

# CANISIUS COLLEGE Graduate

CATALOG 2012-2014



Canisius

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# Academic Calendar fall 2012~summer 2014

## Fall 2012

### August

20	Monday	New Faculty Orientation.
21	Tuesday	New Faculty Orientation.
27	Monday	Classes begin in all divisions. First day to apply for a course pass/fail.
31	Friday	Last day to apply for a course pass/fail.

### September

1	Saturday	Last day to drop/add a class. Graduate Education classes in session.
3	Monday	Labor Day – No classes.
4	Tuesday	Withdrawal from classes begins. 90% withdrawal refund. Deadline for submitting Core Curriculum proposal for inclusion in Spring 2013 course schedule. First Student Health warnings to students not in compliance.
11	Tuesday	50% withdrawal refund. Second Student Health warnings to students not in compliance.
14	Friday	Spring 2013 schedule and advisement guide information to department chairs.
18	Tuesday	50% withdrawal refund. Third Student Health warnings to students not in compliance.
25	Tuesday	25% withdrawal refund. Student Health registration cancellations for students not in compliance.
28	Friday	Spring 2013 schedule due to associate deans.

### October

1	Monday	Student Progress report submissions 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.
20	Saturday	Professional Studies Session One ends.
22	Monday	Professional Studies Session Two begins.
23	Tuesday	No withdrawal refund.
26	Friday	Student Progress Report meetings with advisors end.
27	Saturday	Spring 2013 undergraduate registration begins. Students with 84.0 or more credit hours earned begin to register.
29	Monday	Spring 2013 graduate registration begins.
30	Tuesday	First Student Health warnings to students not in compliance in Professional Studies.

### November

3	Saturday	Spring 2013 undergraduate registration. Students with 54.0 – 83.0 credit hours earned begin to register.
6	Tuesday	Second Student Health Warnings to students not in compliance in Professional Studies.
9	Friday	Deficiency reporting begins. Web entry on.
10	Saturday	Spring 2013 undergraduate registration. Students with 24.0 – 53.0 credit hours earned begin to register.
11	Sunday	Veteran's Day
13	Tuesday	Third Student Health warnings to students not in compliance in Professional Studies.
16	Friday	Deficiency reporting ends. Web entry off.
17	Saturday	Spring 2013 undergraduate registration. Students with 0.0 – 23.0 credit hours earned begin to register.
19	Monday	Summer 2013 schedule information to department chairs. Deficiency notices mailed to students.
20	Tuesday	Student Health registration cancellations for Professional Studies students not in compliance.
21	Wednesday	Thanksgiving recess begins – No classes.
22	Thursday	Thanksgiving.
23	Friday	No classes.
24	Saturday	No classes.
26	Monday	Classes resume.

## December

3	Monday	First day to withdraw from a course pass/fail option.
7	Friday	Undergraduate classes end. Last day to withdraw from a course. Last day to withdraw from pass/fail option.
8	Saturday	Graduate classes end.
10	Monday	Final exams begin. Final grade web entry on.
14	Friday	Undergraduate final exams end.
15	Saturday	Graduate final exams end. Professional Studies Session Two ends.
19	Wednesday	Final grades due 9 a.m. Final grade web entry off.
20	Thursday	Final grades available on the web.
22	Saturday	College shutdown begins.

## Spring 2013

### January

2	Wednesday	College reopens after holiday shutdown.
14	Monday	Classes begin in all divisions. First day to apply for course pass/fail.
18	Friday	Last day to apply for course pass/fail.
19	Saturday	Last day to drop/add a class. Graduate Education classes in session.
21	Monday	Martin Luther King Day – No classes.
22	Tuesday	Withdrawal from classes begins. 90% withdrawal refund. First Student Health warnings for students not in compliance.
29	Tuesday	50% withdrawal refund. Second Student Health warnings for students not in compliance.

### February

1	Friday	Deadline for submitting core curriculum course proposals for inclusion in Fall 2013 course schedule.
5	Tuesday	50% withdrawal refund. Third Student Health warnings for students not in compliance.
12	Tuesday	25% withdrawal refund. Student Health registration cancellations for students not in compliance.
15	Friday	Fall 2013 schedule and advisement guide information to department chairs. Student Progress Report submissions begins.

18	Monday	President's Day holiday – No classes. Graduate Business classes in session.
19	Tuesday	President's day holiday. No classes. 25% withdrawal refund.
25	Monday	Student Progress Reports due.
26	Tuesday	25% withdrawal refund.

### March

1	Friday	Fall 2013 schedules due to associate deans.
4	Monday	Summer 2013 schedule available on the web. Student Progress Report meetings with advisors begin.
5	Tuesday	25% withdrawal refund.
8	Friday	Advisement guide information due.
9	Saturday	Professional Studies Session One ends. End of third quarter.
11	Monday	Professional Studies Session Two begins.
12	Tuesday	No withdrawal refund.
15	Friday	Student Progress Report meetings with advisors end.
16	Saturday	Drop/Add ends Professional Studies Session Two.
19	Tuesday	First Student Health warnings for students not in compliance in Professional Studies session two.
25	Monday	Fall 2013 schedule and advisement guide available on the web.
26	Tuesday	Second Student Health warnings for students not in compliance in Professional Studies session two.
27	Wednesday	Summer 2013 registration begins. Deficiency reporting begins. Web entry on.
28	Thursday	Easter Recess Begins – No classes.
31	Sunday	Easter.

### April

2	Tuesday	Third Student Health warnings for students not in compliance in Professional Studies session two.
8	Monday	Classes resume. Graduation check-out begins.
9	Tuesday	Student Health registration cancellations for students in Professional Students session two not in compliance.
12	Friday	Deficiency reporting ends. Web entry off.
13	Saturday	Fall 2013 undergraduate registration begins. Students with 72.0 or more credit hours earned begin to register.
15	Monday	Fall 2013 graduate registration begins. Deficiency notices mailed to students.
19	Friday	Ignatian Scholarship Day.



20	Saturday	Fall 2013 undergraduate registration. Students with 42.0 – 71.0 credit hours earned begin to register.
27	Saturday	Fall 2013 undergraduate registration. Students with 0.0 – 41.0 credit hours earned begin to register.
29	Monday	First day to withdraw from pass/fail option.

### May

3	Friday	Undergraduate classes end. Last day to withdraw from a course. Last day to withdraw from pass/fail option.
4	Saturday	Graduate classes end.
6	Monday	Final exams begin. Final grade web entry on.
10	Friday	Undergraduate final exams end.
11	Saturday	Graduate final exams end. Professional Studies Session Two ends.
15	Wednesday	Final grades due 9:00 a.m. Final grade web entry off. Graduate Commencement Ceremony.
16	Thursday	Final grade available on the web.
17	Friday	Spring Honors Convocation. Baccalaureate Mass.
18	Saturday	Undergraduate Commencement.

## Summer Sessions 2013

### May

20	Monday	First Undergraduate 5 week summer session begins. First Graduate Business 6 week summer session begins. First Graduate Education 5 week summer session begins.
27	Monday	Memorial Day – No classes.
28	Tuesday	First Student Health warnings for students not in compliance in first Summer Sessions.
31	Friday	Graduate Business make-up session for Memorial Day.

### June

4	Tuesday	Second Student Health warnings for students not in compliance in first Summer Sessions.
11	Tuesday	Third Student Health warnings for students not in compliance in first Summer Sessions.
18		Student Health registration holds placed for students in first summer sessions not in compliance.
20	Thursday	First Undergraduate 5 week summer session ends. First Graduate Education 5 week summer session ends.

24	Monday	Second Undergraduate 5 week summer session begins.
27	Thursday	First Graduate Business 6 week summer session ends.

### July

1	Monday	Second Graduate Education 5 week summer session begins. Second Graduate Business 6 week summer session begins.
4	Thursday	Fourth of July holiday – No classes.
5	Friday	Graduate Business make-up session for Fourth of July.
9	Tuesday	First Student Health warnings for students not in compliance in second Summer Sessions.
16	Tuesday	Second Student Health warnings for students not in compliance in second Summer Sessions.
23	Tuesday	Third Student Health warnings for students not in compliance in second Summer Sessions.
25	Thursday	Second Undergraduate 5 week summer session ends.
30	Tuesday	Student Health registration placed for students in second Summer Sessions not in compliance.

### August

1	Thursday	Second Graduate Education 5 week summer session ends.
6	Tuesday	Student Health fall registration cancellations for students not in compliance in the Summer Sessions.
8	Thursday	Second Graduate Business 6 week summer session ends.

## 2013 – 2014

### Fall 2013

#### August

19	Monday	New faculty orientation.
20	Tuesday	New faculty orientation.
21	Wednesday	New faculty orientation.
26	Monday	Classes begin in all divisions. First day to apply for a course pass/fail.
30	Friday	Last day to apply for a course pass/fail.
31	Saturday	Last day to drop/add a class. Graduate Education classes in session.

## September

2	Monday	Labor Day – No classes.
3	Tuesday	Withdrawal from classes begins. 90% withdrawal refund. Deadline for submitting Core Curriculum course proposals for inclusion in Spring 2014 course schedule. First Student Health warnings for students not in compliance.
10	Tuesday	50% withdrawal refund. Second Student Health warnings for students not in compliance.
17	Tuesday	50% withdrawal refund. Third Student Health warnings for students not in compliance.
18	Wednesday	Spring 2014 schedule and advisement guide information to department Chairs.
24	Tuesday	25% withdrawal refund. Student Health registration cancellations for students not in compliance.
27	Friday	Student Progress Report submission begins.

## October

1	Tuesday	25% withdrawal refund.
4	Friday	Spring 2014 schedules due to associate deans.
8	Tuesday	25% withdrawal refund. Student Progress Reports due.
11	Friday	Spring 2014 advisement guide information due. End of first quarter.
12	Saturday	Graduate Education classes in session.
14	Monday	Fall Holiday – No classes. Graduate Business classes in session.
15	Tuesday	Fall Holiday – No classes. 25% withdrawal refund.
16	Wednesday	Student Progress Report meetings with advisors begin
19	Saturday	Professional Studies Session One ends.
21	Monday	Spring 2014 schedule and advisement guide available on the web. Professional Studies Session Two begins.
22	Tuesday	No withdrawal refund.
25	Friday	Deficiency reporting begins. Web entry on. Student Progress Report meetings with advisors end.

26	Saturday	Drop/Add ends Professional Studies Session Two.
29	Tuesday	First Student Health warnings for students not in compliance in Professional Studies session two.

## November

1	Friday	Deficiency reporting ends. Web entry off.
2	Saturday	Spring 2014 undergraduate registration begins. Students with 84.0 or more credit hours earned begin to register.
4	Monday	Deficiency notices mailed to students. Spring 2014 graduate registration begins.
5	Tuesday	Second Student Health warnings for students not in compliance in Professional Studies session two.
9	Saturday	Spring 2014 undergraduate registration. Students with 54.0 – 83.0 credit hours earned begin to register.
11	Monday	Veteran's Day – Classes in session.
12	Tuesday	Third Student Health warnings for students not in compliance in Professional Studies session two.
16	Saturday	Spring 2014 undergraduate registration. Students with 24.0 – 53.0 credit hours earned begin to register.
18	Monday	Summer 2014 schedule information to department chairs.
19	Tuesday	Student Health registration cancellations for students not in compliance in Professional Studies session two.
23	Saturday	Spring 2014 undergraduate registration. Students with 0.0 – 23.0 credit hours earned begin to register.
27	Wednesday	Thanksgiving Recess begins. No classes.
28	Thursday	Thanksgiving.
29	Friday	No classes.
30	Saturday	No classes.

## December

2	Monday	Classes resume.  First day to withdraw from pass/fail. Deadline for submitting Core Curriculum course proposals for inclusion in Summer 2014 course schedule.
6	Friday	Undergraduate classes end. Last day to withdraw from a course. Last day to withdraw from pass/fail.
7	Saturday	Graduate classes end.
9	Monday	Final Exams begin. Final grade web entry on.
13	Friday	Undergraduate final exams end.

14	Saturday	Graduate final exams end. Professional Studies Session Two ends.
18	Wednesday	Final grades due 9:00 a.m. Final grade web entry off.
19	Thursday	Final grades available on the web.
24	Tuesday	College holiday shutdown begins.

## Spring 2014

### January

2	Thursday	College reopens after holiday shutdown.
13	Monday	Classes begin in all divisions. First day to apply for a course pass/fail.
17	Friday	Last day to apply for a course pass/fail.
18	Saturday	Last day to drop/add a class. Graduate Education classes in session.
20	Monday	Martin Luther King Day – No classes.
21	Tuesday	Withdrawal from classes begins. 90% withdrawal refund. First Student Health warnings for students not in compliance.
28	Tuesday	50% withdrawal refund. Second Student Health warnings for students not in compliance.

### February

3	Monday	Deadline for submitting Core Curriculum course proposals for inclusion in Fall 2014 course schedule.
4	Tuesday	50% withdrawal refund. Third Student Health warnings for students not in compliance.
6	Thursday	Fall 2014 schedule and advisement guide information to department Chairs.
11	Tuesday	25% withdrawal refund. Student Health registration cancellations for students not in compliance.
14	Friday	Student Progress Report submission begins.
15	Saturday	Graduate Education classes in session.
17	Monday	President's Day holiday – No classes. Graduate Business classes in session.
18	Tuesday	President's Day holiday – No classes. 25% withdrawal refund.
20	Thursday	Fall 2014 schedule due to associate deans.
25	Tuesday	25% withdrawal refund. Student Progress reports due.
26	Wednesday	Fall 2014 advisement guide information due.
28	Friday	End of third quarter.

### March

3	Monday	Student Progress Report meetings with advisors begin.
4	Tuesday	25% withdrawal refund.
7	Friday	Deficiency reporting begins. Web entry on.
10	Monday	Professional Studies Session two begins.
11	Tuesday	No withdrawal refund.
12	Wednesday	Fall 2014 schedule and advisement guide available on the web.
14	Friday	Deficiency reporting ends. Web entry off. Student Progress Report meetings with advisors end.
15	Saturday	Graduate Education classes in session.
16	Sunday	Drop/Add Ends for Professional Studies session two.
17	Monday	Spring break begins – No classes. Deficiency notices mailed to students.
18	Tuesday	First Student Health warnings for students not in compliance in Professional Studies session two.
24	Monday	Classes resume. Summer 2014 registration begins.
25	Tuesday	Second Student Health warnings for students not in compliance in Professional Studies session two.
29	Saturday	Fall 2014 undergraduate registration begins. Students with 72.0 or more credit hours earned begin to register.
31	Monday	Fall 2014 graduate registration begins.

