lead-up games, and informal/formal assessments of selected activities.

PEG 504 Invasion Games

Participation in selected games which invade a territory. Students will develop a sub-skill analysis of the major skills within each sport, teaching progressions, lead-up games, and informal/formal assessments of selected activities.

PEG 505 Team Building

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.

PED 511 Movement Activities for the Elementary Child

Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. 50 hour field experience required.

PEG 541B Teaching Methods in PE

Development, implementation and integration of a physical education program; teaching strategies for K-12 physical education with an emphasis on New York State and national learning standards in Physical Education. 50 hour field experience required.

PEG 554 Adapted Physical Education

Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population.

PEG 560 Motor Development

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

PEG 571 Assessment in Physical Education

Lectures, laboratory, and field experience in the Physical Best Fitness program, Fitnessgram, and integrating the New York State Profile. Focus on the evaluation of the State standards and authentic assessments and the National Association for Sport and Physical Education (NASPE) guidelines. Certification fee required for this course. 10 hour field experience required.

PEG 572 Seminar in Teaching and Assessment

The course is designed to meet the needs of pre-student teachers in Physical and Health Education who intend to become certified and seek employment in Ontario. This course will focus on those areas of curriculum, policies and current educational issues which are more specific to Ontario schools. By becoming familiar with the contents of this course, the candidate will be better prepared for student teaching in Ontario, for job interviews, and eventually for a successful teaching career in this province. For initial certification Canadian candidates only.

PEG 580 Human Learning Growth and Development

Normal developmental patterns of motor skills. How the human organism acquires movement proficiency in those skills. Includes non-credit lab in teaching sport skills.

PEG 584 Capstone in Teaching Physical Education

Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program and student teaching.

PEG 593 Student Teaching

Culminating experience includes fourteen (14) weeks of student teaching in the schools.

PEG 594 Student Teaching 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 609 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 612 Principles and 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.

PEG 613 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 factors that affect overall health and well-being.

PEG 614 Alternative Medicine

Theory and content related to various topics in the field. May include topics such as reflexology, acupuncture, aromatherapy, meditation, massage, and herbal remedies.

- PEG 615 Statistics in Physical Education/Health** 3
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 616 International Health Perspectives** 3
Examines the constantly evolving global health issues of the 21st century. Focus on international health problems and solutions to reduce human pain and suffering. Topics include globalization of international health, changing environmental conditions, nutritional challenges of developing countries and industrialized nations, epidemics of non-communicable and infectious disease, maternal and child health, comparison of health care systems and the future of world health.
- PEG 618 Controversial Issues in Health and Society** 3
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 621 Leadership in Physical Education and Athletics** 3
Appropriate concepts relating to efficient management and leadership for sport or exercise settings. Management principles and techniques relating to programs, personnel, facilities, and special events.
- PEG 630 Physical Education for the Exceptional Individual** 3
Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contra-indicated activities and causes of disabilities.
- PEG 632 Recreational Activities for Individuals with Special Needs** 3
Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration.
- PEG 640 Social Psychology of Sport and Physical Activity** 3
Psycho-social development, psychological factors in competitive sport and social behavior in sport contexts. Includes emotions, the coach /athlete relationship, motivation, personality and mental training techniques.
- PEG 645 Sport Psychology Interventions** 3
Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.
- PEG 646 Sport in Society** 3
A sociological inquiry into North American Sport as a social institution. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.
- PEG 651 Coaching Theory and Techniques** 3
Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and teaching motor skills.
- PEG 670 Advanced Teaching Methods in Physical Education** 3
Examination of Mosston's Spectrum of Teaching Styles in Physical Education. Focus will be on applying the teaching styles to various units in physical education.
- PEG 671 Authentic Assessment in Physical Education** 3
Content and theory related to authentic and alternative assessment in physical education. Development, implementation and assessment of authentic assessments in physical education included.
- PEG 680 Research Methods in Physical & Health Education** 3
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 681 Legal Aspects in Physical Education and Athletics** 3
Provides educational personnel the knowledge and understanding of laws pertinent to sport and education. Emphasis on practical situations where litigation most frequently arises.
- PEG 684 Capstone in Teaching Physical Education and Health** 3
Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program. Professional portfolio developed.
- PEG 687 Contemporary Issues in PE/Athletics** 3
Focuses on current issues which help define the field of Physical and Health and high school athletics. Students examine the resolution of issues for topics such as meeting the New York State Learning Standards, zero tolerance for substance abuse on athletic teams, sportsmanship, winning and losing, and the state of childhood obesity.

Special Education

Marya Grande, Ellen Hamm, Corinne Kindzierski, Kimberly Leavitt-Noble, Christopher Lopata, Michele Marable, Marcus Thomeer

The Graduate Special Education programs place a strong emphasis on research, content 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. The program is designed to meet the needs of those seeking in-depth study of the needs of students with disabilities. There are four distinct tracts in the program that result in a Master of Science Degree in Special Education and New York State Certification for Students with Disabilities (SWD) at the Childhood (1-6) or Adolescence Level (9-12):

SPE1:

For those who are new to teaching and are seeking Certification in Childhood Education and Special Education (1-6 and SWD 1-6)

SPE7:

For those who are new to teaching and are seeking Certification in Adolescence Education and Special Education (7-12 and SWD 9-12)

SPM1:

For those who possess Certification in Childhood Education and are seeking Certification in Special Education (SWD 1-6)

SPM7:

For those who possess Certification in Adolescence Education and are seeking Certification in Special Education (SWD 9-12)

SPEA:

For those who possess Certification in Childhood Special Education and seek a Master of Science Degree in Special Education (MSD)

NOTE: All programs listed below include revisions that are pending New York State Education Department Approval.

SPE 1

Prerequisites: SPE1– Initial Certification-Childhood/
Special Education 48 credit hours

This program prepares candidates to gain Certification in both Childhood Education (Grades 1-6) and Special Education (SWD 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 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.

Course Requirements:

SPE 1:

Initial Program in Childhood/Special Education (no prior certifications)

The following courses are required of all candidates:

Course	Title	Credits
EDCH 502	Foundations of Literacy Instruction	3
EDCH 509	Teaching Literacy with Diverse Populations	3
EDCH 540	Childhood Learning & Development	3
EDCH 546	Multicultural Social Studies	3
SPE 541	Inclusive Strategies	3
SPE 570	Standards Based Assessment	3
SPE 580	Classroom Management	3
SPE 585	Differentiated Instruction Across the Standards	3
SPE 640	Learning and Behavioral Disorders: Etiology and Research Based Interventions	3
SPE 622	Adapting the Math, Science and Technology Curriculum in the Childhood Classroom	3
SPE 650	Autism Spectrum and Severe Developmental Disorders	3
SPE 631	Writing Across the Content Areas for Students with LBD (25 hours field experience)	3
OR		
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 565	Research Methods in Special Education	3
OR		
SPE 615	Research Methods	3
SPE 698	Professional Seminar and Practicum (50 hours field experience)	3
SPE 593	Student Teaching: Special Education/ Childhood SPE1 One Placement Childhood and One Placement Special Education	6
SPE 594	Student Teaching Seminar	0
EDU 595	Child Abuse Seminar	0
EDU 596	Prevention of School Violence Seminar	0
Total Credit Hours		48

SPE 7

Prerequisites: SPE7– Initial Certification-Adolescence/
Special Education 48 credit hours

This program prepares candidates to gain Certification in both Adolescence Education (Grades 7-12) and Special Education (7-12). Candidates should possess a bachelor's degree with a major, or its equivalent of a minimum of 36 credit hours in one of the following academic disciplines: English, mathematics, social studies, business, chemistry, biology, physics, French, Spanish or German.

All candidates 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.

Course Requirements

SPE7:

Initial Program in Adolescence/Special Education (no prior certifications)

The following courses are required of all candidates:		
Course	Title	Credits
EDAD 502	Foundations of Literacy	3
EDAD 503	Literacy in the Secondary School (25 hours field experience)	3
EDAD 555	Human Growth and Development: Adolescence	3
EDAD 561-566	EDAD 561, 562, 563, 564, 565 OR 566 Methods of Teaching Business, English, Mathematics, Modern Languages, Science or Social Studies	3
EDAD 536	Differentiated Instruction for Diverse Learning	3
SPE 570	Standards Based Assessment	3
SPE 580	Classroom Management	3
SPE 585	Differentiated Instruction Across the Standards	3
SPE 651	Autism Spectrum and Severe Developmental Disorders	3
SPE 631	Writing Across the Standards for Students with LBD (25 hours field experience)	3
OR		
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 565	Research Methods in Special Education	3
OR		
SPE 615	Research Methods	3
SPE 698	Professional Seminar and Practicum (50 hours field experience)	3
SPE 593	Student Teaching: Special Education/Adolescence SPE7 One placement Adolescence and one placement Special Education	6
SPE 594	Student Teaching Seminar	0
EDU 595	Child Abuse Seminar	0
EDU 596	Prevention of School Violence Seminar	0
Total Credit Hours		48

SPM 1

Prerequisites: SPM1–Special Education -Childhood 33 credit hours

This program prepares candidates already holding a Childhood Certificate (Grades 1-6) to gain Certification in Special Education (SWD 1-6).

Course Requirements

SPM1:

Special Education Certification for those holding Childhood Certification

The following courses are required of all candidates:		
Course	Title	Credits
SPE 570	Standards Based Assessment	3
SPE 580	Classroom Management	3
SPE 585	Differentiated Instruction Across the Standards	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disorders: Etiology and Research Based Interventions	3
SPE 631	Writing Across the Content Areas for Students with LBD (25 hours field experience)	3
SPE 650	Autism Spectrum and Severe Developmental Disorders	3
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 565	Research Methods in Special Education	3
OR		
SPE 615	Research Methods	3
SPE Elective	Under Advisement	3
SPE 593	Advanced Practicum: Special Education/ Childhood SPM1 One placement in Childhood Special Education	3
Total Credit Hours		33

SPM 7

Prerequisites: SPM7– Special Education - Adolescence 33 credit hours

This program prepares candidates already holding an Adolescence Certificate (Grades 7-12) to gain Certification in Special Education (SWD 7-12).

Course Requirements

SPM1:

Special Education Certification for those holding Adolescence Certification

The following courses are required of all candidates:		
Course	Title	Credits
SPE 570	Standards Based Assessment	3
SPE 580	Classroom Management	3
SPE 585	Differentiated Instruction Across the Standards	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 631	Writing Across the Standards for Students with LBD (25 hours field experience)	3
SPE 651	Autism Spectrum and Severe Developmental Disorders	3
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 565	Research Methods in Special Education	3
OR		
SPE 615	Research Methods	
SPE Elective	Under Advisement	3
SPE 593	Advanced Practicum: Special Education Adolescence SPM7 One placement in Childhood Special Education	3
Total Credit Hours		33

SPE A

Prerequisites: SPMA– The Advanced Special Education Program 30 credit hours

This program is available for those who already certified in both Childhood and Special Education and provides in-depth study in research based techniques for students with disabilities.