### April

1	Tuesday	Third Student Health warnings for students not in compliance in Professional Studies session two.
2	Wednesday	Graduation check-out begins.
5	Saturday	Fall 2014 undergraduate registration.
8	Tuesday	Student Health registration cancellations for students not in compliance in Professional Studies session two.
11	Friday	Ignatian Scholarship Day. Students with 42.0 – 71.0 credit hours earned begin to register.
12	Saturday	Fall 2014 undergraduate registration. Students with 0.0 – 41.0 credit hours earned begin to register.
17	Thursday	Easter recess begins – No classes.
20	Sunday	Easter.
21	Monday	No classes. Graduate Business classes in session.
22	Tuesday	Classes resume.
28	Monday	First day to withdraw from pass/fail.

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**May**

2	Friday	Undergraduate classes end. Last day to withdraw from a course. Last day to withdraw from pass/fail.
3	Saturday	Graduate classes end.
5	Monday	Final exams begin. Final grade web entry on.
9	Friday	Undergraduate final exams end.
10	Saturday	Graduate final exams end.
14	Wednesday	Final grades due 9:00 a.m. Final grade web entry off. Graduate Commencement Ceremony.
15	Thursday	Final grades available on the web.
16	Friday	Spring Honors Convocation. Baccalaureate Mass.
17	Saturday	Undergraduate Commencement Ceremony.

**Summer Sessions 2014**
**May**

19	Monday	First undergraduate 5 week summer session begins. First Graduate Business 6 week summer session begins. First Graduate Education 5 week summer session begins.
26	Monday	Memorial Day – No classes.
27	Tuesday	First Student Health warnings for students not in compliance in the first Summer sessions.
30	Friday	Graduate Business make-up session for Memorial Day.

**June**

3	Tuesday	Second Student Health warnings for students not in compliance in the first Summer sessions.
10	Tuesday	Third Student Health warnings for students not in compliance in the first Summer sessions.
17	Tuesday	Student Health registration holds placed for students not in compliance in the first summer sessions.
19	Thursday	First undergraduate 5 week summer session ends. First Graduate Education 5 week summer session ends.
23	Monday	Second undergraduate 5 week summer session begins.
26	Thursday	First Graduate Business 6 week summer session ends.
30	Monday	Second Graduate Business 6 week summer session begins. Second Graduate Education 5 week summer session begins.

**July**

4	Friday	Fourth of July holiday – No classes.
8	Tuesday	First Student Health warnings for students not in compliance in the second Summer sessions.
15	Tuesday	Second Student Health warnings for students not in compliance in the first Summer sessions.
22	Tuesday	Third Student Health warnings for students not in compliance in the first Summer sessions.
24	Thursday	Second undergraduate 5 week summer session ends.
29	Tuesday	Student Health registration holds placed for students not in compliance in the second summer sessions.
31	Thursday	Second Graduate Education 5 week summer session ends.

**August**

5	Tuesday	Student Health Fall 2014 registration cancellations for students not in compliance during the summer sessions.
7	Thursday	Second Graduate Business 6 week summer session ends.
25	Monday	Fall 2014 classes begin in all divisions.



# General Information

## The College and its Mission

Founded by the Jesuits in 1870, Canisius College is an independent, co-educational, medium sized institution of higher education conducted in the Catholic and Jesuit tradition. The official mission statement is:

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

(A Transformative Education: The Strategic Plan for Canisius College, 2011)

The major goals of the Strategic Plan are to:

1. Create a Dynamic Urban University
2. Live the Catholic, Jesuit Mission
3. Attract the World
4. Embrace Buffalo and Western New York
5. Secure the Future

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 and residential buildings on its campus on Main Street. 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 2012-2013 of nearly 5,000 students.

Canisius College is governed by an independent self-perpetuating Board of Trustees under a charter granted in 1883 by the Board of Regents of the University of the State of New York.

## Graduate Division

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

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

## Accreditations

Canisius College is an accredited member of the Middle States Association of Colleges and Schools, Commission on Higher Education<sup>1</sup>. All of the college's programs are registered by the Regents of the University of the State of New York through the State Education Department<sup>2</sup>. The undergraduate programs in Business Administration and the M.B.A. program are accredited by the Association to Advance Collegiate Schools of Business International.<sup>3</sup> The chemistry major is accredited by the American Chemical Society<sup>4</sup>, and the athletic training major by the Commission on Accreditation of Allied Health Education Programs<sup>5</sup>. 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.<sup>6</sup> The Graduate Program for Teachers of the Deaf is accredited by the Council on the Education of the Deaf.<sup>7</sup> The Graduate Programs in Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs.<sup>8</sup>

## 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.” (Campus Ministry Mission Statement, 2012)

## 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 Andrew L. Bouwhuis 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 ALB Library is evolving into a learning commons to better accommodate collaborative learning styles and to provide additional support for student learning. The Library has a variety of study and workspaces; a Curriculum Materials Center for K-12 teacher training; reservable group workrooms; audio-visual areas to practice

presentations; 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 thousands of full text electronic journals, hundreds of article databases, and hundreds of print journals. Electronic resources can be accessed from computer labs and residence halls on campus and remotely from any connected device. The Library has a substantial complement of equipment, including laptops; netbooks; cameras (digital still or video); projectors; headphones (with or without microphone); e-book readers; and SmartBoards. The Information Technology Help Desk is located within the Library to provide computer or technical support as needed.

Canisius students have convenient and rapid access to over eight million volumes in the ConnectNY library 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. Professional librarians and technical assistants are available to provide assistance with research or in the use of the Library and its facilities while the library is open in person, via email, by text, or through chat (24/7).

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 500 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](http://www.canisius.edu) that includes a link to a portal for access to 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 Graduate School offers online programs at the master's or advanced certificate level in Physical Education, Literacy, Educational Administration, Sport Administration, Educational Technologies, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), School and Community Health, Nutrition, Respiratory Care, and International Business. Applicants for admission to the Graduate Division online programs may be accepted as matriculants (master's degree candidates) in a particular department, or as non-matriculants (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. Windows users are required to use the following browsers when accessing ANGEL and the Canisius Portal: Internet Explorer 8 or 9, Chrome 15, and, preferably, Firefox 3.6 or 8. Mac users are requested to use the following browser: Chrome 15 and, preferably, Firefox 3.6 or 8. Further system compatibility information can be found on the learning management homepage.

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](http://www.canisius.edu/readiness).

The Canisius College ITS Help Desk is available to assist students with their technical questions at 716-888-8340.

## 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:

Antwerp, Belgium — University of Antwerp  
 Barcelona, Spain — University Ramon Llull, IQS School of Management  
 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  
 Seoul Korea — Sogang University  
 Tokyo, Japan — Sophia 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](http://www.ope.ed.gov/security). A PDF of the full report is available at [www.canisius.edu/campus-life/public-safety/policy-laws-stats/](http://www.canisius.edu/campus-life/public-safety/policy-laws-stats/) and a printed copy may be obtained by calling Dr. Terri L. Mangione, dean of students, at 716-888-2130.

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

The Student Health Center, located on the tunnel level of Frisch Hall, Room 001, 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 [www.canisius.edu/campus-life/residence-life/](http://www.canisius.edu/campus-life/residence-life/)

## Student Academic Support Services

Canisius College offers a variety of comprehensive academic resources to help students achieve academic success. The Student Academic Support Services (SASS) is a program that provides services to assist students in successfully completing 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.

## ALANA Student Center

A genuine, pluralistic campus fosters respect, equality and understanding of a mosaic of cultural heritages. Such a campus recognizes the interdependence of cross-cultural student communities and the integrity of each individual. The college aims for all individuals to feel a sense of being participants in the college's mission and activities, particularly those who have been historically marginalized in America primarily due to the color of their skin. A Canisius Alumnus writes, "Understanding how to find the value in a different viewpoint and learning to assimilate the best of the differing approaches into your own are invaluable skills that permeate all fields of life." - Milton Santiago'97

The staff assists the campus in providing services for \*African American, Latino/a American, Asian American and Native American (ALANA) students while educating the entire student population about ALANA cultural patterns and trends in higher education. The staff assists students concerning racial perspectives, self-concept issues and participatory involvement within the framework of the campus.

Although primarily co-curricular focused, this area also serves students as a referral and support unit with respect to other collegiate matters. Multicultural (ALANA) Programs provides a place for students to share and discuss cross-cultural experiences and to interpret those experiences. By way of this service, and other support services campus-wide, Canisius College provides students with tools essential for their success in school and in the greater community.

## 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. 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.

## Public Safety

The Department of Public Safety, located in the basement of the Bosch Residence Hall, is open 24 hours a day, providing around the clock protection and services to the campus community. The department was established to protect the educational environment of Canisius College, keeping the environment free from the threat of physical harm, property damage and disruptive activity. Departmental objectives include: aiding in the enforcement of federal, state and local laws; preventing crime; regulating non-criminal conduct and preserving the peace.

Uniformed Public Safety Officers are on duty 24 hours a day, seven days a week, 365 days a year. Their primary responsibilities include: patrolling the campus area on foot, on bicycles and in vehicles; security services; emergency response; and requests for assistance involving members of the campus community.

Public Safety also provides a variety of support services that are tailored to meet the needs of the campus community. These services include: conducting crime prevention and personal safety programs, operating the campus shuttle system, providing Canisius ID cards, and providing assistance to campus motorists experiencing minor mechanical problems.

For a comprehensive summary of the activities and services provided by Public Safety, visit the Department of Public Safety Web site at [www.canisius.edu/campus-life/public-safety/](http://www.canisius.edu/campus-life/public-safety/)

## Crime Statistics

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](http://www.ope.ed.gov/security). A PDF of the full report is available at [www.canisius.edu/campus-life/public-safety/policy-laws-stats/](http://www.canisius.edu/campus-life/public-safety/policy-laws-stats/) and a printed copy may be obtained by calling the dean of students at 716-888-2130.

## 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 student handbook can be found online at <http://www.canisius.edu/resources/index.dot>

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

1. Application for admission with \$25.00 (check payable to Canisius College). This is waived for online application.
2. One transcript of all previous undergraduate studies. 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.

## 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. Auditing is not available in the Anthrozoology program.

## 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](http://www.canisius.edu). 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 all students 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. Students in online programs should send the program director an email requesting the withdrawal from the class. This will start the process. The date of the email will be the effective date of the withdrawal. 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.

## Academic Procedures

### Examinations

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

### 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.

Canisius College publishes this statement concerning academic misconduct.

## Prohibited actions

The following categories of academic misconduct are prohibited:

**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.

1. Obtaining without permission, manipulating or interfering with any academic work of another student.
2. Buying or selling term papers, examinations or other written assignments, or any part of them.
3. Aiding or abetting the conduct in sections (1) to (2).
4. Attempting to engage in any of the conduct in sections (1) to (3).

## Procedures for handling academic misconduct

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

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

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

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

At any time after a student has been charged with academic misconduct, but before the 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.



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

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

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

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

Students who are dissatisfied with their grade in a course may repeat the course once (exceptions may be approved by the appropriate associate dean in consultation with the 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 exam may petition the course instructor to request from the appropriate associate dean, a grade of "I", indicating "Incomplete Performance."

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

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

## 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.

**Part 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 associate dean's or his or her designates 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 associate dean or his or her designate 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.

**Part 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, [cpdinfo@canisius.edu](mailto:cpdinfo@canisius.edu)
- 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:

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

The employment records to which students do not have access are records kept in the normal course of business which relate exclusively to students as employees. Medical records are kept in the Student Health Center. This office rigidly protects the confidentiality of those records but they can be reviewed by a physician or appropriate professional of the student-patient's choice. Student records are open to members of the faculty and staff who have a legitimate need to know their contents, except where access is prohibited by special policies such as those governing medical records. The determination of those who have "a legitimate need to know" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved.

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

1. The student may see his or her record by filling out a request form at the office where the record of interest is maintained.
2. Access is to be granted promptly and no later than thirty days from the date of the request.
3. The student may make the request in person or by mail, but the request may always be required to be in writing.
4. The student may obtain upon request copies of documents to which he or she is entitled. The college may charge for these copies.
5. The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record. If the student considers the record faulty, he or she can request and receive review of the case according to the established procedures on file in the Office of Student Affairs, 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:

1. To a specific list of persons, primarily including Canisius College officials.
2. To federal, state and local officials as required by law.
3. To appropriate persons in an emergency situation when necessary to protect the welfare of an individual.
4. To parents of a student who is dependent for income tax purposes.

A student may secure from the Student Records Office a consent form authorizing the release of specified records to specific individuals. A notification of releases made to third parties must be kept in the student's record. This notification is open only to the student and the person in charge of the record. The third party must be informed that no release of personally identifiable data is authorized without the written consent of the student. This policy does not preclude the destruction of any record if the college does not consider it germane. Persons in charge of records should ensure that only pertinent items are retained in student files.

## Career Center

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

**Career Assessment.** All students will have access to the Strong Interest Inventory and the Self Directed Survey programs to assist them in determining the areas of their occupational interests.