Course Requirements

SPEA: Advanced Program in Childhood Special Education for those already holding Childhood and Special Education Certification

The following courses are required of all candidates:		
Course	Title	Credits
SPE 570	Standards Based Assessment	3
SPE 585	Differentiated Instruction Across the Standards	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 565	Research Methods in Special Education	3
OR		
SPE 615	Research Methods	3
SPE 639	Therapeutic Approaches for Disruptive Behavior	3
SPE 653	Behavior Management and Principles of Applied Behavioral Analysis	3
SPE 649	Transition Issues for Students with Disabilities	3
SPE 650	Autism Spectrum and Severe Developmental Disorders	3
Elective	Under advisement	3
Elective	Under advisement	3
Total Credit Hours		30

SPECIAL EDUCATION COURSES 2010-2012

<p>SPE 541 Inclusive Strategies Provides an overview of inclusive education including foundations, 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 Learning Standards and emphasizes collaboration with families and professionals to meet the diverse needs of all learners.</p>	3	<p>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.</p>	3
<p>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 is a course requirement.</p>	3	<p>SPE 631 Writing Process Across the Content Areas for Students with LBD Addresses literacy development across the content areas. Emphasizes research based interventions and best practices to meet the NYSED 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 25 hours practicum experience.</p>	3
<p>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 New York State standards including academic, management, social and physical abilities. Test modifications, IEP development and multicultural issues are highlighted.</p>	3	<p>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.</p>	3
<p>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.</p>	3	<p>SPE 644 Collaborative Practices on a Transdisciplinary Team 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 educators, counseling, occupational and physical therapy, speech pathology, and hearing and vision services are synthesized to promote the successful team approach. Promoting parent involvement is emphasized.</p>	3
<p>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 New York State Standards. Models of differentiated instruction are examined for research support and best-practice standards.</p>	3	<p>SPE 650 Autism Spectrum and Severe Developmental Disorders: Analysis of Causes and Research Based Interventions Provides an overview of the comprehensive needs of students with Autism Spectrum and Severe 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.</p>	3
<p>SPE 640 Learning and Behavioral Disorders (LBD): Etiology and Research Based Interventions Provides an in-depth analysis of the causes of LBD and the assessment procedures and interventions proven effective for students with LBD. 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 LBD is emphasized.</p>	3	<p>SPE 652 Functional Curriculum for Students with Severe Disabilities and ASD 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 25 hours practicum experience.</p>	3

SPE 653 Behavior Management and Principles of Applied Behavioral Analysis

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.

SPE 649 Transition Issues for Adolescents with Disabilities

Highlights research based interventions that incorporate New York 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

Discusses current issues in Special Education and highlights research findings. Emphasizes application of research-based strategies in classrooms serving students with disabilities across the continuum of services. Requirements include 50 hours practicum experience.

SPE 593 Student Teaching: Special Education

3-6

3 Includes one placement in classrooms serving students with disabilities and one placement in classrooms serving students without disabilities, if appropriate. Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

SPE 594 Student Teaching Seminar

0

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on teaching as a profession. The course assists student teachers in transition to careers in teaching and focuses on topics such as building relationships with children, the art of teaching, classroom management, interviewing skills and professional ethics.

EDU 595 Child Abuse Seminar

0

EDU 596 Prevention of School Violence Seminar

0

Sports Administration

Shawn O'Rourke, *Director*; Nicolas Lorgnier, Matt Reitnour, Rachelle Held, Traci Murphy, Pat Mathews, Kevin Smith

The master's degree program in sport administration provides graduate candidates with the skills needed to effectively manage a wide range of sport-related enterprises including intercollegiate athletics, amateur and professional sports, sport-marketing firms, special-event management, and facility management. It is designed for students who are currently in or plan to enter professional staff and management positions in the public and private sectors.

The sport administration program is one of the few master's programs that has received full approval from the North American Society of Sport Management (NASSM). The sport administration program also includes a business management core of courses in accounting, economics, statistics and management offered in the AACSB-accredited M.B.A. program of the Richard J. Wehle School of Business.

Admission

Applicants must meet the general requirements for admission to graduate work in education. In addition, applicants must submit two letters of reference, a resume and a written essay describing their background in sport activities and career goals.

SPORT ADMINISTRATION CURRICULUM:

Sport Administration Core:		
Course	Title	Credits
MSA 520	Leadership in Sport Administration	3
MSA 550	Sport Marketing	3
MSA 560	Philosophy & Ethics in Sport	3
MSA 611	Risk Management and Contract Negotiation	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:		
Course	Title	Credits
MBA 502	Organizational Behavior	3
MBA 503	Statistics	3
MBA 504	Economics	3
MBA 505	Financial Accounting	3
TOTAL		12

Specialization/Concentration Area:		
<i>Select any three electives</i>		
Course	Title	Credits
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	Special Events	3
MSA 690	Research Methods in Sport Administration	3
TOTAL		9
PROGRAM TOTAL		42

On-line Sport Administration Curriculum		
Course	Title	Credits
MSA 520	Leadership in Sport Administration	3
MSA 540	Contemporary Issues in Sport	3
MSA 550	Sport Marketing	3
MSA 560	Philosophy and Ethics of Sport	3
MSA 565	Media Relations in Sport	3
MSA 611	Risk Management and Contract Negotiation	3
MSA 631	Intercollegiate Athletics	3
MSA 641	Professional Sport	3
MSA 660	Financial Aspects of Sport	3
MSA 799	Internship in Sport Administration	6
PROGRAM TOTAL		33

COURSES 2010-2012

- 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
This course helps students establish a fundamental philosophy for sport in their personal and professional life. The course addresses the decision to be involved in sports in a professional capacity, the decisions that drive actions and decision-making in professional life and the formulation of a personal ethical code.
- MSA 565 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 at the intercollegiate and professional levels. 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 Risk Management and Contract Negotiation** 3
This course is directed at understanding basic legal concepts in the sport setting. As a practical matter, the course will aid the student in recognizing how these legal concepts can be applied in the administration and management of sport programs, facilities and personnel.
- MSA 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** 3
An introduction to the management of intercollegiate athletics and a review of the organizational structure of the intercollegiate athletic department, conferences and the NCAA. Analysis of prevailing issues in college athletics including financial trends, academic recruiting, legislation, conference realignment, reform and Title IX/gender equity.
- MSA 641 Professional Sport** 3
This course is aimed at providing an overview of professional sports and their leagues, including organizational structure and the associated job market. The emphasis will be placed on sports outside of the four major leagues, such as the PGA, WNBA, LPGA, and NASCAR.
- MSA 650 Special Events** 3
Overview of all elements involved in sport event management. Key components of the course include practical application at actual events and interaction with industry experts, as well as creation and implementation of a major class event to benefit a local charity. A strong emphasis is placed on coursework outside of the classroom environment.
- MSA 660 Financial Aspects of Sport** 3
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** 3
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** 3
Individually structured work-related independent research guided by a faculty/staff member. The goal is to integrate student's academic experience with that of the work place. Research report required. Prerequisites: Completion of all other required courses and the signature and approval of program director.
- MSA 899 Practica for International Students** 0
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.

Administration Directory

Board of Trustees 2010-2011

Catherine M. Burzik '72 Chair
 R. Carlos Carballada '56, HON '81
 Vice Chair
 Patrick E. Richey, Treasurer
 Erica C. Sammarco '00, Secretary
 John J. Hurley '78, *ex officio*
 Larry Aiello, Jr. '71
 Edward Burke Carey '69
 Joseph J. Castiglia, *Emeritus*, '55, HON '94
 Ann E. Celani '74
 Nelson D. Civello '67
 Anthony J. Colucci, Jr. Esq. '55
 John R. Connolly '72
 Rev. Joseph S. Costantino, S.J.
 Calvin Darden '72, HON '08
 Hon. Mary Grace Diehl '74
 Rev. Albert J. DiUlio, S.J.
 David A. Dooley, Ph.D., CHP
 Thomas P. Dowd '71
 Rev. Brain B. Frain, S.J.
 Joseph M. Hassett, Ph.D. '64
 LeRoi C. Johnson, Esq. '71
 Rev. Aloysius P. Kelley, S.J.
 Elizabeth N. Kolber Ms.Ed. '72
 Rev. John F. Libens, S.J.
 Christine M. Licata-Culhane '67,
 MS '71, Ed.D.
 John F. Langer '76, *ex officio*
 Alfred F. Luhr, III '68
 Donald T. Lynch '70, M.B.A. '74
 Joseph G. Marina, S.J.
 Anthony M. Masiello '69, HON '96
 Rev. Joseph M. McShane, S.J.
 Acea M. Mosey, Esq. '92
 Kenneth F. Myszka '70
 Mary Kathryn Schneider '74
 Rev. Michael F. Tunney, S.J.
 Nancy W. Ware '78, M.B.A. '85
 Ben K. Wells, M.B.A. '82

Board of Regents 2010-2011

Ronald A. Raccuia '90, Chair
 Mary J. Bartels '80, M.B.A. '85
 John P. Belbas, DDS '82
 Martin J. Berardi '79
 Jeffrey J. Calabrese '92
 Peter A. Cannito '71
 James F. Dentinger '83, M.B.A. '94
 Deborah A. DiMatteo, M.B.A. '88
 Kathleen Doucet '95

Nora E. Eberl Plizga '92
 Thomas R. Emmerling '75
 Michael A. Ervolina, Jr. '79
 Michael P. Hughes '94
 Jodi Johnston Quatroche '95, M.S.Ed. '99
 Christopher M. Kelly '83
 Stephen T. LoVullo '74
 Rocco Lucente, II '80
 William J. Maggio '84, M.B.A. '92
 Vincent J. Mancuso, Sr., '68, M.B.A. '77
 William J. McDermott
 Lawrence T. McGowan '70, M.B.A. '85
 James B. Nonnengard '82
 Norma Nowak '79, Ph.D.
 Cindy L. Odom '90
 Peter S. O'Keefe '78
 Rebecca R. Reeder
 Michael J. Ryan '64
 James J. Rzad '70, M.B.A. '75
 Richard C. Suchan '82
 Frank E. Swiatek '65
 Wm. Dennis Toole '72
 Hon. Mary Grace Trimboli '75
 Mary L. Turkiewicz MD '80
 Lee C. Wortham '79
 Catherine M. Burzik, '72,
 Chair of the Board of Trustees, *ex officio*
 Scott A. Chadwick, Ph.D., *ex officio*
 Craig T. Chindemi, *ex officio*
 Dianna Civello, Secretary to the
 Board of Regents, *ex officio*
 Ellen O. Conley, Ph.D., *ex officio*
 Katelyn Eldredge '11, President,
 USA, *ex officio*
 John J. Hurley '78, *ex officio*
 Patrick E. Richey, *ex officio*
 James P. Schofield M.S. '73,
 1* VP of Alumni Assoc, *ex officio*

Administration

John J. Hurley, JD, President

Campus Ministry

Rev. John Bucki, S.J. M. Div.
Director of Campus Ministry
 Rev. Thomas A. Colgan, S.J. M. Div./M.A.
Associate Campus Minister
 Susan A. Fischer, B.S.
Associate Campus Minister
 Sarah E. Signorino, M.S.
Associate Campus Minister
 Luanne Tunmore, M.A.
Associate Campus Minister