**Workshops.** Special 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/](http://www.canisius.edu/careercenter/)

**Career Library.** An extensive collection of resources and selfhelp 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 online. Contact the Career Center for more information. 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 their respective graduate offices. 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 & Fees

## General regulations

All tuition charges, student fees, 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 \$100.00 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 an electronic bill (ebill) 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 refund<sup>1</sup>

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 2012 through May 2013

### Tuition (2012-2013)

Per credit hour (unless otherwise indicated)

For updated tuition, please refer to

[www.canisius.edu/resources/accounts/tuition-fees/](http://www.canisius.edu/resources/accounts/tuition-fees/)

Canadian Graduate Students: Refer to

[www.canisius.edu/education/canadian\\_tuition.asp](http://www.canisius.edu/education/canadian_tuition.asp) for tuition rates

#### College of Arts and Sciences

Communication and Leadership	\$722.00
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#### School of Education & Human Services

Educational Administration, Adolescence Education, Childhood Education, Counseling and Human Services, Deaf Education, Differentiated Instruction, General Education, Literacy, Physical Education, Special Education, Sport Administration	\$722.00
Ed Technologies and Emerging Media	\$600.00
Office of Professional Studies	\$600.00
Health and Human Performance	\$722.00

#### College Student Personnel

Fall 2011 Starts	\$829.00
Fall 2012 Starts	\$862.00

<b>Wehle School of Business</b>	
M.B.A, M.B.A.P.A	\$722.00
M.B.A. (Full Time) three semesters <sup>2</sup>	\$35,800.00

<b>Audit<sup>3</sup></b>	
Graduate student in a graduate course, per credit hour	\$361.00
Graduate student in an undergraduate course, per credit hour	\$361.00
Alumnus/alumna in an undergraduate course, per course	\$60.00

<b>Board, per semester<sup>4</sup></b>	
Griffin A: 17 meals/week, \$175 Griff Bucks, \$25 Golden Choice	\$2440.00
Griffin B: 225 meal blocks, \$275 Griff Bucks, \$25 Golden Choice	\$2440.00
Griffin C: 200 meal blocks, \$375 Griff Bucks, \$25 Golden Choice	\$2440.00
Ultimate Block: 175 meal blocks, \$350 Griff Bucks, \$25 Golden Choice	\$2285.00
Supreme Block: 105 meal blocks, \$450 Griff Bucks, \$25 Golden Choice	\$1940.00
Mega Block: 75 meal blocks, \$550 Griff Bucks, \$25 Golden Choice	\$1655.00
Super Griff Bucks: 4 meal blocks, \$650 Griff Bucks & \$25 Golden Choice	\$675.00
Griff Bucks only (minimum deposit) (increase in \$25 increments)	\$25.00
Golden Choice (minimum deposit)	\$5.00

<b>Room, per semester</b>	
Bosch & Frisch – Double	\$ 3470.00
Bosch & Frisch – Suite	\$ 3905.00
Bosch & Frisch Corner Suite	\$ 3975.00
Campion Hall - Single	\$ 4000.00
Campion Hall (2 & 3)	\$ 3460.00
Delavan Townhouses (2 & 3 person)	\$ 4575.00
Delavan Townhouses (4 & 5 person)	\$ 4230.00
Dugan – Suite	\$ 4030.00
Martin Hall - Single	\$ 4320.00
Martin Hall – Double	\$ 3460.00
Main Humboldt (4 Person apt)	\$4230.00
Main Humboldt (2 Person apt)	\$4575.00
Main Delavan	\$ 4250.00
Village Townhouses	\$ 4230.00

<b>Semester fees:</b>	
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
Wellness Fee Full-time students	\$75
Part-time students	\$45

<b>Occasional fees and charges:</b>	
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

- <sup>1</sup> 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.
- <sup>2</sup> Special three-semester program, beginning fall semester; fees included.
- <sup>3</sup> On a space-available basis.
- <sup>4</sup> 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](http://www.fafsa.gov)

## General eligibility requirements

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

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

## Education loans

- A loan is money the student borrows. It must be paid back.
- A loan is a serious obligation.
- Students should borrow only what they need. Education loans are for tuition and fees, room and board, books, transportation and personal expenses.
- An education loan cannot exceed the student's total educational costs minus other student financial aid and, if required, a student contribution. Education loans have lower interest rates than most other types of loans. For enrollment periods beginning Fall 2012, the loan program administered by the federal government is the the federal Unsubsidized Direct Loan.

## Federal Direct Student Loans

Graduate students are eligible to apply for a Federal Unsubsidized Direct Loan of up to \$20,500 per year. Interest accrues on the unsubsidized loan while students are in school. The aggregate loan maximum for graduate students is \$138,500. (This maximum includes Stafford and Direct loans borrowed for undergraduate study.)

## How to Get a Loan

Two factors must be considered to determine Federal Unsubsidized Direct Student Loan eligibility: educational costs and other financial aid the student will receive. Therefore, all students must submit a Free Application for Federal Student Aid before 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](http://www.studentloans.gov)

## Paying Back a Loan

The student is responsible for the following:

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

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

## Costs

The interest rate for all Federal Unsubsidized Direct Student Loans will be the current fixed rate which is 6.8%. 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

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](http://www.studentloans.gov)

## Costs

The current fixed interest rate for PLUS Loans is 7.9%. Interest begins at the time of disbursement. An origination fee of up to 4 percent of the amount borrowed will be charged. The loan proceeds will be reduced by the origination fee at disbursement.

## Repayment

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

## Financing options

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

### Griffin 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, refunds are withheld, and, in some cases, students are billed for funds already disbursed. This problem arises because of the length of time needed to match funds from various institutional sources and/or outside agencies against the individual student’s record. To avoid this problem, students are urged to notify the Student 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:

- Free Application for Federal Student Aid (FAFSA is available on-line at [www.fafsa.gov](http://www.fafsa.gov))
- If requested, Federal Income Tax transcripts for the previous calendar year and/or other requested verification of income, including child support. These 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 HEGIS<sup>1</sup> number by which it is registered with the New York State Education Department. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student-aid awards. The programs are as follows:

## College of Arts and Sciences

### Master of Science degree:

Anthrozoology	0499
Communication and Leadership	0601

## School of Education and Human Services

### Master of Science degree:

Physical Education	0835
Educational Leadership and Supervision	0827
Community and School Health	1299
Applied Nutrition	1306
Respiratory Care	1299
Educational Technologies and Emerging Media	0899
Counselor Education	0826-01
Community Mental Health Counseling	2104.10
Certificate Program (advanced program for students with a master's degree in Counselor Education)	0826.01
Teachers of the Deaf and Hearing Impaired	0812
Teaching Students with Disabilities: Childhood	0808
Teaching Students with Disabilities: Adolescence	0808
Teaching Students with Disabilities: Childhood-Severe/ Multiple Disabilities	0808
College Student Personnel Administration	0826
Sport Administration	0599
Health and Human Performance	1299.30

## Master of Science in Education degree

Education (general)	0801
Childhood Education	0802
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
Adolescence Education	0803
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
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: Social Studies	2201.01
Advanced Certificate Programs:	
School Building Leader	0828
School District Leader	0827
Bilingual Education	0899
Teaching English to Speakers of Other Languages	1508



### Richard J. Wehle School of Business

Master of Business Administration degree	0506
Master of Business Administration in Professional Accounting degree	0502
Master of Business Administration in Accounting degree <sup>2</sup>	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.

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<sup>1</sup> Higher Education General Information Survey.

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

# College of Arts and Sciences

## Anthrozoology

**Faculty:** Michael Noonan, PhD (Chair); Christy Hoffman, PhD; Paul Waldau, PhD.

**Adjunct Faculty:** Marie-France Boissonneault, PhD; Jon Coe, MA; Julie Hecht, MSc; Randall Lockwood, PhD; Kathryn Lord, PhD; Sheryl L. Pipe, PhD; Malini C. Suchak, ABD; Steve Zawistowski, PhD.

**Anthrozoology Degree:** Master of Science Degree

### Anthrozoology Mission Statement:

Our program embraces the positive value of human-animal relations by focusing on the many benefits that accrue to humans by including animals in their lives. It also covers the benefits that are provided to animals by humans. It is an interdisciplinary field of study that includes scientific investigations, philosophical considerations, religious perspectives, animals in literature, and humane education. Our program also examines the intersection between animal protection and environmental protection: the special relationship that exists between two worldwide movements. Students can tailor their coursework and internships so that their own topics of interest can be explored in depth.

This program is conducted in a “modified online” format. The generic formula is one in which our students and faculty initially meet together on the Canisius College campus for an intensive four-day sequence of course orientations, planning sessions, classroom meetings, and special seminars by invited speakers. After that, the rest of the coursework is conducted in a vibrant online learning community maintained throughout the semester. In other words, except for a single, “extended-weekend” visit to the campus each semester, this program can be completed online from any geographic location. It is hoped that this formula will allow students to participate with minimal disruption to their present employment and/or living conditions.

### Anthrozoology Learning Goals and Objectives:

Learning Goal 1: Students will exhibit strong critical thinking skills regarding the roles of animals in society.

Learning Goal 2: Students will demonstrate an understanding of human-animal relationships that extends beyond their personal frame of reference.

Learning Goal 3: Students will proficiently communicate anthrozoological information.

Learning Goal 4: Students will engage in an independent learning opportunity.

### Admission:

Admission to the Anthrozoology Master's Program is selective and competitive. Admission is based upon the applicant's perspective on the discipline expressed in the application material, and on evidence of past academic excellence. A previously completed bachelor's degree (in any major discipline) is required. The ordinary expectation is a past undergraduate GPA of 3.0 or higher. Submission of GRE scores is recommended, but not required.

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

Eligible students may enter the program only in fall semesters.

### Anthrozoology Curriculum:

The Canisius College Master's Degree in Anthrozoology requires 36 credit hours. This will involve the completion of 10 to 12 courses, depending on the size and scope of the Internship/Independent Research in the last semester.

#### Required Courses (2 courses)

ANZ	501	Introduction to Anthrozoology	3 credits
ANZ	601	Anthrozoology Internship	3-9 credits
or			
ANZ	602	Independent Research: Quantitative	3-9 credits
or			
ANZ	603	Independent Research: Qualitative	9 credits

#### Major Elective (choose any combination of courses – usually 8 – to reach the required 36 credit total for graduation)

ANZ	502	Animal Ethics	3 credits
ANZ	503	Religious Perspectives on Animals	3 credits
ANZ	504	Animals, Public Policy, and the Law	3 credits
ANZ	505	Research Methods in Anthrozoology	3 credits
ANZ	506	Animal Behavior/Animal Communication	3 credits
ANZ	507	The Mental Lives of Animals	3 credits
ANZ	508	Applied Animal Behavior	3 credits
ANZ	509	Animal Assisted Interventions	3 credits
ANZ	510	Animals in Humane Education and Development	3 credits
ANZ	511	Companion Animals and Society	3 credits
ANZ	512	Animals in the Arts	3 credits
ANZ	513	Animals in Science	3 credits

ANZ	514	Animals – Food/Agriculture	3 credits
ANZ	515	Animals – Economy	3 credits
ANZ	516	Understanding Indifference and Animal Abuse	3 credits
ANZ	517	Animal Protection as a Social Movement	3 credits
ANZ	518	Psych of the Human-Animal Bond	3 credits
ANZ	519	Animals in War	3 credits
ANZ	521	The Future of Zoos	1 credit
ANZ	522	Zoo Exhibitory	1 credit
ANZ	523	Zoo Visitor Studies	1 credit
ANZ	599	Independent Study	3 credits

In order to complete the degree, the student needs to complete the curriculum with a minimum average grade of B.

## Courses 2012-2014

**ANZ 501 Introduction to Anthrozoology** **3 credits**  
An engagement with the fundamental issues of the field of Anthrozoology by evaluating the history of human/nonhuman interactions, the categories into which humans have sorted animals, and a variety of science-based and value-based approaches to humans' inevitable intersection with other living beings.

**ANZ 502 Animal Ethics** **3 credits**  
Analysis of different approaches to ethics as this key human ability has been discussed in different domains and throughout history as applying to human-animal issues.

**ANZ 503 Religious Perspectives on Animals** **3 credits**  
Views and treatments of animals in the world's religions. Animals in religion as a source of human solace and human plight.

**ANZ 504 Animals, Public Policy, and the Law** **3 credits**  
An exploration of both American and other national approaches to public policy and law as factors impacting modern societies' views and treatment of nonhuman animals. Particular emphasis is given to issues involving companion animals, wildlife, research animals, and food animals.

**ANZ 505 Research Methods in Anthrozoology** **3 credits**  
Introduction to the methods of social and natural science. Practical experience with study design, data analysis and interpretation.

**ANZ 506 Animal Behavior/Animal Communication** **3 credits**  
The behavior of animals in their natural contexts (as evolutionary adaptations). The means by which animals communicate with each other.

**ANZ 507 The Mental Lives of Animals** **3 credits**  
Exploration of the perceptual world of animals. Animal information processing and the mental lives of animals. Animal Emotions

**ANZ 508 Applied Animal Behavior** **3 credits**  
The adaptation of animals to interactions with humans. Provision of service to humans by animals. Solutions to problems involving animals.

**ANZ 509 Animal Assisted Interventions** **3 credits**  
Use of animals to improve the lives of humans in therapeutic and other settings. The role of exotic animals and equine-assisted therapy.

**ANZ 510 Animals in Humane Education and Development** **3 credits**  
The roles of animals in childhood development, and in our educational systems. Developmental ties among human rights, environmental preservation, and animal protection. Integral dimensions of a healthy, just society. Animals and animal themes in humane education.

**ANZ 511 Companion Animals in Society** **3 credits**  
The social and biological history of companion animals. The unique roles that companion animals play in human lives. Issues of population control, and pet industry reforms.

**ANZ 512 Animals in the Arts** **3 credits**  
Review of the roles animals play in classical and modern literature, theater and film. Influences on societal perceptions of animals stemming from their use as fictional characters and/or as metaphors.

**ANZ 513 Animals in Science** **3 credits**  
The study of animals in nature, and the use of animals in sciences such as bio-medicine and psychology.

**ANZ 514 Animals in the Food/Agriculture** **3 credits**  
The historical and modern use of animals as human food. Evolutionary, nutritional, health, environmental, and humane concerns.

**ANZ 515 Animals and the Economy** **3 credits**  
Study of the economics related to animal involvement in human societies. The \$40B companion animal industry. The \$100B impact of animals as food. Relationships to other economic segments.

**ANZ 516 Understanding Indifference and Animal Abuse** **3 credits**  
The Dawkins standards of animal welfare. Veterinary forensics. Animal-focused crimes. Assessment of rehabilitation and recovery. Cultural perspectives.

**ANZ 517 Animal Protection as a Social Movement** **3 credits**  
Historical development/evolution of mankind's attitudes toward animals. Ties with other "Green" movements, with particular emphasis on the special relationship that exists between animal protection and environmental protection. A global perspective will be taken on these issues in considering the past, present and future of animal protection as a social movement.

**ANZ 518 Psychology of the Human-Animal Bond** **3 credits**  
Exploration of human-animal relationships for various perspectives within the psychological sciences.

**ANZ 519 Animals in War** **3 credits**  
Historical study of the roles that animals have played in human warfare.

**ANZ 521 The Future of Zoos** **1 credit**  
A one-credit mini-course that explores predictions about the future of zoos.

**ANZ 522 Zoo Exhibitory** **1 credit**  
A one-credit mini-course that explores the principles of zoo exhibitory. This course involves a mandatory one-week road-trip that covers five zoos.

**ANZ 523 Zoo Visitor Studies** **1 credit**

A one-credit mini-course in which student research projects explore the nature of the zoo visitor experience.

**ANZ 599 Independent Study** **3 credits**

In this course, the student is allowed to explore unique subjects. Permission of the instructor is required.

**ANZ 601 Anthrozoology Internship** **3-9 credits**

Field and workplace experiential learning in variety of sites throughout the US and the world, including animal shelters, zoos, sanctuaries, rehabilitation centers, therapy-focused work with animals, humane education organizations, and other settings. This course can count for as few as three, or as many as nine, credits depending on the size and scope of the project.

**ANZ 602 Independent Research** **3-9 credits**

As an exception, selected students may be permitted to substitute a graduate-level research project in place of the internship. This course can count for as few as three, or as many as nine, credits depending on the size and scope of the project.

## 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.

**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. For more information please go to: <http://www.canisius.edu/masters-in-communication-and-leadership/>

### Learning Goals

A degree in Communication & Leadership will develop a student's ability to:

- Think critically when communicating expectations and goals.
- Bridge relationship networks.
- Influence and motivate others within an organizational setting.
- Collaborate effectively.
- Develop communication and leadership frameworks and capabilities that you can use throughout your career.

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. 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.

The master's degree program in Communication and Leadership exists to meet the 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 understand their strengths as leaders and build on these strengths. 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 changing work environment.