J. Joseph Van Volkenburg, M.A.
Assistant to the Director of Campus Ministry

Academic Affairs

Scott A. Chadwick, Ph.D.
Vice President for Academic Affairs
 Jerome L. Neuner,*Ph.D.
Associate Vice President for Academic Affairs
 Donna L. Shaffner, B.A.
Dean of Admissions
 Theresa W. Casey, B.A.
Director, Admissions Processing
 James D. Bagwell, M.Ed.
Director, Graduate Admissions
 Michael R. George, M.S.
*Director, Graduate Enrollment,
 Communication & Technology*
 Stephanie Q. Cattarin, M.S.
Assistant Director, Graduate Business Programs
 Mark R. Bunting, M.A.
Associate Director, Admissions
 Mollie A. Strasser, M.S.
Associate Director, Admissions
 Noelle K. Hilliard, B.S.
Assistant Director, Admissions
 Valerie R. Nugent, M.S.
Assistant Director, Admissions
 Kevin J. Heffernan, B.A.
Admissions Counselor, Admissions
 Amanda M. Snider, B.S.
Admissions Counselor, Admissions
 Jennifer Mazorkiewicz, J.D.
Admissions Counselor, Admissions
 Bridget M. Licata, M.S.
Associate Director, Admissions Marketing
 Nancy A. Wellenzohn, Ed.D.
Graduate Admissions Representative
 Julie A. Zulewski, M.Ed.
Graduate Admissions Representative
 Curtis C. Gaume,* M.Ed.
Director, Financial Aid
 Mary A. Koehneke,* B.S.
Associate Director, Financial Aid
 Sean A. Hudson, M.S.
Assistant Director, Financial Aid
 Michele A. Rizzo, B.A.
Assistant Director, Financial Aid
 Blair W. Foster,* B.S.
Dean of Academic Records and Registrar
 David C. Fischer,*B.A.
Associate Dean of Academic Records
 Deborah W. Whiting-Prohn, B.A.
Assistant Registrar

Danielle D. LaMarre, M.S.
Coordinator of Student Success and Retention

James V. Jones, M.S.
Director of Career Center

Eileen Abbato, M.S.
Assistant Director of Career Center

Roslyn Joy Colón, M.S.
Director of Internships/Career Center

Christine Dulski Ryan, Ph.D.
Associate Dean, Undergraduate Academic Advising

Nicole M. Scaccia, M.S.
Assistant Director of Student Advising

Sr. Patricia Brady, S.S.M.N.
Director of Office for Community-Based Learning

Patricia A. Coward, Ph.D.
Director of Center for Teaching Excellence

J. Patrick Mizak, Ph.D.
Director of Institutional Research

Michael W. Tampo, M.B.A.
Institutional Research Senior Analyst

Mary Ann Langlois, M.B.A.
Director of Sponsored Programs

Esther A. Northman, M.A.
Director of International Programs and Partnerships

College of Arts and Sciences

David W. Ewing, Ph.D.
Dean

Barbara J. Porter, Ph.D.
*Associate Dean, Study Abroad,
International Students and Faculty Development*

Debra Instone, Ph.D.
*Associate Dean of Assessment and
Curriculum Development*

Lilly Adams Dudley, M.S.
Associate Dean, Director of COPE

Rosanne L. Hartman, Ph.D.
*Director of Communication and
Leadership Program*

School of Education and Human Services

Michael J. Pardales, Ph.D.
Dean

Shawn O'Rourke, Ph.D.
*Associate Dean, Undergraduate/Graduate and
Canadian Programs
Interim Director, Sports Administration Program*

Elizabeth C. Brandjes, M.Ed.
*Director of Educational Partnerships and
Field Experiences*

Douglas David, Ed.D.
Director of Educational Administration Program

Nancy Wellenzohn, Ed.D.
Assistant Director of Educational Administration Program

Kara M. Schwabel, M.S.
Director of Differentiated Instruction Program

Suzanne Borowicz, Ph.D.
Director of Western New York Writing Project

Marjorie Harrington, Ph.D.
Director of Education of Deaf and Hard of Hearing

Sandra Estanek, Ph.D.
*Director of College Student Personnel
Administration Program*

Mary Shea, Ph.D.
Director of Literacy Program

Timothy Sawicki, Ed.D.
Director of Online Physical Education Program

Rosemary Murray, Ph.D.
Director of Literacy Center

Richard J. Wehle School of Business

Antone F. Alber, Ph.D.
Dean

James S. Valone,** Ph.D.
Associate Dean

Laura A. McEwen, M.B.A.
Director of Graduate Business Programs

Maureen Millane, M.B.A.
Associate Dean/External Business Programs

Melinda Rath Sanderson, B.S.
Executive Director of Women's Business Center

Library

Joel A. Cohen, M.S., M.B.A., M.L.S., Ph.D.
*Associate Vice President for Library &
Information Services*

Barbara Boehnke, M.L.S., Ph.D.
Associate Director of the Library/Collection Services/Librarian IV

George J. Emery, M.L.S.
Library Digital Services and Project Manager

Kristine E. Kasbohm, M.A., M.L.S.
Associate Director of the Library/Access Services

Jessica M. Blum, M.L.S.
Reference Librarian II

Elizabeth Bradley, M.A., M.L.S.
Digital Services Librarian

Kathleen M. DeLaney, M.A., M.L.S.
Archivist/Reference Librarian III

Theresa Dombrowski, M.L.S.
Catalog Librarian III

Thomas W. Evans, M.L.S.
Serials Librarian III

Lisa M. Sullivan, M.S., M.L.S.
Reference Librarian III

Information Technology Services

Joel A. Cohen, M.S., M.B.A., M.L.S., Ph.D.
*Associate Vice President for Library &
Information Services*

Lawrence J. Deni, M.A.
Director of Network Services/Database Administrator

Walter J. Drabek, M.B.A.
Director of Administrative Computing

Daniel J. Drew, M.A.
Director of Media Center

Frank W. Kirstein, M.B.A.
Director of Computer Infrastructure & Operations

Estelle M. Siener, M.S.
Director of Academic Computing

Michael E. Szymendera
Associate Director of Network Services

Roseann G. Cancilla, M.A.
Programmer/Analyst III

Andrew R. Chaplin, B.S.
Systems Administrator III

Scott D. Clark, M.S.
Computer Support Specialist III

Pamela M. Dart, B.S.
Programmer/Analyst III

Christopher M. Filkins, M.S.
Academic Technology Specialist II

Michele L. Folsom, M.S.
Programmer/Analyst III

Matthew D. Gracie, B.A.
Computer Security Administrator I

Mark E. Hammersmith, A.A.S.
Computer Support Specialist II

David J. Koenig, B.A.
Computer Support Specialist III

Marie Larcara
Instructional Designer/ITS

Leah MacVie, M.S.
Instructional Designer/ITS

Lisa M. Mastropalo, B.A.
Computer Support Specialist III

Rev. Michael R. Pastizzo, S.J., S.T.D.
User Services Specialist

Thomas M. Prince, B.A.
Computer Support Specialist III

Joseph R. Rizzo, M.S., M.T. (A.S.C.P.)
Academic Technology Specialist III

Robert E. Schaedel, B.A.
Programmer/Analyst III

Marc J. Schnirel, B.A.
Systems Administrator III

Kelly M. Showard, M.S.
Special Projects Analyst/ITS

Stephen S. Warszawski, M.S.
Academic Technology Specialist II

Tracy A. Wass, M.S.
Programmer/Analyst III

Alan D. Weitzsacker, B.S.
System Administrator III

Business and Finance

Patrick E. Richey, M.P.A.
*Vice President for Business and Finance;
Treasurer*

Michael J. Eadie,* M.B.A.
Controller

Ronald J. Haberer, M.B.A.
Associate Controller

Kevin M. Smith, M.B.A.
Assistant Controller for Student Accounts

Judith Russo Casserta, B.S.
Athletic Business Manager

Gary B. Lew, M.B.A.
Senior Facilities Operations Manager

Margaret M. Kraatz
Coordinator, Print Shop

Michael E. Boyd
Property Manager / Technical Trades Manager

Edward P. Cogan
Director of Facilities

Thomas E. Ciminelli
Construction Manager

Kevin Kwitzer
Building Services Supervisor

Deborah J. Siegrist, M.S.
Director of Human Resources

Constance W. Trowbridge, B.S.
Assistant Director/Human Resources

David W. Teloh, M.S.
Safety Director

Institutional Advancement

Craig T. Chindemi
Vice President for Institutional Advancement

Dianna Civello, M.A.
Associate Vice President for Institutional Advancement

Dennis L. Misko, B.A.
Senior Development Officer

J. Patrick Greenwald, B.A.
Director of Principal Gifts

Erin E. Hartnett, B.A.
Development Officer

Kirsten L. Reppert, B.A.
Director of Annual Fund

Mark D. Weber
Assistant Director of Annual Fund

Eileen L. Hudson, B.A.
Director of Alumni Relations

Rachel L. Flammer, B.A.
Assistant Director of Alumni Relations

Marion A. Mittler, M.S.
Director of Donor Relations and Special Events

Francine R. Mergl, B.A.
Director of Development Services

Elizabeth M. Bohen, M.S.
Director of Prospect Research

Laura B. Marek, B.A.
Research Analyst in Prospect Research

Public Relations

Debra S. Park, B.A., M.S.
Associate VP for Public Relations

Eileen C. Herbert, B.S.
Director of Public Relations

Audrey R. Browka, B.A.
Assistant Director of Public Relations

Kristen E. Etu, B.A.
Public Relations Specialist

Andalyn M. Courtney, B.F.A.
Director of Creative Services

Rose M. Twardowski, B.F.A.
Associate Director of Creative Services

Shaun M. Maciejewski
Graphic Designer

Charles E. Pustelnik, M.S.
Director of Web Services

Kenneth C. Kruly, M.A.
Director of Government Relations

Student Affairs

Ellen O. Conley,* Ph.D.
Vice President for Student Affairs and Director of Community Relations

Terri L. Mangione, Ph.D.
Dean of Students

Connie M. Pileri, M.S.
Director of Campus Programming/Orientation

Kathleen Martoche, M.S.
Assistant Director of Campus Programming

Matthew H. Mulville,* M.S.
Associate Dean of Students /Director of Residence Life

Albert F. Pilato, M.S.
Associate Director of Residence Life

Kathleen M. Farley, B.A.
Assistant Director of Residence Life

Mark J. Piatkowski, M.S.
Assistant Director of Residence Life

Gary M. Everett,* B.S.
Director of Public Safety

Brian P. Smith, M.Ed.
Director of Leadership Development

Michael J. Odojewski, M.S.
Event Management Coordinator

Mark D. Dzielski, B.S.
Assistant Event Coordinator

Sababu C. Norris, M.A.
Director of Multicultural Programs

Patricia H. Creahan, M.S., A.N.P.C.
Director of Student Health

Eileen A. Niland, M.S., LMHC, N.C.C.C.
Director of Counseling Center

Michael Cammarata, M.S., LMHC, N.C.C.C.
Associate Director of Counseling Center

Alison Smith, MSW
Counselor

Charita Price, M.S., LMHC-P
Counselor

Anne-Marie Dobies, M.S.
Associate Dean of Students, Director of Student Academic Support Services

Jennifer Herrmann, M.S.
Associate Director, Disability Support Services

William J. Maher, M.S. Ed.
Director of Athletics

Traci Murphy, M.E.
Associate Athletic Director, Senior Women's Administrator

Rachelle Held, M.S.
Director of Compliance

John L. Maddock,* M.S.
Associate Director of Athletics for External Relations

Matthew Reitnour, M.S.
Director of Athletic Communications

Matt Lozar, B.A.
Assistant Director of Athletic Communications

Jason Veniskey
Assistant Director of Athletic Communications

Gordon F. Anthony, M.S.
Director of Athletic Facilities

Jonathan Lyons, B.A., M.S.
Assistant Facilities Director, KAC

Andrew N. Smith, B.S.
Head Athletic Trainer

Tom Parrotta, B.A.
Head Men's Basketball Coach

Terrence E. Zeh, M.Ed.
Head Women's Basketball Coach

Michael McRae, M.Ed.
Head Baseball Coach

Peter Osmond, M.S.
Head Men's and Women's Cross Country Coach

Todd Hummel, B.S.
Head Golf Coach

Dave A. Smith, B.A.
Head Hockey Coach

Randolph Mearns, M.S.A.
Head Men's Lacrosse Coach

Scott Teeter, M.S.
Head Women's Lacrosse Coach

Jim Hesch, B.A.
Head Men's Soccer Coach

James Wendling, B.S.
Head Women's Soccer Coach

Michael R. Rappl., M.S.
Head Women's Softball Coach

Scott Vanderzel, B.A.
Head Men's and Women's Swimming and Diving Coach

Jill Wright
Head Synchronized Swimming Coach

Cathy Hummel, B.A.
Head Volleyball Coach

Rev. Paul J. Dugan, S.J.,* M.A.
Moderator of Athletics

* **Bene Merenti** — awarded for 20 years of service to Canisius College.