### Communication and Leadership Mission Statement

In keeping with the Jesuit tradition and the Canisius 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.

### 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 needs the following:**

- Completed either a GRE or GMAT exam. For more information on the GRE exam go to [www.ets.org/gre/](http://www.ets.org/gre/)
- For more information on the GMAT exam go to [www.mba.com/the-gmat.aspx](http://www.mba.com/the-gmat.aspx)
- Minimum undergraduate GPA of 3.0 or higher
- Proof of successful completion of a baccalaureate degree from an accredited college or university, regardless of major field of study

AND

- For international students or for applicants whose native language is not English, a completed TOEFL examination or IELTS exam is required (as well as the 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 provisionally accepted student for one academic semester. A student may take no more than nine semester hours of course work on a provisional basis. Candidates may also be accepted as a non-matriculating student eligible to complete nine credit hours of course work.

In order to apply, applicants need to complete an application form, have their GMAT, GRE and TOEFL scores or IELTS scores if applicant is an international student 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 Graduate Admissions Office.

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 nine 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; admission by Program Director only)	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 2012-2014

#### COM 602 Organizational Communication 3 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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

**MBA 638 Internet Marketing 3 credits**

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 credits**

This course examines the critical functions and roles of human resource management (HRM) in complex organizations. Topics include the legal implications of HRM, job analysis and design, 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 credits**

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 credits**

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 credits**

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.

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**MBA 653 Business History: Leadership in Context**      **3 credits**

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, Assistant Dean ; 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, 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, 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. Szwczak, , 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 (MSF)

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 MSF 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) or Graduate Record Exam (GRE). 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/GRE score. A minimum score of 450 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/GRE at the earliest opportunity. Information is available at [www.mba.com](http://www.mba.com) for the GMAT and the GRE at [www.ets.org/gre](http://www.ets.org/gre).

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

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 or withdraw from a course upon completion of the first semester.
2. A student will be placed on academic probation if the student's QPA is greater than 2.3 but less than 2.80 upon completion of the first semester.
3. A student may be dismissed from the program if the student's QPA is less than 2.80, or they fail a course upon completion of the second semester.
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 3.0.

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 3.0. 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 3.0.

\*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.



## Master of Business Administration Degree

### Masters of Business Administration Learning Goals and Objectives

#### Student Learning Goal 1: MBA graduates will understand global operations management and marketing concepts.

Students will:

**Objective A:** Explain how value is created and managed throughout the product lifecycle, using marketing strategy and supply chain management in a dynamic environment;

**Objective B:** Demonstrate a capacity to apply business knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.

#### Student Learning Goal 2: MBA graduates will apply quantitative methods in accounting, finance and statistics.

Students will:

**Objective A:** Apply and interpret quantitative methods and statistical analyses;

**Objective B:** Perform and interpret standard accounting and financial computations, including cash flow and time-value-of-money calculations, cost-benefit analysis, and capital budgeting to evaluate the merits of a proposed investment;

**Objective C:** Develop and reinforce critical thinking and argumentation skills with emphasis on problem identification from various viewpoints, causal diagnosis, and solution development.

#### Student Learning Goal 3: MBA graduates will have a fundamental knowledge of human behavior and market structures in a global context.

Students will:

**Objective A:** Demonstrate an understanding of how cultural differences and human Diversity impact business decisions;

**Objective B:** Demonstrate an understanding of market structure, macroeconomic, and international environments within which businesses operate, including the roles of financial institutions, the central bank, and central governments.

#### Student Learning Goal 4: MBA graduates will understand ethical frame works in managerial decision-making and leadership.

Students will:

**Objective A:** Demonstrate knowledge of multiple frameworks for ethical decision-making, and how they apply to different business situations in a socially responsible manner;

**Objective B:** Demonstrate knowledge of corporate governance issues and the responsibilities of business in society and the fiduciary responsibilities of managers, including ethical reporting;

**Objective C:** Describe issues pertaining to social responsibility;

**Objective D:** Identify situations when ethical leadership is required.

#### Student Learning Goal 5: MBA graduates will understand how Information Technology supports business strategy and operations.

Students will:

**Objective A:** Have the information literacy skills necessary to effectively research, locate, extract, structure, and organize the information needed to assist in management planning, decision making and execution;

**Objective B:** Demonstrate proficiency with data management software.

#### Student Learning Goal 6: MBA graduates will understand and effectively apply elements of leadership to individuals and group dynamics.

Students will:

**Objective A:** Demonstrate awareness of conventional and innovative approaches to leadership and motivation;

**Objective B:** Gain experience in teamwork and communication through involvement in experiential exercises including group presentation of case studies.

## I. One Year MBA Curriculum

### 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	Elective (with or without an internship)	9
MBA 805	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.

## II. Evening MBA Curriculum—full or part-time

### 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 the 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	Advanced Corporate Finance	3
Other Finance courses as designated		
Management		
MBA 641	Human Resource Mgmt.	3
MBA 642	Global Supply Chain Mgmt.	3
MBA 653	Business History Leadership in Context	3
Marketing		
MBA 630	Marketing Strategy	3
Technology		
MBA 658	System Dynamics	3
MBA 526	Regression: Analysis and Forecasting	3

Other technology courses as designated

#### 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 2nd last or last semester	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 <b>one</b> 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 MBA 633 and MBA 642

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	Special Topics in Supply Chain Management Prerequisite: MBA 642	3
MBA 680	International Business Seminar Prerequisites: MBA 506, 507	3

MBA 636 International Marketing Prerequisites: MBA 506

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 that must be taken.

### 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	Interment 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 Prerequisite: 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 Development	3
MBA 641	Human Resource Management	3
MBA 644	Organizational Theory and Design	3
MBA 647	Organizational Leadership and Change	3
MBA 649	Labor Relations	3
COM 602	Organizational Communication	3
COM 604	Persuasion and Social Influence	3
COM 610	Organizational Leadership	3
COM 620	Conflict, Facilitation, and Communication	3
COM 630	Interpersonal Communication	3

**Note:** Only two of the three courses can be completed from the courses listed as COM 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 (on-line)

Residency Requirement over the summer for MIB 640 and MIB 690

### Masters of Science International Business Learning Goals and Objectives

#### Student Learning Goal 1: Students will analyze the international environments in which businesses operate.

Students will:

**Objective A:** Examine the elements of societal culture, especially ethics and social responsibility;

**Objective B:** Identify the critical aspects of the external environment that must be modified when expanding from a domestic to an international market;

**Objective C:** Integrate the complex aspects of the international environment into a cohesive decision model.

### Student Learning Goal 2: Students will solve problems related to international competition.

Students will:

**Objective A:** Find, analyze and apply international data;

**Objective B:** Perform international marketing screening processes;

**Objective C:** Apply models for analyzing competitive positioning in order to develop international market opportunities.

### Student Learning Goal 3: Students will integrate the functional areas of the international organization.

Students will:

**Objective A:** Examine the elements of organizational design that differentiate the international organization from the domestic;

**Objective B:** Analyze international data from multiple perspectives;

**Objective C:** Work in interdisciplinary teams to develop innovative solutions to complex international business problems.

### Student Learning Goal 4:

Students will:

**Objective A:** Develop strategies for success in international business;

**Objective B:** Examine the critical success factors relevant to international business strategies;

**Objective C:** Apply their knowledge of critical success factors to the solution of international business cases;

**Objective D:** Work in interdisciplinary teams to design international strategies for clients firms.

## Master of Science International Business (MIB)

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

Course	Title	Credits
MBA 505	Financial Accounting	3
MBA 508	Corporate Finance	3
MBA 504	Economics	3

### II. Required courses (24 credit hours)

Course	Title	Credits
MIB 606	Fundamentals of International Business	3
MIB 607	Operations and Supply Chain Fundamentals	3
MIB 616	Comparative Management	3
MIB 626	International Finance: prerequisite MBA 508	3
MIB 633	Global Logistics: prerequisite MIB 607	3
MIB 636	International Marketing	3
MIB 640	Multiculturalism Leadership	3
MIB 690	Capstone	3

### III. International requirement (9 credit hours) (choose 1 area)

Area I		
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
Total		42

\*MBA 640 and MBA 690 have a residency requirement over the summer

## MBA in Professional Accounting Degree (MBAPA)

This program is open to students that did not complete a bachelor's degree in accounting and are interested in becoming a NYS licensed Certified Public Accountant.

### MBA in Professional Accounting Learning Goals and Objectives

#### Learning Goal 1: Graduates will know how financial information is measured and reported to external users.

Students will:

**Objective A:** Calculate financial ratios and performance measures and analyze the results;

**Objective B:** Apply current principles of accounting to the measurement and reporting of financial accounting information;

**Objective C:** Apply taxation regulations in the measurement and reporting of information to governmental entities;

**Objective D:** Explain the processes/principles related to providing assurance as to the integrity of the reporting process.

**Learning Goal 2: Graduates will know how companies evaluate internal controls for the aggregation of financial information, and compare/contrast the impact of alternative business decisions on future company performance.**

Students will:

**Objective A:** Explain the budgeting process and analyze business decisions related to the budgets prepared;

**Objective B:** Apply concepts related to accounting system controls.

## 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 Management	3
MBA 642	Global Supply Chain Management	3
MBA 653	Business 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	
(Other finance courses as designated)		

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

## Master of Science in Forensic Accounting

Students entering this program must have a bachelor's degree in accounting. This program meets NYS requirement for 150 hours for certification as a CPA.

### MS in Forensic Accounting Learning Goals and Objectives

**Learning Goal 1: Graduates will develop and apply processes and procedures to recognize and prevent fraudulent activity in the collection and manipulation of financial data.**

Students will:

**Objective A:** Develop and apply tools and methods to fraud detection and prevention.

**Objective B:** Appropriately use interviewing processes and develop plans for the conduct of interviews in the context of fraud detection and deterrence.



**Objective C:** Explain the use of technology in auditing and fraud detection.

**Learning Goal 2: Graduates will apply legal and ethical principles in decision-making in the context of fraud investigation and analysis.**

Students will:

**Objective A:** Apply professional accounting and auditing standards to fraud-related investigative work.

**Objective B:** Apply ethical values in the context of fraud detection and deterrence engagements

## 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 Environment 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 sub-course 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 receive the MBAA, a student 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 150 hours to secure CPA Licensure.

**Learning Goal 1: Graduates will know how financial information is measured and reported to external users.**

Students will:

**Objective A:** Calculate financial ratios and performance measures and analyze the results;

**Objective B:** Apply current principles of accounting to the measurement and reporting of financial accounting information;

**Objective C:** Apply taxation regulations in the measurement and reporting of information to governmental entities;

**Objective D:** Explain the processes/principles related to providing assurance as to the integrity of the reporting process.

**Learning Goal 2: Graduates will know how companies evaluate internal controls for the aggregation of financial information, and compare/contrast the impact of alternative business decisions on future company performance.**

Students will:

**Objective A:** Explain the budgeting process and analyze business decisions related to the budgets prepared;

**Objective B:** Apply concepts related to accounting system controls.

**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)**

This 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 Quantitative Analysis and Global Issues**

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 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.

#### MIB 606 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 607 Operations and Supply Chain Fundamentals

This course will introduce students to concepts and practices used in the planning and control of operations and supply chains for the creation of services and goods. This course will provide a basic overview and understanding of the language and tools used in operations and supply chain management. Topics will include: operations strategy, process strategy & analysis, quality, capacity planning, location, sales & operations planning, layout, inventory management, scheduling, lean systems and supply chain management.

#### MIB 616 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 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.

#### MIB 633 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 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, 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 640 Multiculturalism Leadership

This course provides students the opportunity to design corporate strategies to manage the impact of multiple cultural environments on the leadership of international corporations. The course is a combination of classroom and on-line discussion. Working in teams, students will develop a model for leadership appropriate to different international settings.

#### MIB 690 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. (offered on campus over the summer)

**MSF 701 Fraud Examination: Detection and Deterrence**

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**

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**

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**

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**

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

**COM 602 Organizational Communication**

The course design introduces the foundations of organizational communication theory with advanced understanding of communication behavior in organizations. To achieve these ends, organizational communication theory, methods, and practices are introduced and related to organizational life. The course addresses the problems and paradoxes of organizational communication and the changing features of organizational life. We will use group case study learning experiences to highlight practical application of the theories in organizational life.

**COM 604 Persuasion and Social Influence**

Terms such as persuasion, social influence, or compliance gaining are all part of the same whole and involve "essentially the same human activity: trying to convince others to think, feel, or do what we want" (Gass & Seiter, 1999, xiii). At the onset of the course basic persuasion terms and research procedures will be overviewed. Also, we address the question, "why study persuasion?" Other related persuasion, social influence, and/or compliance gaining topics covered this semester will include: relationship between attitudes and behaviors, methods of conducting persuasion research, classic and contemporary persuasion and social influence theories, communicator characteristics and persuasibility, verbal and nonverbal messages, structuring and ordering persuasive messages, and improving one's ability to persuade others.

**COM 610 Organizational Leadership**

Some basic assumptions of the course are: you can become aware of and learn leader behaviors; you can improve upon leader behaviors; leaders behave differently than do managers; and leadership concepts and theories provide a framework for understanding and improving. Therefore, this course takes a theoretical and applied approach to the understanding of leadership. Theory gives you a framework for thinking about leadership behaviors and processes. Theory also provides the frame for the creation of awareness, understanding, behavioral change and improvement in how we live the leadership experience.

**COM 620 Conflict, Facilitation, and Communication**

This course provides the student with foundations and advanced understanding of how conflict, facilitation and communications intersect. To achieve these ends, group development theory, methods and practices are introduced and related to organizational life. The course addresses the inevitability of conflict and explores how different approaches to conflict yield either negative or harmful outcomes or positive, mutually satisfying outcomes. The course uses a combination of lectures, group case studies and experiential activities as approaches to learning. The group experiences highlight practical application of the theories and facilitation techniques in organization life.

**COM 630 Interpersonal Communication**

This course focuses on theoretical and pragmatic aspects of interpersonal communication in different types of relationships. During the semester we examine interpersonal theories, research, and skills anchored in the field of interpersonal communication. The main objectives of this course are to heighten students' self-awareness of their interpersonal communication skills and to understand the role that interpersonal communication plays in identity management and relationship development. Students will also identify specific interpersonal communication skills that can be used strategically to improve work relationships and outcomes.

# School of Education and Human Services

Michael Pardales, Dean; Shawn O'Rourke, Associate Dean, Graduate and Canadian Programs, Certification Officer; Nancy Wellenzohn, Associate Dean, Program Quality and Undergraduate Affairs, Director of Accreditation, & Certification Officer; Tracy Callaghan, Program Coordinator.

## Mission Statement

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni and the community, seek to prepare highly effective, professional and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own *cura personalis*, work towards social justice and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical and professional knowledge, use their gifts in the service of others, and demonstrate professionalism and leadership in their field.

## 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.

Central to our conceptual framework is a symbol of infinity, representing four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the overarching Ignatian vision and Jesuit educational principles. These values include:

- *Cura personalis*, concern for individuals, and desire to educate the whole person;
- *Magis*, or seeking the greater good, striving for excellence and desire to have our candidates reach one's full potential;
- Sharing one's gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, that is being a reflective learner & educator striving for ethical decision-making and mindful creative solutions to today's issues in Education.

To this end, with a vision of P-16 partnership, we strive to engage our students in their chosen field of study. As stated by Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus (2000), "Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively" (p. 8).

## Performance outcomes aligned with knowledge, service and professionalism, and 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 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

**Leadership:**

Each individual applies knowledge, skills, and dispositions in such a way that they positively impact the performance and outcomes of those they teach or serve.

A competent professional:

- Is skilled at using outcome data to assess the effectiveness of their own professional practice.
- Seeks to improve their practice with the goal being to positively impact student learning.

**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)**

- Initial /Professional

**College Student Personnel Administration Counseling & Human Services**

- School Counseling
- Community Mental Health Counseling

**Deaf Education****Differentiated Instruction****Educational Leadership and Supervision**

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

**Educational Technologies and Emerging Media**

- On-line master's degree (may include certification as Educational Technology Specialist)

**General Education****Health and Human Performance****Literacy Education**

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

**Physical Education**

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

**Special Education (Students with Disabilities)****Sport Administration**

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

**Teaching English to Speakers of Other Languages (TESOL)****Advanced Certificates**

The School of Education and Human Services also offers several graduate level Advanced Certificate Programs including:

## Bilingual Education

**Counseling** (School or Community Mental Health Bridge)

### Educational Leadership and Supervision

- On-campus Advanced Certificate in School Building Leader, or in School Building Leader and School District Leader
- On-line Advanced Certificate in School Building Leader or in School building Leader and School District Leader

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

### Teaching English to Speakers of Other Languages (TESOL)

## 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 graduate program must submit:

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

## Graduate application

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. New York State has given notice that these testing requirements will be changing effective 2014.

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](http://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. 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’s 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.

# Teacher Education

Faculty: Julie Henry, Barbara A. Burns, Co-Chairs (2012-2013); Ali Ait Si Mhamed, M. Fernanda Astiz, Nancy M. Bailey, Nicki Calabrese, Betsy DelleBovi, Lorrei DiCamillo, Karen Dutt-Doner, Janet M. Ferguson, Kristin E. Finn, Roberto Gregorius, Marya Grande, Ellen M. Hamm, Kelly Harper, Corinne Kindzierski, Christopher Lopata, Michele Marable, Robert Nida, James Oigara, Camille Pontrello, Marcus Thomeer, Nancy Wallace, Jill Zarazinski.

## Childhood Education Program

For Childhood Education Goals and Objectives please go to:  
<http://www.canisius.edu/grad-childhood-education/index.dot>

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 598	Professional Seminar	0
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	Elementary Social Studies Instruction	3
EDCH 570	Seminar in Teaching and Assessment: Childhood (70 hrs of classroom participation required)	3
EDCH 571A*	Student Teaching: Childhood	9
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	42

Required Certification Exams for Initial Certification:

### New York State Teachers Certification Exams (NYSTCE)

For students applying for certification with all requirements completed on or before 4/30/2014:

- 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)

For students applying for certification on or after 5/1/2014:

- TPA: Teacher Performance Assessment
- EAS: Educating all Students Test
- ALST: Academic Literacy Skills Test
- CST: Content Specialty Test  
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**

**EDU 505 Foundations of Education 3 credits**

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

**EDCH 502 Foundation of Literacy Instruction 3 credits**

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 credits**

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 students with disabilities, English Language Learners, 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 differentiated 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 credits**

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 credits**

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 credits**

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 Common Core Learning Standards. Assessment practices and research regarding mathematics knowledge and skill development will be integrated with teaching methodology.

**EDCH 545 Elementary Science Instruction 3 credits**

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 Elementary Social Studies Instruction 3 credits**

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 credits**

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 9 credits**

Requires two supervised teaching placements in schools appropriate to certification level and includes experience in high- needs schools or schools serving socio-economically disadvantaged students. 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 598 Professional Seminar 0 credits**

This noncredit course introduces students to the Childhood and Special Education programs 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.

**EDCH 615 Research Methods 3 credits**

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 credits**

Candidates will develop an understanding of the research process from formulating a research problem through data analysis and interpretation. Candidates will learn how to critically analyze research studies, discuss ethical considerations in conducting research and discuss the importance of scientific research for educational policy and practice. Each candidate will plan a research project consistent with his/her interests and with the course goals. Prerequisite: EDU 515.

**SPE 541 Inclusive Strategies 3 credits**

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.

## Adolescence Education

For Adolescence Education Goals and Objectives please go to: <http://www.canisius.edu/grad-adolescence-education/index.dot>

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. 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 Skills for the Teaching Profession*	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	9
EDAD 594**	Student Teaching Seminar	0
EDU 595**	Child Abuse Seminar	0
EDI 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)

For students applying for certification with all requirements completed on or before 4/30/2014:

- 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)

For students applying for certification on or after 5/1/2014:

- TPA: Teacher Performance Assessment
- EAS: Educating all Students Test
- ALST: Academic Literacy Skills Test
- CST: Content Specialty Test

### 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 Master's Degree in Adolescence Education		
Course	Title	Credits
EDAD 538	Contemporary Issues in the Methods of Teaching (select one):	3
	Social Sciences & Education or New Literacies	
EDAD 616	Research Methods (select one):	3
	Social Sciences & Education or New Literacies	

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 credits**

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 Skills for the Teaching Profession 3 credits**

The second of two required semesters of literacy study in the Adolescence Program, this course is designed for pre-service teachers who will be responsible for developing students' literacy skills in secondary education. Students receive instruction in reading and writing skills of secondary students, current expectations of these skills as articulated in standards and school curricula guidelines, instructional practices for teachers and evaluation methods.

### **EDAD 534 Teaching Strategies and Assessment: Adolescence 3 credits**

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 credits**

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, 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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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.

**Special Education**

For Special Education Goals and Objectives please go to: <http://www.canisius.edu/grad-special-education/index.dot>

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):

**SPE 1:**

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

**SPE 7:**

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

**SPM 1:**

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

**SPM 7:**

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

**SPE A:**

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

**SPE 1**

Prerequisites: SPE1– Initial Certification-Childhood/ Special Education 54 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:

**The following courses are required of all candidates:**

Course	Title	Credits
EDCH 598	Professional Seminar	0
	SPE 531 Foundations of Literacy in an Inclusive Classroom	3
	EDCH 543 Elementary Math Instruction	3
	EDCH 545 Elementary Science Instruction	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 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disorders: Etiology and Research Based Interventions	3
SPE 631	Reading and Writing Processes for Students with Disabilities (25 hours field experience)	3
SPE 650	Developmental Disabilities and Autism Spectrum Disorders: Analysis of Causes and Research-Based Interventions	3
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 615	Research Methods	3
SPE 698	Seminar in Teaching and Assessment (50 hours field experience)	3
SPE 593	Student Teaching: Special Education/ Childhood SPE-1 One Placement Childhood and One Placement Special Education	9
EDU 594	Student Teaching Seminar	0
EDU 595	Child Abuse Seminar	0
EDU 596	Prevention of School Violence Seminar	0
	Total Credit Hours	54

**SPE 7**

**Prerequisites:** SPE 7– Initial Certification-Adolescence/Special Education  
54 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 prerequisite, six semester hours in English, science, social studies and math and three semester hours

of study of a language other than English at the college or university level or its equivalent.

**Course Requirements****SPE 7:**

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

**The following courses are required of all candidates:**

Course	Title	Credits
EDCH 598	Professional Seminar	0
EDAD 502	Foundations of Literacy	3
EDAD 534	Teaching Strategies; Adolescence	3
EDAD 535	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 631	Reading and Writing for Students with Disabilities (25 hours field experience)	3
SPE 640	Learning and Behavioral Disorders: Etiology and Research Based Interventions	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 650	Developmental Disabilities and Autism Spectrum Disorders: Analysis of Causes and Research-Based Intervention	3
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 615	Research Methods	3
SPE 698	Seminar in Teaching and Assessment (50 hours field experience)	3
SPE 593	Student Teaching: Special Education/ Adolescence SPE 7 One placement Adolescence and one placement Special Education	9
SPE 594	Student Teaching Seminar	0
EDU 595	Child Abuse Seminar	0
EDU 596	Prevention of School Violence Seminar	0
	Total Credit Hours	54



**SPM 1**

Prerequisites: SPM 1–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****SPM 1:**

Special Education Certification for those holding Childhood Certification

**The following courses are required of all candidates:**

Course	Title	Credits
EDCH 598	Professional Seminar	0
SPE 570	Standards Based Assessment	3
SPE 580	Classroom Management	3
SPE 631	Reading and Writing for Students with Disabilities (25 hours field experience)	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disorders: Etiology and Research Based Interventions	3
SPE 650	Developmental Disabilities and Autism Spectrum Disorders: Analysis of Causes and Research-Based Intervention	3
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 615	Research Methods	3
Elective	Under Advisement	6
SPE 696	Transition Point Check	0
SPE 593	Advanced Practicum: Special Education/ Childhood SPM 1 One placement in Childhood Special Education	4.5
	Total Credit Hours	33

**SPM 7**

Prerequisites: SPM 7– 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).

All candidates will need as prerequisites, six semester hours in English, science, social studies and math at the college or university level.

**Course Requirements****SPM 1:**

Special Education Certification for those holding Adolescence Certification

**The following courses are required of all candidates:**

Course	Title	Credits
EDCH 598	Professional Seminar	0
SPE 570	Standards Based Assessment	3
SPE 580	Classroom Management	3
SPE 631	Reading and Writing for Students with Disabilities (25 hours field experience)	3
SPE 640	Learning and Behavioral Disorders: Etiology and Research Based Interventions	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 649	Transition Issues for Students with Disabilities	3
SPE 650	Developmental Disabilities and Autism Spectrum Disorders: Analysis of Causes and Research-Based Intervention	3
SPE 652	Functional Curriculum and Assistive Technology for Students with Severe Developmental Disabilities and ASD (25 hours field experience)	3
SPE 615	Research Methods	3
SPE 696	Transition Point Check	0
SPE 593	Advanced Practicum: Special Education Adolescence SPM 7 One placement in childhood Special Education	4.5
	Total Credit Hours	33

**SPE A**

Prerequisites: SPM A– 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

**SPE A:** 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
EDCH 598	Professional Seminar	0
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 615	Research Methods	3
SPE 639	Therapeutic Approaches for Disruptive Behavior	3
SPE 653	Behavior Management and Principles of Applied Behavior Analysis	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 650	Developmental Disabilities and Autism Spectrum Disorders: Analysis of Causes and Research-Based Intervention	3
Electives		9
SPE 696	Transition Point Check	0
	Total Credit Hours	30

## Special Education Courses

### SPE 541 Inclusive Strategies

**3 credits**

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.

### SPE 570 Standards Based Assessment

**3 credits**

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.

### SPE 580 Classroom Management

**3 credits**

Provides an overview of classroom interventions supported by research. Managing group and individual behavior and promoting positive social skills are addressed. The importance of a multidisciplinary team approach to school-home collaboration, functional behavioral assessments and behavioral intervention plans is highlighted. Systematic data collection procedures to determine intervention effectiveness are emphasized.

### SPE 640 Learning and Behavioral Disorders (LBD):

#### Etiology and Research Based Interventions

**3 credits**

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.

### SPE 631 Reading and Writing Process for Students

#### with Learning and Behavioral Disorders

**3 credits**

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.

### SPE 639 Therapeutic Approaches for Disruptive Behavior

**3 credits**

Addresses the complex issues surrounding troublesome behavior and provides a variety of techniques grounded in research. Examines models and management strategies integrating the array of methodologies to illustrate best practice standards. A comparison of theoretical models and a detailed analysis of the research promotes best practices and collaboration with families.

**SPE 644 Collaborative Practices on a Transdisciplinary Team 3 credits**

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.

**SPE 650 Developmental Disabilities and Autism Spectrum Disorders: Analysis of Causes and Research- Based Interventions 3 credits**

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.

**SPE 652 Functional Curriculum for Students with Severe Disabilities and ASD 3 credits**

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.

**SPE 653 Behavior Management and Principles of Applied Behavioral Analysis 3 credits**

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 3 credits**

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 696 Transition Point Check 0 credits**

Candidates complete the transition point portfolio requirements.

**SPE 698 Seminar in Teaching and Assessment 3 credits**

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 4.5-9 credits**

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 credits**

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 credits****EDU 596 Prevention of School Violence Seminar 0 credits****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****EMC 552 Human Growth and Development: Middle Childhood 3 credits**

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

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

Presents concepts, standards and research related to middle level curriculum development, stressing the importance of a curriculum that is relevant, challenging, integrative and exploratory. Interdisciplinary middle level curriculum standards, models and assessment strategies will be introduced. Assessment strategies that promote the continuous intellectual, social and physical development of all young adolescents will be presented.

# College Student Personnel Administration

Faculty: Rosemary K. Murray, Chair; Sandra M. Estanek, Director; Margaret C. McCarthy. Adjunct Faculty: Kevin Ahuna, Anne Marie Dobies, Terri L. Mangione, Brian P. Smith, John D. White.

The CSPA master's program at Canisius College is a full time cohort-based course of study that prepares graduates for careers in student affairs administration at both private and public institutions. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies.

The course of study consists of 36 credit hours taken over two academic years. Students typically are only admitted to the program for full time study. 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.

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 (College Student Educators International [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.

## CSPA Learning Goals and Objectives

Based upon ACPA and NASPA professional standards, Canisius College learning goals, School of Education and Human Services learning goals, and the CSPA mission statement, the CSPA faculty has determined the following learning outcomes.

**SEHS Learning Goal 1:** Candidates in the College Student Personnel Administration (CSPA) program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

*Students will be able to:*

**Objective A:** Know and demonstrate the ability to apply relevant student development theories to professional situations and student activities.

**Objective B:** Know and demonstrate the ability to apply relevant counseling theories and techniques in working with individuals and groups.

**Objective C:** Know and demonstrate the ability to apply laws relevant to American higher education to policies and programs.

**Objective D:** Know and demonstrate the ability to apply relevant leadership theories in higher education settings.

**Objective E:** Know and demonstrate the ability to apply the lessons of the history of higher education and student affairs in the United States to current issues.

**Objective F:** Know and demonstrate the ability to apply the principles of multicultural competence.

**Objective G:** Know and demonstrate the ability to apply Jesuit educational values in multiple institutional settings.

**SEHS Learning Goal 2:** Candidates in the College Student Personnel Administration (CSPA) program will demonstrate professional skills and dispositions necessary for successful performance in their field.