** **Special Bene Merenti** — awarded for 40 years of service to Canisius College.

Faculty Directories

College of Arts and Sciences

Full Time Faculty

JOHN S. DAHLBERG

Professor of Communication Studies

B.A., M.A., State University College at Fredonia;

Ph.D., State University of New York at Buffalo.

S. CATHERINE FOSTER

Assistant Professor of Communication Studies

B.S., M.S., University of Tennessee at Knoxville;

M.B.A., Lewis University.

ROSANNE L. HARTMAN

Professor of Communication Studies

B.A., M.A., Ph.D., State University of

New York at Buffalo.

MELISSA B. WANZER

Professor of Communication Studies

B.A., West Chester University of Pennsylvania;

M.A., Syracuse University;

Ed.D., West Virginia University.

Adjunct Faculty

NANCY M. BLASCHAK

Adjunct Professor Communication & Leadership

M.B.A., Canisius College.

NEIL M. MELBROD

Adjunct Professor Communication & Leadership

M.B.A., Canisius College.

School of Education and Human Services

Full Time Faculty

ALI AIT SI MHAMED

Assistant Professor Teacher Education-Adolescence

B.A., Ibnou Zohr University;

M.S., D'Youville College;

Ph.D., State University of New York at Buffalo.

M. FERNANDA ASTIZ

Associate Professor Teacher Education-Adolescence

B.A., University of Buenos Aires, Argentina;

M.A., Ph.D., Pennsylvania State University.

NANCY M. BAILEY

Assistant Professor Teacher Education-Adolescence

B.A., William Smith;

M.A. University of Illinois Champaign-Urbana

M.S.Ed., Nazareth College;

Ph.D., State University of New York at Buffalo.

BARBARA A. BURNS

Associate Professor Teacher Education-Adolescence

B.A., Molloy College;

M.Ed., Ph.D., State University of New York at Buffalo.

NICKI M. CALABRESE

Associate Professor Teacher Education-Early Childhood

B.S., State University College at Buffalo;

Ph.D., State University of New York at Buffalo.

BETSY M. DELLEBOVI*

Associate Professor Teacher Education-Adolescence

B.A., M.A., Ph.D., State University of New York

at Buffalo.

LORREINE DICAMILLO

Assistant Professor Teacher Education-Adolescence

B.A., University of Notre Dame;

M.A., Ed.D., University of San Francisco.

MICHAEL G. DOLAN

Professor Sports Medicine, Health &

Human Performance

B.S., Canisius College;

M.A., University of North Carolina;

A.T.C., National Athletic Trainers Association.

KAREN M. DUTT-DONER

Professor Teacher Education-Childhood

B.S., State University of New York at Geneseo;

M.S., Fordham University;

Ph.D., Syracuse University.

SANDRA M. ESTANEK

Associate Professor and Program Director

College Student Personnel Administration

Graduate Education and Leadership.

B.A., Ohio Dominican College;

M.A., Ohio University;

Ph.D., Union Institute and University.

DAVID L. FARRUGIA*

Professor Counseling & Human Services

B.A., M.S., Canisius College;

Ed.D., Northern Illinois University.

JANET M. FERGUSON

Professor Teacher Education-Adolescence

B.A., M.Ed., Salem State College;

Ed.D., Boston University.

HOLLY FETTER

Associate Professor Counseling & Human Services

B.S., Washington State University;

M.S., Portland State University;

Ph.D., University of New Orleans.

KRISTEN V. FINN

Associate Professor Teacher Education-Adolescence

B.A., Canisius College;

M.A., Ph.D., State University of New York at Buffalo.

MARYA GRANDE

Associate Professor Teacher Education-

Special Education

B.S., State University of New York at Geneseo;

M.S. Ed, Canisius College;

Ph.D., State University of New York at Buffalo.

ROBERTO Ma. GREGORIUS

Associate Professor Teacher Education-Adolescence

B.S., Ateneo de Manila University;

Ph.D., University of Massachusetts at Amherst.

ELLEN M. HAMM

Associate Professor Teacher Education-

Special Education

B.S., M.S., D'Youville College;

Ph.D., State University of New York at Buffalo.

KELLY A. HARPER

Assistant Professor Teacher Education-Childhood

B.S., St. Bonaventure University;

M.Ed., University of Hartford;

Ph.D., Boston College.

MARJORIE L. HARRINGTON

Associate Professor and Program Director Deaf Education

B.A., Hillsdale College;

M.Ed., Smith College;

Ph.D., University of Pittsburgh.

- JULIE J. HENRY
Professor Teacher Education-Childhood
B.A., Cornell University;
M.Ed., Ph.D., State University of New York at Buffalo.
- CORRINE M. KINDZIERSKI
Assistant Professor Teacher Education-
Special Education
B.S., Daemen College;
M.S., State University College of New York at Buffalo;
Ph.D., State University of New York at Buffalo.
- DENNIS W. KOCH
Assistant Professor Sports Medicine,
Health & Human Performance
B.S., Canisius College;
Ph.D., Pennsylvania State University.
- PETER M. KOEHNEKE*
Professor Sports Medicine, Health &
Human Performance
B.S., M.S., Indiana State University;
A.T.C., National Athletic Trainers Association.
- ANN MARIE C. LENHARDT
Professor Counseling and Human Services
B.F.A., M.Ed., State University of New York at Buffalo;
Ph.D., University of Pittsburgh.
- JEFFERY R. LINDAUER
Associate Professor Physical Education,
Health and Sport Studies
B.A., Wartburg College;
M.A., University of Wisconsin-LaCrosse;
Ph.D., University of New Mexico.
- CHRISTOPHER LOPATA,
Associate Professor Teacher Education-
Special Education
B.A., State University of New York at Buffalo ;
M.A. San Diego State University ;
M.S. State University of New York at Albany;
Psy.D., State University of New York at Albany.
- NICOLAS LORGNIER
Assistant Professor Sport Management Program
Graduate Education and Leadership
B.S. Universite du Littoral Cote d'Opale, Calais, France;
M.S. Universite Grand Nord, Calais and Lille, France;
M.B.A. University du Littoral Cote d'Opale,
Boulogne, France;
Doctorate of Management in Sport Tourism
University du Littoral Cote D'Opale, Calais, France.
- MICHELE A. MARABLE
Professor Teacher Education-Special Education
B.S., M.S., Ph.D., State University of New York
at Buffalo.
- MARGARET C. McCARTHY*
Associate Professor Educational
Administration Program
Graduate Education and Leadership
B.A., State University College at Buffalo;
M.S., Canisius College;
Ph.D., State University of New York at Buffalo.
- DENNIS G. MIKE,
Associate Professor Literacy Program
Graduate Education and Leadership
B.S., State University of New York at Brockport;
M.S., C.A.S., Ph.D., State University of New York
at Albany.
- E. CHRISTINE MOLL*
Associate Professor Counseling & Human Services
B.A., Barry College;
M.S., Canisius College;
Ph.D., Barry University.
- ROSEMARY K. MURRAY
Associate Professor Literacy Program
Graduate Education and Leadership
B.S., State University of New York College at Buffalo;
M.S., Ed.D., State University of New York at Buffalo.
- ROBERT E. NIDA
Associate Professor Teacher Education-Childhood
B.A., M.A., Wheaton College;
Ph.D., University of North Carolina at Greensboro.
- KIMBERLY A. NOBLE
Assistant Professor Teacher Education-
Special Education
B.S., M.S., State University College of New York
at Buffalo;
Ph.D., State University of New York at Buffalo.
- REV. PAUL NOCHELSKI, S.J.
Associate Professor Teacher Education-Adolescence
A.B., M.A., Fordham University;
B.D., Woodstock College;
Ph.D., State University of New York at Buffalo.
- JAMES N. OIGARA
Assistant Professor Teacher Education-Childhood
B.S., Moi University (Kenya);
M.A., Ph.D. State University of New York at Binghamton.
- CHARLES PELITERA
Assistant Professor Physical Education, Health
and Sports Studies
B.S., M.S., Canisius College;
C.S.C.S., National Strength & Conditioning Association.
- GREGORY K. REEDS
Associate Professor Physical Education,
Health and Sport Studies
B.P.E., McMaster University;
B.Ed., University of Toronto;
M.H.K., University of Windsor;
Ed.D., State University of New York at Buffalo.
- MICHAEL E. RUTTER
Associate Professor Counseling & Human Services
B.A., (Psychology) Cornell University;
Ph.D., State University of New York at Buffalo.
- TIMOTHY M. SAWICKI
Associate Professor Physical Education,
Health and Sport Studies
B.Ed., Brock University;
Ed.D., University of Toronto.
- CLANCY M. SEYMOUR
Clinical Faculty Member
B.S., M.S., Canisius College.
- MARY E. SHEA
Professor Literacy Program
Graduate Education and Leadership
B.S., Westfield State College (Mass.);
M.S., Canisius College;
M.S. State University College of New York at Buffalo;
Ph.D., State University of New York at Buffalo.
- JAMES SYLVIS*
Associate Professor Physical Education,
Health & Sport Studies
B.S., M.Ed., University of Pittsburgh;
Ed.D., State University of New York at Buffalo.
- MARCUS THOMEER
Assistant Professor Teacher Education-
Special Education
B.A. University of Texas at Austin;
Ph.D. University of Texas at Austin.
- ANNE MARIE TRYJANKOWSKI
Assistant Professor Educational Administration
Graduate Education and Leadership
B.A., M.S., Canisius College;
Ed.D., State University of New York at Buffalo.
- NANCY V. WALLACE
Associate Professor Teacher Education- Early Childhood
B.S., State University of New York at Cortland;
M.A., Ed.D., State University of New York at Buffalo.
- GEORGE WENNER
Associate Professor Teacher Education-Childhood
B.S., State University of New York at Buffalo;
Ed.M., Temple University;
C.A.S., State University College of New York at Buffalo ;
Ph.D., State University of New York at Buffalo.

H. JEANETTE WILLERT

Associate Professor Teacher Education-Adolescence
B.A., West Virginia Institute of Technology;
M.Ed., Ph.D., State University of New York at Buffalo.

PAUL A. YOUNG*

Professor Emeritus Teacher Education-Childhood
B.S., State University College at Buffalo;
M.S., Canisius College;
Ed.D., University of Georgia.

JONG-HOON YU

Assistant Professor Physical Education,
Health and Sport Studies
B.A., Kyunghee University (Korea);
M.S., Indiana University;
Ed.D., Boston University.