*Students will be able to:*

**Objective A:** Demonstrate the ability to write effectively.

**Objective B:** Demonstrate the ability to give effective professional presentations.

**Objective C:** Demonstrate the ability to find, read, and evaluate scholarly research on professional topics.

**Objective D:** Demonstrate the ability to construct, plan, and assess out-of-class experiences.

**SEHS Learning Goal 3:** Candidates in the College Student Personnel Administration (CSPA) program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

**Objective A:** Demonstrate the ability to understand and work with diverse students and staff.

**Objective B:** Demonstrate the ability to model *cura personalis* in professional interactions.

**SEHS Learning Goal 4:** Candidates in the College Student Personnel Administration (CSPA) program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will be able to:

**Objective A:** Demonstrate the ability to make responsible and ethical professional decisions.

**Objective B:** Demonstrate the ability to conduct independent research.

**SEHS Learning Goal 5:** Candidates in the College Student Personnel Administration (CSPA) program will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

Students will be able to:

**Objective A:** Demonstrate the capacity for self-reflection and professional development.

### Admission

Application for admission to the program is open to any qualified holder of a bachelor's degree from an accredited college or university, regardless of undergraduate field of study, who meets the requirements for admission to graduate study in the School of Education and Human Resources. To be eligible to participate in interviews for graduate assistantships, students should complete the admission process and be accepted by **February 1**. However, admission is on a rolling basis until the cohort is filled.

## 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 2012-2014

### CSP 501 Introduction to College Student Personnel Administration 3 credits

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.

### CSP 510 History and Organization of Higher Education in the United States 3 credits

Students will examine the development and organization of colleges and universities including the faculty role and the rise of student affairs, institutional culture, and current issues within their historical context.

### CSP 530 Methods of Research and Assessment 3 credits

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.

### CSP 540 Diversity in Higher Education 3 credits

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.

### CSP 560 Theories of Leadership 3 credits

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.

### CSP 570 Foundations of Counseling in Student Affairs 3 credits

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.

### CSP 660 The American College Student 3 credits

Provides an introduction to student development theory and a profile of the contemporary college student. Theories of identity development, involvement and learning will be considered. In addition, the relationship of theory to practice in student affairs will be explored along with issues related to diversity.

### CSP 665 Legal Issues in Higher Education 3 credits

An examination of the many ways federal, state, and local laws impact higher education administration. Issues include differences between public and private higher education, first amendment issues, affirmative action, the requirements of laws such as FERPA, Clery, and Title IX, and other relevant case law.

### CSP 677 Capstone Seminar 3 credits

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.

**CSP 680 Internship I****3 credits**

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.

**CSP 681 Internship II****3 credits**

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

**CSP 699 Independent Research****3 credits**

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, CSP 570.

\* 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; Jennifer E. Beebe, James P. Donnelly, 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; and a Certificate of Advanced Study (CAS) in Mental Health 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. Our graduates are knowledgeable in the principles and practices of diagnosis, treatment, referral and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs). Mental Health Counselors work with individuals, couples, families, or groups in settings that include the following:

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

## Counseling and Human Services Learning Goals & Objectives

**Learning Goal 1:** Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

**Learning Goal 2:** Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.

- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

**Learning Goal 3:** Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

**Learning Goal 4:** Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

**Learning Goal 5:** Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures

**The Community Mental Counseling Program** is a “license qualifying education program” within New York State leading towards licensure as a “licensed mental health counselor” (LMHC). Please see the New York State Mental Health Counseling website for more information at:

<http://www.op.nysed.gov/prof/mhp/mhcbroch.htm>

**The Certificate of Advance Study in Mental Health Counseling** is a course of study (15 to 21 credit hours) for candidates who already have a Master's degree in counseling, but do not meet the required coursework and experience for the NYS mental health-counseling license. In order to qualify for this “bridge program”, candidates should have Master's degrees in school counseling, community agency counseling, college counseling, rehabilitation counseling, or other general counseling degrees.

**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) at:

<http://www.oasas.ny.gov/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 at:

<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.

<b>Outline of Courses: Core courses required for both counseling programs:</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
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
	<b>Core Credits</b>	<b>33</b>

<b>School Counseling Courses Required for Master’s Degree</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
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
	<b>Total Credits for Master's Degree</b>	<b>48</b>

<b>Courses required for Certificate of Advanced Study for Permanent Certification in School Counseling</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
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
and		
EDC 586	Physiological & Psychological Aspects of Sub. Abuse	3
Elective		3
Elective		3
	<b>Total Credits for Permanent Certification</b>	<b>60</b>



### Mental Health Counseling Courses required for Master's Degree

Course	Title	Credits
EDC 568	Principle 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 2012 – 2014

### EDC 567 Principles of School Counseling 3 credits

The various roles, functions, responsibilities and identity of the school counselor are the focus of this course. This course presents social, political and current professional issues within school counseling.

### EDC 568 Principles and Practices of Mental Health Counseling 3 credits

Introduction to historical and organizational perspectives of Mental Health Counseling services. This course presents the roles and functions of mental health counselors and the current professional issues confronting those in the mental health field.

### EDC 570 Introduction to Professional Counseling and Ethics 3 credits

This course serves as an introduction to the roles, philosophy, issues, theories, professional foundations and ethics for counselors in schools and community agencies.

### EDC 571 Psychological and Educational Assessment 3 credits

This course examines the selection, use, interpretation and critical evaluation of standardized psychological tests of intelligence, achievement, interest and personality. The practical use of psychological and educational assessment in counseling is reviewed. Prerequisite: EDC 570.

### EDC 572 Career Counseling 3 credits

Current theories, resources and processes pertinent to vocational development, decision-making and career counseling is studied. Prerequisite: EDC 570.

### EDC 573 Counseling Theories 3 credits

The introduction of historical and current theories of counseling and psychotherapy. Students study the application of those theories to realistic case situations and the development of the individual student's approach to the helping relationship. Prerequisite: EDC 570.

### EDC 574 Group Counseling 3 credits

This course studies the theoretical and experiential basis for dealing with groups in both information-oriented and therapy-oriented situations. Values and limitations of group techniques are delineated. Prerequisite: EDC 570.

### EDC 575 Pre-Practicum Helping Skills 3 credits

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.

### EDC 576 School Practicum 3 credits

The first of two field experiences, this is a school-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and skills of the school counselor. School violence issues related to Safe Schools Against Violence in Education (SAVE) legislation are discussed in the course seminar. Prerequisites: EDC 567, 570, 573, and 575.

### EDC 577 Agency Practicum 3 credits

The first of two field experiences, this is an agency-centered placement of student counselors for experiential purposes. Directed activities develop understanding of the role and clinical skills of community mental health counselors. Prerequisites: EDC 568, 570, 573, and 575.

### EDC 579 Social and Cultural Issues in Counseling 3 credits

A broad range of diversity issues in counseling including ethnic, racial, gender, disability, and sexual orientation are discussed. The focus is on developing sensitivity and counseling skills that are applicable to all clients.

### EDC 581 Grief Counseling 3 credits

This is an elective course to educate the counselor about the grief response in individuals and families when faced with disappointment and loss, especially when the loss entails death.

### EDC 585 Chemical Dependency and Rehabilitation 3 credits

This course reviews the history of drug abuse and characteristics of drug dependence and chemical abuse treatment modalities, including strategies for prevention, intervention and rehabilitation.

### EDC 586 Physiological and Psychological Aspects of Chemical Dependency 3 credits

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.

**EDC 587 School Based Prevention and Intervention Programs****3 credits**

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.

**EDC 589 Family and Couples Counseling****3 credits**

The course outlines the characteristics of normal and troubled families. There is an emphasis on the theories and techniques of family counseling, including the works of Minuchin, Satir, Bowen and Haley. Solution Focused approaches and other post-modern theories are also discussed.

**EDC 590 Managing School Counseling Programs (web only)****3 credits**

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.

**EDC 593 Lifespan Development****3 credits**

Human growth and development are the primary topics for this class. It includes individual and family development within various domains (cognitive, career, socio-economic) across the lifespan. Theoretical perspectives for understanding child, adult and family development are discussed and applied to counseling.

**EDC 597 Psychopathology****3 credits**

This course provides an in-depth investigation of human abnormality. Students learn the current DSM categories of disorders, depression and considerations for dealing with crisis situations.

**EDC 598 Case Formulation, Tx Planning, and Psychopharmacology****3 credits**

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 credits**

The second of two field experiences, this is a full-time placement within a community mental health facility. The student has to an opportunity to engage in diagnosis, treatment planning and intervention. Prerequisite: EDC 577.

**EDC 601 Internship PT****3 credits**

The second of two field experiences, this is the first of a two semester placement within a community mental health facility. The student has an opportunity to engage in diagnosis, treatment planning and intervention. Must be followed by EDC 602. Prerequisite: EDC 577.

**EDC 602 Internship PT****3 credits**

This is the continuation of EDC 601 and is an in-depth experience with the functions of a mental health counselor through placement in a community mental health agency. Prerequisite: EDC 601.

**EDC 603 Internship FT****6 credits**

The second of two field experiences, this a full-time placement within a school counseling office. The student has an opportunity to engage in counseling, guidance and other functions of a school counselor. Prerequisite: EDC 576.

**EDC 604 Internship PT****3 credits**

The second of two field experiences, this 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 credits**

This is a continuation of EDC 604, and is an in-depth experience with the functions of a school counselor through placement in a K-12 educational setting. Prerequisite: EDC 604.

**EDC 615 Research Techniques****3 credits**

Students learn qualitative and quantitative research methods. The course reviews realistic experiences in carrying out research and evaluation experiments, including inferential statistical methods. Prerequisite: EDC 571.

# Deaf Education Cooperative Program

Marjorie L. Harrington, Director; Cathie Kersten, Director of Professional Experiences.

At Canisius College interns are challenged to become teachers of students who are deaf or 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 interns 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, as a small number of applicants are admitted each year and interns 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.

## Learning Goals and Objectives:

The School of Education and Human Services Learning Goals and Objectives can be found here:

<http://canisius.edu/academics/academic-schools/>

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 I	4.5
EDD 557	Student Teaching II	4.5
EDD 603	Professional Seminar/Portfolio To Deaf and Hard of Hearing Learners	3
EDD 607	Current Topics for Deaf Education Professionals	1

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 608	Instructional Methods for Deafblind Children	4
EDD 609	ASL III	3

## Courses – 2012-2014

**\*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 credits

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, pre K-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 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits

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 credits**

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 credits**

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 credits**

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 credit**

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 credits**

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 4.5 credits**

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 4.5 credits**

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 credits**

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 credits**

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 credits**

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.

**EDD 607 Current Topics of Deaf Education Professionals 1 credit**

Current topics in the field of deaf education will be presented to second year graduate students utilizing experts in the field.

**Electives****EDD 602 Characteristics of Deafblind Children and Youth 3 credits**

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 credits**

An introduction to Braille. Development and skill in Braille reading. Implications for teaching children with vision problems.

**EDD 605 Braille II 3 credits**

Intermediate skills in Braille reading. Development of instructional lessons for children with vision problems. Prerequisite: EDD 604.

**EDD 606 Cued Speech 3 credits**

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

**EDD 608 Instructional Methods for Deafblind Children 3 credits**

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 credits**

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

# Differentiated Instruction

Kara M. Schwabel, Director; Barbara Broomell, Program Coordinator

Adjunct faculty: Susan Allen, Andrea Armstrong, Julia Bermingham, Michele Clarke, Nancy Dennis, Kristen Frawley, Julie Henry, Kristin Jaeger, Denise Konieczko, Katelyn Mazurkiewicz, Lynn O'Connor, Jennifer Talarico, Sara VanNortwick, Patrick Wirth.

The Differentiated Instruction graduate program is a rigorous 30-hour program that meets the master's degree requirement for permanent or professional teacher certification in New York State. The degree also meets the requirements for a certification extension in Gifted Education.

Our mission is to provide a meaningful, hands-on approach to delivering the best pedagogical methods and strategies available in order to meet the diverse needs in the classroom, including the gifted population. Our courses are taught by instructors who are practitioners in the field, who each day integrate the most widely recognized aspects of differentiated instruction into their own classroom. The curriculum is based on the following tenets:

- We believe that all people are creative, with unique gifts to contribute.
- We encourage cultivating habits of mind such as critical thinking and risk-taking through which one can discover and uncover the content.
- We expect the creation of multi-modal products by which students demonstrate their understanding of material.
- We find the above works best when offered in an environment that sparks individual creative spirit and connects people together through collaboration, idea-sharing, openness and trust.

The experience you gain in this program will seamlessly translate into the classroom and beyond, as you go forth in making your mark in differentiating yourself as an educator and change agent in the classroom, school, community and the world.

## Differentiated Instruction Learning Goals & Objectives

### Learning Goal 1 (KNOWLEDGE – Observed in Writing):

Candidates in the Differentiated Instruction program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Candidates will:

- Demonstrate recognition of how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further demonstrate understanding of issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

- Express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents, understanding how families and communities contribute to the development of individuals with gifts and talents.

### Learning Goal 2 (KNOWLEDGE – Observed Skills and

**Dispositions):** Candidates in the Differentiated Instruction program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Candidates will:

- Educators of the gifted understand the effects that gifts and talents can have on an individual's learning in school and throughout life, and understanding of these learning differences and their interactions provides the foundation upon which educators of the gifted plan instruction to provide meaningful and challenging learning.
- Select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents, enhancing the learning of critical and creative thinking, problem solving, and performance skills in specific domains.
- Create learning environments for individuals with gifts and talents that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement, fostering environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- Understand the role of language and communication in talent development and the ways in which exceptional conditions can hinder or facilitate such development and use relevant strategies to teach oral and written communication skills to individuals with gifts and talents.
- Develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, using differentiated instructional strategies.

- Collaborate with families, other educators, and related service providers, enhancing comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions.

**Learning Goal 3 (SERVICE):** Candidates in the Differentiated Instruction program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Candidates will:

- Demonstrate respect for their students as unique human beings, understanding variations in characteristics and development between and among individuals with and without exceptional learning needs and capacities.
- Educators of the gifted can express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents. Educators of the gifted also understand how families and communities contribute to the development of individuals with gifts and talents.
- Educators of the gifted are familiar with assistive technologies to support and enhance communication of individuals with exceptional needs. They match their communication methods to an individual's language proficiency and cultural and linguistic differences. Educators of the gifted use communication strategies and resources to facilitate understanding of subject matter for individuals with gifts and talents who are English language learners.

**Learning Goal 4 (PROFESSIONALISM):** Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Candidates will:

- Engage in professional activities that promote growth in individuals with gifts and talents and update themselves on evidence-based best practices, regularly reflecting on and adjust their practice. They are aware of how attitudes, behaviors, and ways of communicating can influence their practice.

**Learning Goal 5 (LEADERSHIP):** Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Candidates will:

- Use the results of assessments to adjust instruction and to enhance ongoing learning progress, understanding the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds.

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
EDDI 530	Differentiating Instruction in Mathematics K-12	3
EDDI 550	Dimensions of Learning II Pre-requisite: 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 2012-2014

### **EDDI 500 Dimensions of Learning I** 3 credits

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

### **EDDI 505 Introduction to Differentiated Instruction** 3 credits

Provides an introduction to the philosophy of differentiation. This course will examine ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. Participants will gain an understanding of the reasons and assumptions underlying differentiation and acquire the ability to identify key indicators in a classroom. Knowledge of the characteristics of students who learn at different paces and levels will be developed. Students will study a variety of curriculum options such as those of content and implementation of differentiated lessons that optimize learning for all students, including gifted students and other high-ability learners.

### **EDDI 510 Introduction to Gifted Education and Collaboration** 3 credits

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

### **EDDI 515 Identification and Assessment of Students in Gifted Education** 3 credits

This course will provide an overview of tools and methods for identifying and assessing students who learn at a pace and level that is significantly different from that of their classmates. Assessment tools will be examined, utilized and evaluated. Implications for instruction will be discussed.

### **EDDI 520 Curriculum Development for Gifted Students** 3 credits

This course focuses on methods of instruction for gifted students. Participants will develop knowledge and skills for planning, providing, coordinating and evaluating differentiated teaching and learning environments to challenge and assist gifted students in learning to their highest levels of achievement. Participants will learn how to develop a layered curriculum in order to maximize each student's growth and individual success. Instructional strategies for differentiating the key elements of content, process and products will be addressed.

### **EDDI 530 Differentiated Instruction in Mathematics K-12** 3 credits

Differentiating instruction means providing students with options for learning new information, helping them to make sense of ideas and express what they learn. This course will focus on helping the teacher learn approaches for differentiating mathematics instruction in the classroom. Participants will discuss and apply the principles of differentiated instruction to math instruction, learn effective strategies for managing flexible groups, acquire ideas for providing students with a variety of options that successfully target math standards and understand how to plan strategically in order to reach the needs of diverse learners in the classroom.

### **EDDI 550 Dimensions of Learning II** 3 credits

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 credits

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 credits

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 credits

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 credits**

This course focuses on social and emotional issues in a differentiated classroom. This course will address issues such as fairness and grading, taking charge of individual learning, developing organization and study skills, procrastination and perfectionism, fear of failure, struggling with appropriately challenging activities, and underachievement behaviors. The role the parent plays in supporting a child in a differentiated classroom will also be explored.

**EDDI 575 Enhancing the Differentiated Classroom through Creativity** **3 credits**

This course will offer students the opportunity to learn about the field of creativity and current research supporting its value in enhancing the learning environment. Participants will discuss and experience ways to nurture teacher creativity to better prepare them to recognize and support creativity in students. Activities and resources to develop creativity will be explored and evaluated.

**EDDI 585 Integrating Technology in the Differentiated Classroom** **3 credits**

This course introduces educators to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology into their curriculum. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration to the production of multimedia.

**EDDI 590 Using Primary Sources as an Inquiry-Based Tool for Differentiation** **3 credits**

This course focuses on inquiry-based instruction utilizing primary sources for all students, including the gifted population. 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 credits**

This course involves completing a college supervised practicum experience of 50 hours teaching gifted students. The practicum is individualized and takes place during 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 credits**

Focuses on the study of the background of educational research, understanding research methodologies and designs, tools and techniques of educational research, and the collection, treatment, analysis and interpretation of research data. The student will develop an action research project that will be implemented during their practicum.

# Educational Leadership

Rosemary Murray, Chair; Nancy Wellenzohn, Director; Douglas David, Assistant Director; Anne Marie Tryjankowski.

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 Leadership 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 Leadership 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 a master's degree in Educational Leadership. Students may apply for the SBL and/or the SDL upon completion of the SBL/SDL required courses and internship. The MS in Educational Leadership is not required for certification.

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. 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.

## Educational Leadership and Supervision Program Learning Goals and Objectives

### Learning Goal 1 (KNOWLEDGE – Observed in Writing):

Candidates in the Educational Leadership programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

#### Students will:

- Understand and promote continual and sustainable school(district) improvement by appropriately evaluating school (district) progress.
- Understand and know how to sustain a school (district) culture and instructional program through collaboration, trust, and personalized learning with high expectations for all students.
- Understand how school (district) policies protect welfare and safety of students and staff.
- Understand how school districts are governed and how school district policy establishes the foundation for administrative roles, responsibilities, and initiatives.

### Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions):

Candidates in the Educational Leadership programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

#### Students will:

- Collaboratively develop, articulate, and steward a district vision, using data to identify goals and evaluate progress toward those goals.

- Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school (district) program using appropriate technologies.
- Develop and supervise the instructional and leadership capacity of school (district) staff.
- Monitor and evaluate school (district) management and operational systems efficiently using human, fiscal, and technological resources
- Respond to community interests and needs by building and sustaining productive school (district) relationships with community partners.

### Learning Goal 3 (SERVICE):

Candidates in the Educational Leadership programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

#### Students will:

- Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school (district) community.
- Understand and advocate for school (district) students, families, and caregivers by acting to influence local, district, state, and national decisions affecting student learning in a school (district) environment.
- Understand moral and ethical implications of policy options and political strategies.

### Learning Goal 4 (PROFESSIONALISM):

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

#### Students will:

- Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

### Learning Goal 5 (LEADERSHIP):

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

#### Students will:

- Understand and evaluate potential moral and legal consequences of decision making in the school (district) and will promote social justice to ensure that individual student needs inform all aspects of schooling.
- Understand and can anticipate and assess emerging trends and initiatives in order to adapt school (district)-based leadership strategies in an effort to improve the performance of the students.

#### Required courses for New York State License as a School Building Leader (SBL) (18 credit hours of course work plus 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 690	Educational Administration Internship	8
EDA 690L	Internship Lab	0

#### 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 Leadership. All of the course work required for the SBL and SDL Licenses, plus 3 electives. Students may elect to declare a content concentration as described below.**

**Educational Leadership Electives:**

Course	Title	Credits
<b>Concentration: Emerging Issues in Educational Leadership (choose 3)</b>		
EDA 655	School Leaders and Community Relations	3
EDA 657	Development of Urban Teachers	3
EDA 661	Issues in School Leadership	3
TESL 590	Foundations of Bilingual Education	3
<b>Concentration: Educational Technologies and Emerging Media (choose 3)</b>		
EDT 501	Theory, Design, and Technology	3
EDT 502	Differentiating Instruction	3
EDT 503	Educational Multimedia Design	3
EDT 504	Technology in Content Area	3
EDA 656	Technology Tools for the Administrator	3
<b>Concentration: Athletics Administration</b>		
PEG 620	Leadership in Physical Education and Athletics	3
PEG 681	Legal Aspects in Sport	3
PEG 635	Administrative Principles of Physical Education/Athletics	3
<b>Concentration: Instructional Leadership (choose 3)</b>		
EDDI 505	Introduction to Differentiated Instruction	3
EDDI 585	Integrating Technology in the Differentiated Classroom	3
EDA 658	Advanced Clinical Instructional Supervision	3
EDA 657	Development of Urban Teachers	3
TESL 590	Foundations of Bilingual Education	3
<b>Candidates may choose not to declare a concentration but may select any of the above electives to satisfy the elective requirement.</b>		

The master's degree in Educational Leadership 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 2012-2014

### EDA 600 Theory of Educational Administration 3 credits

This course is designed as an introductory course in school administration. The course is intended to give candidates an overview of the forces that drive education today. Through independent and group work, candidates will investigate leadership/management styles, change forces, organizational models, and schools for the 21st century. Candidates will have the opportunity to present and reflect on case studies in education leading to the development of solutions and theories.

Candidates will be expected to read course texts and handouts, critique current literature, attend and report on a Board of Education meeting, present orally and in writing a researched topic that will positively affect school change, and actively engage in class discussion through investigations before each class.

Candidates will explore theories as they may relate to the forces reshaping our schools. Topics such as organizational models, characteristics of leadership, change systems, vision development, and school design may be investigated.

### EDA 610 School Law 3 credits

Candidates will have the opportunity to learn the principles of public school law with a focus on New York State Education Law and selected federal and state cases affecting the administration of our educational system. School leaders are facing an ever-increasing demand to make appropriate and legal educational decisions. To assist in this endeavor, one must have a working knowledge of basic school law. To that end, school law topics are discussed through a combination of lecture and case law analysis. The goal of this course is to empower the candidate with the knowledge of how laws affect schools and how laws are applied to school situations. A focus on practical aspects of school law is emphasized.

Candidates will be expected to read the course text and handouts, actively engage in classroom discussions, and communicate appropriately and effectively in both written and oral presentations. Topics include student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; and employee rights.

### EDA 620 Supervision for Instructional Improvement 3 credits

This course will focus on the critical role of effective instructional supervision in the development of positive school culture. Candidates will examine institutional change, school improvement, staff development, and teacher evaluation. Supervision techniques will be explored, including: mentoring and peer coaching, as well as clinical supervision. Special emphasis will be placed on the skills and strategies needed to develop learning organizations that, build an appropriate curriculum, support instructional improvement, and incorporate best practices. Candidates will study the use of various staffing patterns and student grouping plans, as well as school organizational structures, to support teaching strategies and student success.

**EDA 625 Instructional Program Design****3 credits**

This course will give candidates a comprehensive overview of the concepts, strategies, and resources associated with planning, implementing, and evaluating school curriculum. Candidates will investigate the historical, philosophical, psychological, sociological, and political factors associated with curriculum programs. The various dynamic forces that influence the curriculum will be researched from historical, contemporary and futuristic perspectives. Additional attention will be focused on contemporary research regarding constructivist principles, invitational learning, cooperative learning, outcome-based education, multiculturalism, learning styles, multiple intelligences, and various techniques to customize learning experiences and staff development activities that support curriculum change. This course will combine the theoretical with the practical, in order to develop the knowledge, skills, and dispositions that will prepare candidates to effectively develop, implement, and evaluate specific curriculum programs.

**EDA 630: School Personnel Administration****3 credits**

This course is designed as a survey course in school personnel leadership. It provides an overview of the myriad of duties and responsibilities of the office of human resources. Through individual assignments and small/large group experiences, candidates gain the knowledge, skills, and attributes involved in leading both professional and non-professional staff. Specific case studies are presented, guest speakers are invited to present, and specific theories and philosophies are studied.

Assignments will include reading of required articles and texts, reflecting on class lectures and presentations over e-mail, interviewing key leaders in candidate's workplace, and participation in class seminar discussions. The course will be taught using a combination of on-campus and distance learning experiences as well as other instructional technology/telecommunications.

Matters having to do with leadership and organization of school personnel will be addressed. Exploration of topics such as recruitment and selection; induction; professional development; supervision and evaluation; discipline and dismissal; the work environment; compensation and benefits; administering employee contracts; and legal issues in personnel management will be included.

**EDA 640: School Business Administration****3 credits**

This course is designed to provide candidates with an overview of the major areas of responsibilities of the school business administrator. Financial support for public schools from local, state, and federal governments will be emphasized. Fiscal planning, budgeting, plant management, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will be examined. The course will underscore the crucial role of the school business administrator as a key member of the district's leadership team. The course is also designed to provide candidates with an understanding of how the school business administrator can facilitate educational decision-making, thereby having a positive effect on student learning.

**EDA 650: The Principalship****3 credits**

The candidate will study the wide range of responsibilities of the principal as both manager and educational leader. Topics include establishing a common vision and purpose with stakeholders, working collaboratively to achieve common goals, developing a learner centered school culture, planning for the improvement of instruction, school finance management, supervising employees, providing a safe school environment, promoting student health and welfare, and initiating, managing, and evaluating change.

**EDA 655: School & Community Relations****3 credits**

This course is designed to empower school administrators to mobilize community resources and create partnerships that enhance and drive a school culture where all youth can succeed. The changing school in the changing community will be discussed, as well as principles of effectiveness and New York State mandates involved in maintaining a desirable relationship between "town and gown." The course instructors will incorporate research-based strategies and experiential activities that can effect positive school community change in an era of diminishing resources. This course will also discuss powerful avenues to current school/community challenges such as character education, school violence prevention, overcoming barriers to learning, and academic reinforcement.

**EDA 656: Technology Tools for the Administrator****3 credits**

This course is designed to give candidates a comprehensive overview of technology and its application to education today. Candidates will learn to use technology, telecommunications, and information systems to enrich curriculum and instruction (e.g., CAI systems, CD ROM retrieval systems, online networks, distance learning, interactive video, etc.). Current technologies for school management, information retrieval, and staff development will be explored. Candidates will become critical consumers of technology and will utilize actual school and district data to develop and monitor long range plans, thus discovering the impact of technologies on student outcomes and school operations. Candidates will also examine social and ethical issues surrounding the use of technology within the educational arena.

**EDA 657: Development of Urban Teachers****3 credits**

This course addresses the difference between new urban teachers and new suburban teachers and identifies how appropriate, relevant professional development can have a positive impact on new teacher turnover. Topics for professional development include classroom management, appropriate assessment, mentoring, and the importance of teacher dispositions. Candidates will be required to develop hiring criteria plans and professional development plans.

**EDA 658: Advanced Clinical Instructional Supervision****3 credits**

This course will focus on the tools needed for clinical instructional supervision in New York State. Students will be introduced to state-approved models including Class, Danielson's Framework for Teaching, Marzano's Teacher Evaluation Rubric, Marshall's Teacher Evaluation Rubric, NYSTCE Framework for the Observation of Effective Teaching, NYSUT Teacher Practice Rubric, and the Thoughtful Classroom Teacher Effectiveness Framework.

**EDA 660: The Administrator & Pupil Personnel Services 3 credits**

This is a survey course which provides the necessary background and basic understanding of the quantitative and qualitative dimensions of pupil personnel services (PPS) found in schools/districts today. The role of the building/district administrator will be reviewed. Working independently and in groups, candidates will have the opportunity to become familiar with the mandated deliverance mechanisms of pupil personnel services in New York State. Candidates will learn the “language” of pupil personnel services as related to special education, academic intervention services, testing and assessments, and guidance services. Candidates will identify their own administrative skills and demonstrate these skills through class presentations.

Candidates will be expected to read course texts and handouts, critique current literature as specified, present orally and in writing a researched topic of choice, and actively engage in class discussions.

Topics include: role of the administrator, mandated delivery mechanisms and the “language” of PPS as it relates to special education, academic intervention services, curriculum development, counseling services, state mandates/testing, and any other area pertinent to the needs and interest of the candidates.