Adjunct Faculty

LARRY ANDERSON

Adjunct Professor, Teacher Education-Adolescence
B.Ed., M.Ed., University of Toronto.

JENNIFER ANDERSON

Adjunct Professor, Counseling Education and
Human Services
B.A. State University of New York at Buffalo;
M.S., Canisius College.

MELINDA ANDOLINA

Adjunct Professor, Graduate Education
and Leadership-Literacy
B.S. State University College of New York at Buffalo;
M.S. Canisius College.

LISA AUGUST

Adjunct Professor, Counseling Education and
Human Services
B.A., M.S., Canisius College.

MARY JOAN BARNES-COPPOLA

Adjunct Professor, Teacher Education-Childhood
B.S. State University College of New York at Buffalo;
M.S., Canisius College.

DEBORAH BEIS

Adjunct Professor, Teacher Education-Childhood
B.S., M.S., State University College at Buffalo.

JULIA BERMINGHAM

Adjunct Professor, Graduate Education and Leadership-
Differentiated Instruction
B.A., M.S., Niagara University;
M.S. Ed., Canisius College.

ROBERT BENNETT

Distinguished Professor of Educational Leadership-
Educational Administration
B.A. University of Notre Dame;
M.S. State University of New York at Buffalo.

KERRIE BERENDS

Adjunct Professor, Online Physical Education
B.S. Grand Valley State University;
M.A. Western Michigan University;
Ph.D., Texas Woman's University.

PAUL BIERON

Adjunct Professor, Physical Education,
Health and Sport Studies
B.S., M.S., Ithaca College;
Ed.D., University of Sarasota.

THOMAS BRAUN

Adjunct Professor, Physical Education,
Health and Sport Studies
M.Ed., State University of New York at Buffalo.

JOSEPH BURKE, S.J.

Adjunct Professor, Counseling Education and
Human Services
B.A., M.A., Fordham University;
M.Div., Loyola University-Chicago;
M.A., Kean College;
M.S. Ed., Fordham University.

VIRGINIA CAMPOS

Adjunct Professor, Graduate Education and Leadership-
Differentiated Instruction
B.A. D'Youville College;
M.S. State University College of New York at Buffalo.

GRANT CARDON

Adjunct Professor, Sports Medicine, Health
and Human Performance
B.Sc. University of Toronto;
M.D., University of Western Ontario.

DEBORAH CARLSON

Adjunct Professor, Teacher Education-Adolescence
B.A., Bucknell University;
M.Ed. State University of New York at Buffalo.

JEAN CASSETTA

Adjunct Professor, Teacher Education-Special Education
B.S., M.S. Ed., State University College of New York
at Buffalo.

JANET CERRA

Adjunct Professor, Counseling Education and
Human Services
B.A. St. Xavier College;
M.S. Ed., Canisius College.

STEVE CHAFFEE

Adjunct Professor, Physical Education, Health and S
port Studies
B.S. State University College of New York at Brockport;
M.S. Ed., Canisius College.

ELLEN CHRISTENSEN

Adjunct Professor, Counseling Education and
Human Services
B.A. Rosary Hill College.

MICHELE CLARKE

Adjunct Professor, Graduate Education and Leadership-
Differentiated Instruction
B.S., M.S. Ed., State University College of New York at
Buffalo.

PAUL COLEMAN

Adjunct Professor, Counseling Education and
Human Services
B.S. State University of New York at Albany;
M.S. Ed., Canisius College.

LINDA CROGLIA

Adjunct Professor, Graduate Education and
Leadership-Educational Administration
B.S., D'Youville College;
M.S. Ed., State University College of New York
at Buffalo;
M.A., Ed.D., State University of New York at Buffalo.

KRISTY D'ANGELO

Adjunct Professor, Counseling Education and
Human Services
B.A. Daemen College;
M.S. Ed., Canisius College.

KERI DAVIS

Adjunct Professor, Teacher Education-Adolescence
B.S., M.S., State University College of New York
at Buffalo.

JEAN DESJARDIN

Adjunct Professor, Graduate Education and Leadership-
Deaf Education
B.S. State University College of New York at Buffalo;
M.S. Canisius College;
Ph.D., (Joint Doctoral Prog) University of California-
Los Angeles, California State University.

MICHAEL DOWLING

Adjunct Professor, Graduate Education and Leadership-
Deaf Education
B.S. State University of New York at Buffalo;
M.S. Canisius College.

SANDRA DROZDOWSKI

Adjunct Professor, Physical Education, Health and
Sport Studies
B.A., State University College of New York at Brockport;
M.S. Ed., State University College of New York
at Buffalo.

LAURA DUDLEY

Adjunct Professor, Graduate Education and Leadership-
Educational Administration
B.S. Cornell University;
J.D., State University of New York at Buffalo.

MARGARET DUNWOODIE

Adjunct Professor, Teacher Education-Special Education
B.S., M.S., State University College of New York
at Buffalo.

MAUREEN ENGLAND

Adjunct Professor, Teacher Education-Special Education
B.S. State University College of New York at Buffalo;
M.S. Canisius College.

ALAN ERZKUS

Adjunct Professor, Teacher Education-Special Education
B.S., M.S., State University College of New York
at Buffalo.

WILFRED FARQUHARSON, IV

Adjunct Professor, Counseling Education and
Human Services
B.A. State University of New York at Binghamton;
Ph.D., State University of New York at Buffalo.

- CAROL FELTZ
Adjunct Professor, Graduate Education and Leadership-Literacy
B.A. State University of New York at Buffalo;
M.S., State University College of New York at Brockport.
- SHEILA FLAVIN
Adjunct Professor, Sports Medicine, Health and Human Performance
B.S. State University College of New York at Oneonta;
M.S. Columbia University-Teacher's College.
- JOSEPH FRANJOINE
Adjunct Professor, Teacher Education-Special Education
B.S., M.S., State University College of New York at Buffalo.
- ANDREW FREEDMAN
Adjunct Professor, Graduate Education and Leadership-Educational Administration
B.A., J.D., State University of New York at Buffalo.
- PATRICK GANNON
Adjunct Professor, Sports Medicine, Health and Human Performance
B.A., Canisius College;
B.S., M.S., State University of New York at Buffalo.
- GEORGE GARDNER
Adjunct Professor, Counseling Education and Human Services
B.S., M.S. Ed., Canisius College.
- JOSEPH GENTILE
Adjunct Professor, Graduate Education and Leadership-Educational Administration
B.A., M.A. State University of New York at Buffalo.
- PATRICIA GEORGE
Adjunct Professor, Graduate Education and Leadership-Literacy
B.A. Canisius College;
M.S. Ed., State University of New York at Buffalo.
- RONALD GEORGE
Adjunct Professor, Counseling Education and Human Services
B.S. Gannon University;
M.S. Ed., Niagara University.
- LAWRENCE J. GOLDSMITH
Adjunct Professor, Physical Education, Health and Sport Studies
B.S., Canisius College.
- LISA HAESLER
Adjunct Professor, Teacher Education- Childhood
B.A., Concordia University;
M.S., State University College of New York at Buffalo.
- MATTHEW HAMILTON
Adjunct Professor, Sport Medicine, Health and Human Performance
B.S., State University of New York at Cortland.
- MICHAEL HARDING
Adjunct Professor, Teacher Education – Childhood
B.A., Waterloo Lutheran University;
M.S. Ed., Brock University.
- ARVELA HEIDER
Adjunct Professor, Sports Medicine, Health and Human Performance
B.S., Ph.D., State University of New York at Buffalo.
- CURTIS HINSON
Adjunct Professor, Online Physical Education
B.S. West Virginia Wesleyan College;
M.S. Ed., Widener University.
- KURT W. HOLME
Adjunct Professor, Physical Education, Health and Sport Studies
M. Ed., Canisius College.
- PAULINE HRYCIK
Adjunct Professor, Teacher Education-Childhood
B.A., Niagara University.
- PATRICIA JOHNSTON
Adjunct Professor, Graduate Education and Leadership-Literacy
B.S., State University of New York at Buffalo;
M.S. Canisius College.
- RENE A. JONES
Adjunct Professor, Teacher Education-Adolescence
B.A., State University of New York at Oswego;
M.S., University of Pennsylvania;
M.S., Purdue University-Calumet.
- CLARANN JOSEF
Adjunct Professor, Teacher Education-Childhood
B.A. D'Youville College;
M.S.Ed., Canisius College.
- COURTNEY KELLY
Adjunct Professor, Physical Education, Health and Sport Studies
B.S., State University College of New York at Brockport;
M.S., Canisius College.
- CATHIE KERSTEN
Adjunct Professor, Graduate Education and Leadership-Deaf Education
B.S., Nazareth College;
M.S., Canisius College.
- DOUGLAS KING
Adjunct Professor, Teacher Education-Special Education
B.A., M.S.Ed., Edinboro University of Pennsylvania.
- REBECCA KING
Adjunct Professor, Teacher Education-Special Education
B.S., M.S. Ed., State University College of New York at Buffalo.
- MELANIE KOCH
Adjunct Professor, Teacher Education-Special Education
B.A., M.S., Canisius College.
- KATHLEEN KREIS
Adjunct Professor, Teacher Education-Adolescence
B.A. D'Youville College;
M. Ed, Ph.D., State University of New York at Buffalo.
- LISA KRUEGER
Adjunct Professor, Graduate Education and Leadership-Educational Administration
M.S. Ed., State University College of New York at Buffalo;
M.S., Canisius College.
- DEBORAH KRSTOFIK
Adjunct Professor, Teacher Education-Special Education
B.S., M.S., D'Youville College.
- DAVID LANZ
Adjunct Professor, Teacher Education-Adolescence
B.S., M.S., State University College of New York at Buffalo.
- TERESA LAWRENCE
Adjunct Professor, Graduate Education and Leadership-Educational Administration
A.A., University of Maryland-Munich, Munich Germany;
B.A. M.S. Ed., Ed.D., State University of New York at Buffalo.
- EDWARD J. LEAK
Adjunct Professor, Physical Education, Health and Sport Studies
B.S., St. Bonaventure University;
M. S. Ed., State University of New York at Cortland.
- MELISSA LEOPARD
Adjunct Professor, Teacher Education-Early Childhood
B.A., Empire State College;
M.S. Medaille College.
- JAMES LIPUMA
Adjunct Professor, Counseling Education and Human Services
B.A., M.S., Canisius College.
- RICARDO MARABLE
Adjunct Professor, Teacher Education-Special Education
B.A., Syracuse University;
B.S., M.S., Old Dominion University.
- WILLIAM MARKARIAN
Adjunct Professor, Graduate Education and Leadership-Differentiated Instruction
B.A., Colgate University;
M.A. State University of New York at Buffalo.
- GLENN MATTHEWS
Adjunct Professor, Graduate Education and Leadership-Sport Administration
B.S., State University of New York Institute of Technology;
M.S., Canisius College.
- DAVID MELLERSKI
Adjunct Professor, Teacher Education-Adolescence
B.S., State University of New York at Buffalo;
M.S., State University College of New York at Buffalo.
- TODD MIKLAS
Adjunct Professor, Teacher Education-Childhood
B.A., State University of New York at Buffalo;
M.S., Canisius College;
M.S. Niagara University.

BRUCE MITCHELL

Adjunct Professor, Counseling Education and Human Services

A.B. Colgate University;
M.S., Canisius College.

JAMES MOHAN

Adjunct Professor, Physical Education, Health and Sport Studies

B.S., M.S., State University of New York at Buffalo.

KATHLEEN MONTESANTI

Adjunct Professor, Graduate Education and Leadership- Literacy

B.S., Baylor University;
M.S., Queens College.

DAVINA MOSS-KING

Adjunct Professor, Counseling Education and Human Services

B.S. State University of New York at Buffalo;
M.S., New York University;
Ph.D., State University of New York at Buffalo.

CANDISE MYE

Adjunct Professor, Teacher Education-Childhood

B.S. Rosary Hill College;
M.S. Ed. State University College of New York at Buffalo.

DAVID MYROW

Adjunct Professor, Counseling Education and Human Services

B.S., M.S., Ph.D., University of Illinois-Urbana.

CHERYL NICOSIA

Adjunct Professor, Teacher Education-Childhood

B.S., M.S., State University College of New York at Buffalo.

AMY NOVAK

Adjunct Professor, Teacher Education-Special Education

A.A., Erie community College;
B.S. State University of New York at Fredonia;
M.A. Western New Mexico University.

KEVIN O'CONNOR

Adjunct Professor, Teacher Education-Childhood

B.A. York University;
B.Ed., University of Toronto;
M.S. Ed., Ontario Institute for Studies in Education University of Toronto.

THOMAS F. O'MALLEY

Adjunct Professor, Teacher Education-Adolescence

B.A., M.A., Canisius College.

SHAWN O'ROURKE

Adjunct Professor, Graduate Education and Leadership-Sport Administration Program

B.A., Wilfred Laurier University;
M.S.M., University of Richmond;
Ph.D., The Ohio State University.

TERRY O'SULLIVAN

Adjunct Professor, Teacher Education-Childhood

B.A., McMaster University;
M.S. Niagara University.

BERNIE J. OZOLINS

Adjunct Professor, Physical Education, Health and Sport Studies

B.S. St. Vincent College;
M.S. Ed., State University College of New York at Buffalo.

VICTORIA PALMISANO

Adjunct Professor, Counseling Education and Human Services

B.S., State University of New York at Buffalo;
M.S., Canisius College;
Ph.D., State University of New York at Buffalo.

MARY JO PARKER

Adjunct Professor, Sports Medicine, Health and Human Performance

B.S., Cornell University;
M.S., State University College of New York at Buffalo.

DINA PARROTTA

Adjunct Professor, Teacher Education-Adolescence

B.S., New York University;
M.S., Niagara University.

PAULA PENDOLINO

Adjunct Professor, Graduate Education and Leadership- Literacy

B.S. Canisius College;
M.S.Ed. State University of New York at Buffalo.

THOMAS PIERINO

Adjunct Professor, Graduate Education and Leadership-Deaf Education

B.S., M.S.Ed., State University College of New York at Buffalo;
M.S. M.A., Ed.D., State University of New York at Buffalo.

JOHN PILATO

Adjunct Professor, Teacher Education-Childhood

A.A., Niagara Community College;
B.A., Niagara University;
C.A.S., State University of New York at Cortland.

DEVORAH PLEWINSKI

Adjunct Professor, Online Physical Education

B.S. California Polytechnic State University;
M.S. California State University.

ANTHONY R. PRIDGEON

Adjunct Professor, Teacher Education-Childhood

B.A. Canisius College;
M.S. Ed., Ph. D., State University of New York at Buffalo.

BETH RICHTER

Adjunct Professor, Graduate Education and Leadership-Literacy

B.A. John Carroll University;
M.S. State University College of New York at Buffalo.

JOSEPH F. RIZZO

Adjunct Professor, Education and Information Systems

B.S., D'Youville College;
M.S., State University of New York at Buffalo.

ROBERT ROBERTS

Adjunct Professor, Counseling Education and Human Services

B.A., Niagara University;
M.S.Ed., St. John's University;
M. Divinity, Mary Immaculate Seminary;
M.A., West Virginia University;
M.S., Ohio University.

NANCY ROBERTS

Adjunct Professor, Graduate Education and Leadership-Literacy

B.S., State University College of New York at Buffalo;
M.S., Canisius College.

RUTH ROBSON

Adjunct Professor, Teacher Education-Adolescence

B.A. State University of New York at Buffalo;
M.S. State University College of New York at Buffalo.

JONATHAN RODGERS

Adjunct Professor, Teacher Education-Special Education

B.A. Cornell University;
Ph.D. (ABD 6/11) State University of New York at Buffalo.

KRISTIE ROSS

Adjunct Professor, Graduate Education and Leadership-Sport Administration

B.S., M.S., Canisius College.

JONATHAN ROWAN

Adjunct Professor, Physical Education, Health and Sport Studies

B.A. West Virginia Wesleyan College;
M.S., Canisius College.

HELEN ROY

Adjunct Professor, Teacher Education-Childhood

B.A., M.S.Ed., Bridgewater State University;
Ed. D., Boston University.

ANDREW RUDD

Adjunct Professor, Online Physical Education

B.S., Lewis-Clark State College;
M.S., Ph.D., University of Idaho.

MAURA RUSTOWICZ

Adjunct Professor, Teacher Education-Childhood

B.S., M.S., State University College of New York at Buffalo.

DENNIS SCHEITINGER

Adjunct Professor, Teacher Education -Special Education

B.A., M.S.Ed., Ph.D., State University of New York at Buffalo.

ELIZABETH SCHOELKOPF

Adjunct Professor, Teacher Education-Childhood

B.S. State University of New York/Syracuse University;
College of Environmental Science and Forestry;
M.S., Canisius College.

LYNN SHEA

Adjunct Professor, Graduate Education and Leadership-Deaf Education

B.A., State University of New York at Buffalo;
M.A., State University of New York at Geneseo.

BRIAN D. SHEA

Adjunct Professor, Graduate Education and Leadership-Literacy

M. S.Ed., Canisius College.

DONALD SHELDON

Adjunct Professor, Graduate Education and Leadership-Sport Administration

B.S., Daniel Webster College;

M.B.A., M.S.A., Canisius College.

MICHAEL SHERIDAN

Adjunct Professor, Online Physical Education

B.A. The College of Wooster;

M.A., The Ohio State University;

Ph.D., Capella University.

JANE SINDEN

Adjunct Professor, Online Physical Education

B.A. Queens University;

Bachelor of Physical Ed/Sport Psychology

Brock University;

M.Ed. Brock University.

AMY SIDWELL

Adjunct Professor, Online Physical Education

B.S. Edinboro University of Pennsylvania;

M.S. West Virginia University.

ESTELLE M. SIENER

Adjunct Professor, Education

B.S., Ohio University;

M.Sc., University of Southampton (England).

KAREN SIPES

Adjunct Professor, Teacher Education-Special Education

B.S. State University College of New York at Buffalo;

M.S.Ed., State University of New York at Buffalo.

SUSAN SIUTA

Adjunct Professor, Teacher Education-Adolescence

B.S., Canisius College;

M.S., State University College of New York at Buffalo.

DANIEL SMITH

Adjunct Professor, Sport Medicine, Health and

Human Performance

B.A., M.S., Ph.D., State University of New York

at Buffalo.

JOAN M. SPENCER

Adjunct Professor, Teacher Education-Adolescence

B.A. D'Youville College;

M. S.Ed., State University of New York at Buffalo.

GREGORY STANISZEWSKI

Adjunct Professor, Teacher Education-Adolescence

B.A., M.S., Canisius College.

JASON L. STEINITZ

Adjunct Professor, Teacher Education-Childhood

B.A., M.A., Bowling Green State University;

Ph.D., State University of New York at Buffalo.

CHRISTOPHER STERCULA

Adjunct Professor, Sport Medicine, Health and Human Performance

B.S. California College for Health Science;

M.S. Canisius College.

MARY JANE SZYDLOWSKI

Adjunct Professor, Counseling Education and Human Services

B.A. State University College of New York at Buffalo;

M.S. Canisius College.

SCOTT N. TEETER

Adjunct Professor, Physical Education, Health and

Sport Studies

M.S. Ed., Canisius College.

SUSAN TEMPERATO

Adjunct Professor, Counseling Education and

Human Services

B.A. M.S., Canisius College.

JOAN THOMAS

Adjunct Professor, Graduate Education and Leadership-

Educational Administration

B.A. Elmira College;

M.A. State University of New York at Buffalo.

SANDRA TICEN

Adjunct Professor, Counseling Education and

Human Services

B.S. Rosary Hill College;

C.A.S., American Academy of Health Care Providers

in Addictive Disorders;

A.T.R., American Art Therapy Association;

M.S. State University College of New York at Buffalo.

PETER TONSOLINE

Adjunct Professor, Teacher Education-Childhood

B.A., M.S., Canisius College.

JOHN VALVASORI

Adjunct Professor, Teacher Education-Adolescence

B.A., McMaster University;

Bachelor of Education, University of Toronto.

SARAH WARHUS

Adjunct Professor, Graduate Education and Leadership-

Deaf Education

B.S. The College of St. Rose;

M.S. Canisius College.

MARK A. WARNER

Adjunct Professor, Physical Education, Health and

Sport Studies

B.S., M.S., Canisius College.

SHERRI MARIE WEBER

Adjunct Professor, Teacher Education-Childhood

B.S., State University College of New York at Buffalo;

M.S. Ed., Canisius College.

C. DOUGLAS WHELAN

Adjunct Professor, Graduate Education and Leadership-

Educational Administration

B.S., M.S.Ed., Ed.D., State University of New York at

Buffalo.

JOHN WHITE

Adjunct Professor, Graduate Education and Leadership-

College Student Personnel Administration

B.A. University of Tennessee;

M.S.Ed., Ph.D., University of Georgia.

LORENDA WILLIAMS

Adjunct Professor, Counseling Education and Human Services

B.A., M.S., Canisius College.

VIRGINIA YOUNG

Adjunct Professor, Graduate Education and Leadership-Deaf Education

B.A. Mount Saint Joseph College;

M.A. Northwestern University.

Richard J. Wehle School of Business

Full Time Faculty

ANTONE F. ALBER

Professor of Information Systems

B.A., Lehigh University;

M.B.A., University of Pittsburgh;

Ph.D., The Pennsylvania State University.

STANLEY ARBEIT*

Professor Emeritus

B.S., Syracuse University;

M.B.A., Ph.D., State University of New

York at Buffalo.

EMMA D. BOJINOVA

Assistant Professor of Economics

B.S.; M.S. University of National and

World Economy in Sofia, Bulgaria;

M.S. University of Kentucky;

Ph.D., University of Kentucky.

DONALD I. BOSSHARDT

Associate Professor of Economics/Finance

B.B.A., Ph.D., University of Wisconsin.

MICHAEL J. BRAUNSCHEIDEL

Assistant Professor of Management/Marketing

B.S. University of Detroit;

M.B.A. Canisius College;

Ph.D. State University of New York at Buffalo.

ROBERT R. DAVIS*

Associate Professor of Accounting

B.S., Canisius College;

A.M., Ohio State University;

C.P.A., State of New York;

Ph.D., State University of New York at Buffalo.

ALAN I. DUCHAN*

Professor Emeritus

B.S., Carnegie-Mellon University;

M.B.A., Case-Western Reserve University;

M.A., Ph.D., University of Wisconsin.

ALEXANDER FARKASH*

Professor Emeritus
B.S., St. Louis University;
M.S., Columbia University;
Ph.D., University of Minnesota.

LYNN A. FISH

Associate Professor of Management/Marketing
B.S., M.A., M.B.A., Ph.D., State
University of New York at Buffalo.

LAURENCE W. FRANZ**

Professor Emeritus
B.S., A.M., Ph.D., State University of
New York at Buffalo.

EDWARD J. GARRITY

Professor of Information Systems
B.A., State University College
at Plattsburgh;
M.B.A., Ph.D., State
University of New York at Buffalo.

MICHAEL J. GENT*

Professor of Management/Marketing
A.B., St. Mary's University (Texas);
M.S., Ph.D., Texas Christian University.

GUY H. GESSNER*

Associate Professor of Management/Marketing
B.S., M.B.A., Ph.D., State University
of New York at Buffalo.

JOSEPH G. GLYNN*

Professor Emeritus
A.B., M.B.A., University of Rhode Island;
Ph.D., Ohio State University.

JAMES C. GOLDSTEIN, JR.

Assistant Professor of Accounting
B.S., Binghamton University;
M.B.A., New York University;
Ph.D., Syracuse University.

EDWARD J. GRESS*

Professor of Accounting
B.B.A., M.B.A., American University
of Beirut;
Ph.D., University of Arizona.

SCOTT W. HEGERTY

Assistant Professor of Economics/Finance
B.S., M.A., Ph.D. University of Wisconsin.

PATRICIA A. HUTTON*

Professor of Economics/Finance
B.S.A., University of Manitoba;
Ph.D., University of Wisconsin.

PATRICIA A. JOHNSON

Assistant Professor of Accounting
B.B.A., St. Bonaventure;
M.B.A., State University of New York at Buffalo;
C.P.A., State of New York.

GEORGE F. KERMIS, III*

Associate Professor of Accounting
B.S., Canisius College;
M.B.A., Ph.D., Syracuse University;
C.P.A., State of New York.

JI-HEE KIM,

Associate Professor of Management/Marketing
B.A., M.A., Ph.D., Ewha Women's
University Seoul (Korea).

FRANK LAROCCA

Assistant Professor of Management/Marketing
B.A., University of Pennsylvania;
M.A., Fordham University;
M. Div., Jesuit School of Theology;
M.B.A., Georgetown University;
J.D., Boston College.

LARRY LICHTENSTEIN

Associate Professor of Economics/Finance
B.A., Brooklyn College;
M.A., Ph.D., State University of
New York at Binghamton.

ERIN E. MAKARIUS

Assistant Professor of Management/Marketing
B.S., John Carroll University;
M.B.A., John Carroll University;
Ph.D., Ohio State University.

GORDON W. MEYER

Associate Professor of Management/Marketing
B.A., University of Delaware;
M.O.B., Brigham Young University;
Ph.D., Cornell University.

STEPHEN C. MOLLOY

Associate Professor of Management/Marketing
H.B.A., Wilfrid Laurier University (Ontario);
M.B.A., York University (Ontario);
Ph.D., Indiana University.

JOSEPH B. O'DONNELL

Associate Professor of Accounting
B.A., University of Notre Dame;
M.B.A., Ph.D., State University of New
York at Buffalo.

EUGENE P. O'CONNOR*

Professor Emeritus
B.S., University of Notre Dame;
J.D., State University of New York
at Buffalo.

GEORGE M. PALUMBO*

Professor of Economics/Finance
A.B., Hobart College;
A.M., Ph.D., Syracuse University.

PHILIP PFAFF*

Professor of Economics/Finance
B.Mgt.E., Rensselaer Polytechnic Institute;
M.A., Fordham University;
Ph.D., Michigan State University.

MICHAEL PIEMONTE

Assistant Professor of Finance
B.A., Pennsylvania State University;
M.B.A., Cornell University.

IAN J. REDPATH*

Associate Professor of Accounting
B.L.S., Hillsdale College;
J.D., University of Detroit;
LL.M., University of Wisconsin.

RONALD R. REIBER*

Associate Professor of Economics/Finance
B.S., A.M., State University of New York
at Buffalo;
Ph.D., University of Arizona.

RONALD M. RIVAS

Assistant Professor of Management/Marketing
B.Sc., Universidad Nacional de Ingenieria, Lima;
M.A., Escuela de Administracion de Negocios, Lima;
Ph.D., University of California, Los Angeles.

CRAIG D. ROGERS

Associate Professor of Economics/Finance
B.S., State University College at Brockport;
M.A., M.B.A., Ph.D.,
State University of New York at Buffalo.

PAUL L. SAUER

Associate Professor of Management/Marketing
B.S.M.E., University of Notre Dame;
M.B.A., Ph.D., Ohio State University.

GIRISH SHAMBU

Associate Professor of Management/Marketing
B.Tech., Indian Institute of Technology (Kharagpur);
Ph.D., State University of New York at Buffalo.

RICHARD A. SHICK*

Professor of Economics/Finance
B.S., M.B.A., Ph.D., State University
of New York at Buffalo.

CORAL R. SNODGRASS*

Professor of Management/Marketing
B.A., Duquesne University;
M.B.A., Ph.D., University of Pittsburgh.

DAVID J. SNYDER
Associate Professor of Management/Marketing
B.A., Davidson College;
M.B.A., St. Bonaventure University;
Ph.D., University of South Carolina.

HOWARD STANGER
Professor of Management/Marketing
B.A., Queens College;
M.A., Rutgers University;
Ph.D., Ohio State University.

EDWARD J. SZEWCZAK
Professor of Information Systems
B.A., Haverford College;
M.A., Temple University;
M.S.B.A., Boston University;
Ph.D., University of Pittsburgh.

KEVIN TRAINOR
Assistant Professor of Marketing
B.S., University of Arizona;
M.B.A., Arizona State University;
Ph.D., Kent State University.

JAMES S. VALONE**
Associate Professor of History
A.B., A.M., Pennsylvania State University;
Ph.D., University of Michigan.

RAYMOND W. VEGSO*
Associate Professor of Management/Marketing
B.S.I.E., General Motors Institute;
M.B.A., Miami University;
Ph.D., University of Cincinnati.

THOMAS J. VOGEL
Associate Professor of Accounting
B.S., Canisius College;
Ph.D., Pennsylvania State University.

LINDA A. VOLONINO
Professor of Information Systems
B.S., Mercy College; M.B.A.,
Ph.D., State University of New York.

RICHARD A. WALL*
Professor of Economics/Finance
B.S., Canisius College;
M.A., Ph.D., State University of New York at Buffalo.

ALAN G. WEINSTEIN*
Professor Emeritus
A.B., A.M., University of New Hampshire;
Ph.D., Wayne State University.

GREGORY R. WOOD*
Associate Professor
of Management/Marketing
B.A., Oakland University;
Ph.D., State University of New York at Albany.

MARK P. ZAPOROWSKI*
Professor of Economics/Finance
B.S., State University College of
New York at Oswego;
M.A., Ph.D., State University of New York
at Albany.

Adjunct Faculty

EILEEN P. GRIFFIN
Adjunct Professor of Information Systems
B.S., Eastern New Mexico University;
M.S., Canisius College.

PETER M. HALL
Adjunct Professor of Business
B.A., Columbia College;
M.B.A., State University of New York at Buffalo.

GREGORY T. IVANCIC
Adjunct Professor of Accounting
B.B.A., University of Notre Dame;
J.D., State University of New York at Buffalo.

JILL JOYCE
Adjunct Professor of Accounting
B.S.M.E., Union College;
M.B.A., Ph.D., State University of New York at Buffalo.

DIETRICH KUHLMANN
Adjunct Professor of Economics
B.S., Illinois College;
M.S., University of Missouri;
Ph.D., University of Missouri.

CATHERINE F. LABERTA
Adjunct Professor of Information Systems
B.S., State University College of New York at Buffalo;
M.S., State University College of New York at Buffalo.

NANCY LYNCH
Adjunct Professor of Management
B.A., State University of New York at Buffalo;
M.B.A., State University of New York at Buffalo.

LORENA MATHIEN
Adjunct Professor of Management
B.S., Syracuse University;
M.B.A., State University of New York at Buffalo.

PATRICK MIZAK
Adjunct Professor of Business
B.A., Cornell University;
M.A., Cleveland State University;
M.S., Georgia Institute of Technology;
Ph.D., State University of New York at Buffalo.

JAMES MOORE
Adjunct Professor of Information Systems
B.S., Hobart College;
M.B.A., Canisius College.

KEVIN M. MURPHY
Adjunct Professor of Accounting
B.S., American University;
J.D., Catholic University.

MICHAEL NEFF
Adjunct Professor of Accounting
B.A., M.B.A., M.B.A.P.A., Canisius College.

JAMEL PERKINS
Adjunct Professor of Management Information Systems
B.S., Canisius College;
M.B.A., Canisius College;
M.S., Canisius College.

KARINA E. PINCH
Adjunct Professor of Accounting
A.A.S., Erie Community College;
B.S., Canisius College;
M.B.A.A., Canisius College.

ROY PIPITONE
Adjunct Professor of Management
A.A.S., State University Ag. & Tech.

JOSEPH F. RIZZO
Adjunct Professor of Education and
Information Systems
B.S., D'Youville College;
M.S., State University of New York at Buffalo.

ALISON E. ROMANOWSKI
Adjunct Professor of Accounting
B.S., Canisius College;
M.B.A., State University of New York at Buffalo.

ESTELLE M. SIENER
Adjunct Professor of Education and Business
B.S., Ohio University;
M.Sc. University of Southampton (England).

GARY P. SMITH
Adjunct Professor of Economics
B.S., State University of New York at
Binghamton;
M.A., State University of New York at Buffalo.

SUDHIR D. SUCHAK*
Adjunct Professor of Business
B.S., State University of New York at Buffalo;
M.B.A., Canisius College.

JUDITH SPEAR
Adjunct Professor of Management
B.A., Brock University;
M.S., Canisius College (OCD).

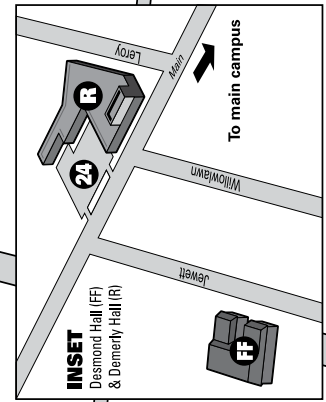
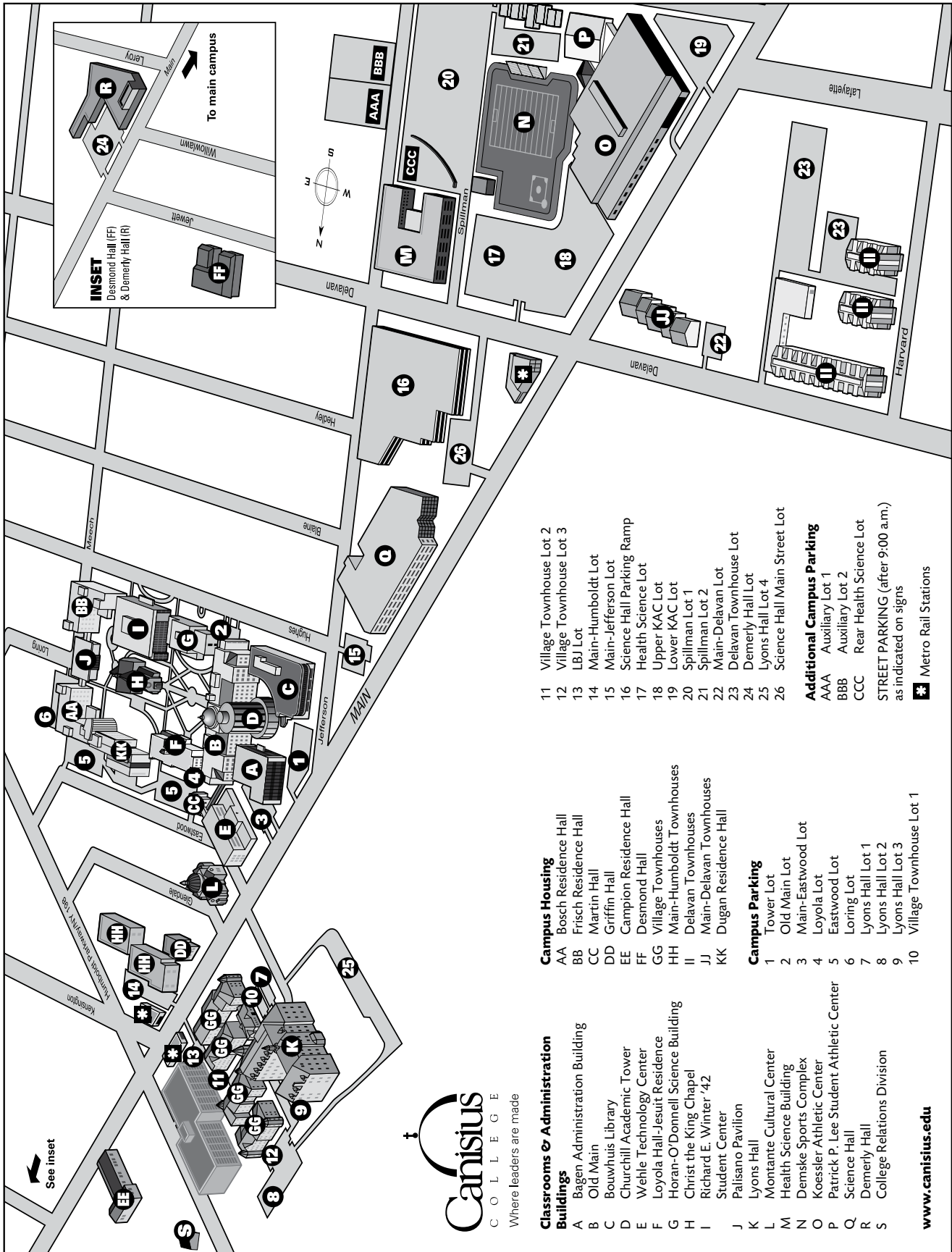
* Bene Merenti – awarded for 20 years of
of service to Canisius College.

** Special Bene Merenti – awarded for
40 years of service to Canisius College.

Index

- Academic Degrees..... 27
 Academic Misconduct..... 16
 Academic Policies..... 14-20
 Academic Procedures..... 15-18
 Academic Standing,
 Business..... 35
 Communication & Leadership..... 29
 Accident Insurance,
 Health and..... 12
 Accreditation..... 8
 Accounting,
 Program in Professional..... 34, 35, 39
 Administrators..... 91-93
 Admission..... 11
 Business..... 34
 Communication & Leadership.... 28-32
 Education..... 49
 Adolescence education,
 Programs in..... 52-54
 Application Fee..... 21
 Athletics and Recreation..... 12
 Attendance, Class..... 15
 Auditors..... 14
 Business,
 Graduate Programs in
 Business Administration..... 34-40
 Calendar..... 3-6
 Campus Map..... 103
 Campus Ministry..... 8
 Campus Security..... 10
 Canadian Students..... 14
 Career Center..... 19
 Certification, Teacher..... 51
 Change of name
 address/phone..... 18
 Child Abuse,
 Instruction in..... 51
 Childhood Education,
 Program in..... 55-57
 College of Arts & Sciences..... 28-32
 College Student Personnel
 Administration, Program in..... 58-59
 Communication & Leadership,
 Program in..... 28-32
 Comprehensive exam..... 20
 Computer Facilities..... 9
 Counseling Center..... 13
 Counseling and Human Services,
 Program in..... 60-63
 Courses of Instruction..... 15
 Credit by Examination..... 51
 Deaf/Hard of Hearing Students,
 Program for Educators of..... 69-71
 Deferred Tuition Payments..... 22
 Degrees, Academic..... 27
 Deposits, Tuition & Room..... 21-23
 Differentiated Instruction,
 Program in..... 64-66
 Directories..... 91-101
 Disabilities, Services for
 Students with..... 13
 Dismissal: Business Programs..... 35
 Disqualification:
 Education Programs..... 51
 Education,
 Conceptual Framework..... 49
 Graduate Programs in..... 49-51
 Portfolio Development..... 50
 Summary Assessment System..... 50
 Education Loans..... 24
 Educational Administration,
 Program in..... 67-69
 Entrance Examinations..... 14
 Evening MBA Curriculum..... 34
 Examinations..... 14
 Faculty..... 9, 94-101
 Federal PLUS Loans..... 25
 Federal Direct Student Loans..... 24
 Federal Programs..... 24-25
 Financing Options..... 25
 Financial Aid..... 24-26
 Financial Aid Checklist..... 25
 General Education,
 Program in..... 72
 General Goals,
 School of Business..... 33
 General Information..... 7-11
 Governmental Programs..... 22
 Grades..... 17-18
 Graduate Division..... 8
 Graduation..... 20
 Grievance Procedure, Grade..... 17-18
 Handbook, Student..... 13
 Health and Accident Insurance..... 12
 Health and Human Performance,
 Program in..... 73-74
 Health Center..... 12
 Immunization Requirement..... 12
 Incomplete Grade..... 17
 Institutional Learning Goals..... 7
 Insurance,
 Health and Accident..... 12
 International Student Programs..... 13
 International Students..... 14
 International Programs & Partnerships 10
 Library..... 9
 Literacy, Program in..... 75-77
 Literacy, Online Program..... 79
 Living Accommodations..... 13
 Loans, Education..... 24-25
 Matriculation..... 14
 M.B.A. Program..... 34-35
 M.B.A. Program Courses,
 2010-2012..... 41-46
 M.B.A.A. Program..... 34, 40
 M.B.A.P.A. Program..... 34, 39
 Meal Plans..... 23
 Mental Health Counseling..... 60-63
 Meningitis Requirement..... 13
 M.I.B. Program..... 34, 38-39, 46-47
 M.S.F. Program..... 34, 39-40, 47-48
 Middle Childhood,
 Program in..... 78
 Misconduct, Academic..... 16
 Mission of college..... 7
 Mission Statement,
 Communication & Leadership..... 28
 School of Business..... 33
 School of Education and
 Human Services..... 49
 New York State Programs..... 26
 Nondiscrimination..... 10
 Non-Matriculated Students..... 14
 Office of Professional Studies..... 10
 One-Year MBA Program..... 34
 Online Programs..... 9, 67, 79, 80, 89
 Outstanding Financial
 Obligations..... 22
 Physical Education, Health & Sport
 Studies, Program in..... 80-83
 Probation/Disqualification..... 18
 Business Administration..... 34
 Communication & Leadership.... 28-32
 Education..... 49-50
 Program Pursuit/Waivers..... 26
 Quality Points..... 17
 Records..... 16, 18-19
 Regents, Board of..... 91
 Registration..... 15
 Residence Life..... 13
 Satisfactory Academic
 Standing/Progress..... 25
 Separation from college..... 20
 School of Education..... 49-51
 School and General Agency
 Counseling..... 60-63
 Special Education, Program in..... 84-88
 Sport Administration,
 Program in..... 89-90
 Standing/Progress..... 25
 Student Affairs..... 12-13
 Student Handbook..... 13
 Student Health Center..... 12
 Student Records, Policy on..... 18
 Teacher Certification..... 51
 Telephone Numbers..... 2
 Thesis requirement..... 20
 Transcript..... 18
 Transfer Credits,
 Business Administration..... 35
 Communication & Leadership..... 29
 Education..... 51
 Trustees, Board of..... 91
 Tuition and Fees..... 21-23
 Wehle School of Business,
 Richard J..... 33-48
 Withdrawal..... 15
 Withdrawal, Cancellation,
 and Refund Policies..... 15

Campus Map



- 11 Village Townhouse Lot 2
 - 12 Village Townhouse Lot 3
 - 13 LBJ Lot
 - 14 Main-Humboldt Lot
 - 15 Main-Jefferson Lot
 - 16 Science Hall Parking Ramp
 - 17 Health Science Lot
 - 18 Upper KAC Lot
 - 19 Lower KAC Lot
 - 20 Spillman Lot 1
 - 21 Spillman Lot 2
 - 22 Main-Delavan Lot
 - 23 Delavan Townhouse Lot
 - 24 Demerly Hall Lot
 - 25 Lyons Hall Lot 4
 - 26 Science Hall Main Street Lot
- Additional Campus Parking**
- AAA Auxiliary Lot 1
 - BBB Auxiliary Lot 2
 - CCC Rear Health Science Lot
- STREET PARKING (after 9:00 a.m.)**
as indicated on signs
- * Metro Rail Stations**

- Campus Housing**
- AA Bosch Residence Hall
 - BB Frisch Residence Hall
 - CC Martin Hall
 - DD Griffin Hall
 - EE Campion Residence Hall
 - FF Desmond Hall
 - GG Village Townhouses
 - HH Main-Humboldt Townhouses
 - II Delavan Townhouses
 - JJ Main-Delavan Townhouses
 - KK Dugan Residence Hall
- Campus Parking**
- 1 Tower Lot
 - 2 Old Main Lot
 - 3 Main-Eastwood Lot
 - 4 Loyola Lot
 - 5 Eastwood Lot
 - 6 Loring Lot
 - 7 Lyons Hall Lot 1
 - 8 Lyons Hall Lot 2
 - 9 Lyons Hall Lot 3
 - 10 Village Townhouse Lot 1

- Classrooms & Administration Buildings**
- A Bagen Administration Building
 - B Old Main
 - C Bouwhuis Library
 - D Churchill Academic Tower
 - E Wehle Technology Center
 - F Loyola Hall-Jesuit Residence
 - G Horan-O'Donnell Science Building
 - H Christ the King Chapel
 - I Richard E. Winter '42 Student Center
 - J Palisano Pavilion
 - K Lyons Hall
 - L Montante Cultural Center
 - M Health Science Building
 - N Demsko Sports Complex
 - O Koessler Athletic Center
 - P Patrick P. Lee Student Athletic Center
 - Q Science Hall
 - R Demerly Hall
 - S College Relations Division

Canisius
C O L L E G E

Where leaders are made

www.canisius.edu

Visitors are cordially welcome at Canisius College. The administrative offices are open Monday through Friday, 8:30 a.m. until 5:00 pm, 4:30 p.m. in summer (except on legal holidays). Members of the college staff are available for interviews at other times by appointments arranged in advance.

The main switchboard number of the college is (716) 883-7000.

Copy for this catalog was prepared as of November 1, 2010. 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 sessions for an accurate update on our course offerings.

PUBLICATION OF THE OFFICE OF ACADEMIC AFFAIRS

David H. Courtney, Courtney Creative – Catalog Designer
Rose M. Twardowski - College Campus Map

Visit us on the World Wide Web at www.canisius.edu