**EDA 661: Issues in School Leadership 3 credits**

To create and maintain a successful learning organization, educational leaders must act with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education. This course provides candidates the opportunity to explore an array of education leadership issues and trends, closely examine an issue of their choosing using existing qualitative and quantitative data, and develop an action research project to address the identified problem(s), outlining possible actions and their implications. Important foundations for this exploration are:

- The view that schools are interactive internal systems operating within external systems
- The importance of efficient and effective communication skills and networks
- The necessity of positive/supportive school climate
- The need to frame, analyze, and resolve problems
- The impact of current educational and social movements

**EDA 690: The Administrative Internship 8 credits**

The internship is the process and product that results in the application of knowledge, skills, and attributes candidates have acquired in strategic, instructional, organizational, and contextual leadership. Internship experiences will be coupled with seminars, resulting in a meaningful synthesis of knowledge, skills, service, professionalism, and leadership.

The internship includes a variety of rigorous leadership experiences in diverse settings planned and guided cooperatively by personnel from Canisius College and cooperating school districts. Interns will be provided substantial responsibilities that increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. The internship should include some involvement with social service organizations such as Child and Family Services, Catholic Charities of Buffalo, Bry Lin Hospitals, Mid-Erie Counseling and Treatment Services, People Inc., etc.

**EDA 690L: Internship Lab 0 credits**

EDA 690L utilizes a seminar format to provide candidates an opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership.

Seminars are designed to augment the internship experience by engaging candidates in professional dialogue and collective inquiry of current educational issues and concerns encountered in authentic educational settings. Leadership will be explored through various mechanisms including guest speakers, site visitations, simulated exercises, use of technology, current professional literature, bulletins, monographs, press releases, etc.

**EDT 501: Theory, Design and Technology 3 credits**

Students will examine how technology and various learning theories and brain-based research impacts instructional practices. Computer-mediated instruction, current digital resources, and virtual learning environments will be presented and explored as a way to foster learning in a learner-centered, developmentally appropriate, differentiated environment.

**EDT 502: Differentiating Instruction 3 credits**

Students will learn how to effectively design, implement, and assess learning experiences and to engage students and improve learning through educational technologies and differentiated instruction. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic technology, to online teaching tools and the production of multi-media.

**EDT 503: Educational Multimedia Design 3 credits**

Students will examine theory and practice of creating educational and instructional multimedia for learning. Students will examine the use of technology to support learning, and ways in which media can be adapted for learning modalities.

**EDT 504: Technology in Content Areas 3 credits**

The course provides practical, timely, and relevant ways to integrate technology for content learning. Students will examine best practice use of Education Technologies for their content areas, emerging technology, and curriculum-specific uses of technology for learning new content.

**PEG 620: Leadership in Physical Education and Athletics** 3 credits

This course will examine the appropriate concepts relating to efficient management and leadership for physical education, sport and recreational settings. Principles and techniques of management associated with effective leaders of programs, personnel, facilities, and participants in the sport activity field.

**PEG 681: Legal Aspects in Sport** 3 credits

The goal of the course is to enable the student to identify, analyze and understand legal issues and to discuss the ramifications of those issues in their professional lives. The course attempts to provide the student with an understanding of the legal principles relevant to educational and sport setting. The course considers the legal liabilities and responsibilities of athletic coaches, administrators and physical education instructors in the educational institutions, with review and discussion of current case law.

**PEG 635: Administrative Principles of Physical Education/Athletics** 3 credits

The goal of the course will be to enable the student to develop skills needed to serve as an athletic director in a K-12 school district. Scheduling, safety, qualification of coaches, eligibility, and local league governance will be covered.

**EDDI 505: Introduction to Differentiated Instruction** 3 credits

Provides an introduction to the philosophy of Differentiation. This course will examine ways that classrooms can effectively support differentiating instruction and assessment to address the complex challenges of meeting the diverse learning needs of all students. Participants will gain an understanding of the reasons and assumptions underlying differentiation and acquire the ability to identify key indicators in a classroom. Knowledge of the characteristics of students who learn at different paces and levels will be developed. Study of a variety of curriculum options, such as those of content, implementation of differentiated lessons that optimize learning for all students, including gifted students and other high-ability learners.

**EDDI 585: Integrating Technology in the Differentiated Classroom** 3 credits

This course introduces educators to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology into their curriculum. Participants will gain hands-on experience using technological strategies for differentiation that will engage learners of all styles, ranging from new uses for basic software applications and online collaboration, to the production of multimedia.

**TESL 590: Foundations of Bilingual Education** 3 credits

This is a survey course intended to explore foundational elements of bilingual education: theory and practice, cultural perspectives, and linguistics and grammar. A survey of theories, practices, and research currently most productive and relevant to the teaching and learning of English as a second/foreign language are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Examination of cultural perspectives will include the current debate regarding the role and definition of culture in the English Language Learner (ELL) classroom. Students will come to understand the effects of cultural stereotyping, as well as the impact culture has on students' learning styles and classroom experiences. Finally, candidates will be introduced to the core disciplines of linguistics, the scientific study of language, as they apply to literacy learning, including phonetics, phonology, morphology, syntax, and semantics. Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences.

# Education Technologies and Emerging Media

Faculty in Education Technologies and Emerging Media: Dr. Marie Larcara

**Education Technologies and Emerging Media Degree:** Master's in Education Technologies and Emerging Media, Advanced Certificate in Education Technologies, Advanced Certificate in Online Teaching and Training

**Education Technologies and Emerging Media Mission Statement:**

The mission of the Education Technologies and Emerging Media programs is to prepare educators to find, utilize, and assess the purposeful use of technology for teaching and learning.

**Admission:**

To be considered for admission to Canisius College's Education Technologies and Emerging Media programs, candidates are required to submit the following items:

1. A completed graduate application.
2. One official college/university transcript showing completion of a bachelor's degree from an accredited institution of higher learning with a minimum grade point average of 2.7.
3. Evidence of teaching certification complete or in progress is required if seeking NY State certification.
4. Submission of two (2) letters of recommendation.

**International applicants** are welcome and encouraged to apply to the program. Applicants who are citizens of non-English speaking countries are required to provide:

- Proof of English proficiency. The most common means is submission of an official TOEFL (Test of English as a Foreign Language) score of at least 61 on the internet based exam or 500 on the paper based version.
- A transcript evaluation (1 official copy) from a service such as World Evaluation Services at <http://www.wes.org/> which converts your degree into U.S. equivalents, i.e. degree equivalent, grades, course credits, etc. We may also accept the evaluation from other organizations providing this service.

## Education Technologies and Emerging Media Learning Goals & Objectives

**Learning Goal 1 (KNOWLEDGE – Observed in Writing):**

Candidates the Education Technologies and Emerging Media programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Technology Coaches will:

- Demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas.
- Model technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

**Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions):**

Candidates in the Education Technologies and Emerging Media programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Technology Coaches will:

- Create and support effective digital-age learning environments to maximize the learning of all students.
- Assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students.

**Learning Goal 3 (SERVICE):**

Candidates in the Education Technologies and Emerging Media programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Technology Coaches will:

- Model and promote digital citizenship by promoting equity, ethics, and diversity.

**Learning Goal 4 (PROFESSIONALISM):**

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Technology Coaches will:

- Demonstrate adult learning and leadership and will continuously deepen their knowledge and expertise through reflective evaluation.



**Learning Goal 5 (LEADERSHIP):** Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Technology Coaches will:

- Conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practices and student learning.
- Participate in the development and implementation of shared vision for the comprehensive integration of technology to promote excellence.

## Education Technologies and Emerging Media Curriculum:

Total credit hours for the Master's Degree=33

Total credit hours for the Advanced Certificates= 12

## Courses 2012-2014

### Required Courses for Master's

#### **EDT 501: Learning with Technology** **3 credits**

This course helps teachers create safe, supportive, respectful, and equitable learning environments utilizing technology in order to facilitate learning for all students. Students will investigate how to gain quality and effectiveness in teaching by expanding their knowledge of technology as a tool, a medium, and a setting for learning. The content focus will not be on learning specific technologies, but rather to gain an understanding of how technology can be much more than "just a tool" in a classroom or training.

#### **EDT 502: Instructional Design Theories and Models** **3 credits**

Students investigate and apply models for systematically analyzing instructional problems and developing valid and practical solutions specific to their professional goals.

#### **EDT 503: Educational Multimedia Design and Emerging Technology** **3 credits**

Students will examine theory and practice of creating educational and instructional multimedia for learning and will look at future trends in teaching and learning. They will explore promising technology and discover how the use of these may help them lead in their field and address current challenges in their work and professions. Students will demonstrate their ability and willingness to become agents of social change through the thoughtful and scholarly integrating of technology for learning.

**This course includes a 10 hour field experience.**

#### **EDT 504: Integrating Technology in the Differentiated Classroom** **3 credits**

This course introduces educators and professionals to technology that can be used to support, supplement and deliver differentiated content and assessment in the mixed ability classroom, including those with disabilities and specific learning needs. The benefits and challenges of incorporating technology will be considered while participants learn how to integrate technology 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. **This course includes a 10 hour field experience.**

#### **EDT 505: Integrating Technology and Emerging Media into the Content Areas** **3 credits**

This course provides practical, timely, and relevant ways to integrate technology for content learning. Students will examine best practice use of Education Technologies for their content areas, emerging technology, and curriculum-specific uses of technology for learning new content. **This course includes a 10 hour field experience.**

#### **EDT 506: Research Methods: New Literacies** **3 credits**

This course is a response to the call of the 21st century to make students interactive, technologically savvy citizens. As our global society increasingly turns from page to screen for most aspects of modern life, teachers in all content areas will need to know not only the traditional knowledge, skills and methods of their disciplines, but they also must develop competencies in new literacies. New literacies are now necessary for everyone to interact and function in business, for entertainment, and in virtually all other areas of modern life. It is vital, therefore, for teachers to teach students to use inquiry, collaboration, and multimodal design, as well as more traditional types of critical thinking to do their life's work.

#### **EDT 507: Transformational Leadership and Technology** **3 credits**

Students will examine concepts and strategies needed for leadership in the use and integration of technology for learning. Topics include strategic planning, leadership styles, change processes, and policy issues in educational technology. **This course includes a 10 hour field experience.**

#### **EDT 508: Technology for Social Change** **3 credits**

Students will prepare for educational leadership and be better able to be advocates of social justice through the use of technology for learning. The course focuses on policies that relate to social justice and technology in an attempt to prepare educational leaders to make a positive contribution in their fields. The main objective is to better understand how technology can impact society and how to make that positive change happen.

#### **EDT 511: College Supervised Fieldwork in Education Technologies** **6 credits**

This course is the culmination of the work throughout the course and will require students to complete a practicum of 90 hours working with a teacher or leader in the field. The program will follow the protocols set forth by the School of Education and Human Services, and will utilize the same rubrics, lesson plan formats, unit plan formats, Code of Ethics, Student Teacher Candidate Contract, etc.

## Elective Courses

### **OTT 501: Introduction to eLearning** **3 credits**

Learners will get an overview of eLearning, learn about the basics, and learn how to teach and assess readiness for eLearning. Participants will be introduced to the concepts of the virtual classroom, including the design and delivery of online coursework. Course concepts include synchronous and asynchronous learning systems, using the web for instruction, virtual communities, online teaching tools, and how students' needs can be addressed in online delivery. Current research in online teaching and learning will be explored and participants will begin to consider how they might build a basic course or course component in their field. The course or course component will begin the participant's capstone project, which will be developed throughout the program and which will exemplify the application of the program concepts.

### **OTT 502: eLearning Course Development** **3 credits**

Students will learn how to plan, design, develop, deliver, and assess an online course and learners. They will also learn how to accommodate a wide variety of learners. Participants will investigate online teaching concepts and models. They will plan their learning outcomes and incorporate them into their plan for implementation by aligning learning outcomes and models. They will build and rationalize appropriate assignments and technology tools to meet course goals and objectives.

### **OTT 503: Technologies for eLearning** **3 credits**

Because technology and innovation happens at a fast pace, students will be expected to learn how to find, evaluate, and synthesize how new tools may benefit teaching and training. This course examines emerging technology tools for virtual learning environments. Students will be expected to utilize the learning outcomes for a particular class or training session to purposefully choose appropriate technologies, including both synchronous and asynchronous tools. They will demonstrate careful consideration for selecting certain technology tools and how they will help learners succeed in a classroom setting.

### **OTT 504: Evaluating eLearning** **3 credits**

Participants will investigate how the history of innovation and distance education has impacted educational thought and culture, including managerial and organizational issues, change-management, decision-making, and solutions for successful course and program management. They will investigate and plan for the use of research-based solutions to educational problems, both in face-to-face and online environments. As a deliverable, participants will analyze which particular challenge(s) they may encounter and write a plan for addressing such an issue. The plan will be included in their course development portfolio.

## Required Courses for Advanced Certificates

### Required Courses for Online Education Technologies Certificate:

EDT 501	Theory, Design, and Technology	3 credits
EDT 502	Differentiating Instruction	3 credits
EDT 503	Educational Multimedia Design	3 credits
EDT 504	Technology in Content Areas	3 credits

### Required Courses for Online Teaching and Training Certificate:

OTT 501	Introduction to eLearning	3 credits
OTT 502	eLearning Course Development	3 credits
OTT 503	Technologies for eLearning	3 credits
OTT 504	Evaluating eLearning	3 credits

# Literacy

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

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 (e.g. reading and writing).

## Literacy Learning Goals and Objectives

**Learning Goal 1:** Candidates in the literacy program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

Candidates will:

- Demonstrate understanding of major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- Demonstrate understanding of the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
- Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

**Learning Goal 2:** Candidates in the literacy program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Candidates will:

- Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

- Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
- Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**Learning Goal 3:** Candidates in the literacy program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Candidates will:

- Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
- Develop and implement strategies to advocate for equity.
- Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

**Learning Goal 4:** Candidates in the literacy program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Candidates will:

- Demonstrate understanding of the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
- Demonstrate understanding of the types of assessments and their purposes, strengths, and limitations.
- Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

**Learning Goal 5:** Candidates in the literacy program will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Candidates will:

- Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
- Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
- Demonstrate understanding of and influence local, state, or national policy decisions.
- Use assessment information to plan and evaluate instruction.
- Communicate assessment results and implications to a variety of audiences.

**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, Grades 5 - 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	Grade5-12: 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 2012-2014

### EDR 501 Reading and Writing in the Content Areas 3 credits

Strategies for teaching and developing young children's skills in effectively applying literacy skills as tools for learning in content areas will be examined. Candidates will develop materials and procedures that enhance comprehension, vocabulary acquisition, and study skills of diverse populations of learners. Various measures for assessing children's performance in subject areas will be studied. Children's literature that supplements textbooks across the content areas will be examined.

### EDR 502 Foundations of Literacy Instruction 3 credits

Research-based foundational principles for effective instruction in each of the language areas will be explored. Candidates will study the historical trajectory of literacy research and instruction, learn strategies for literacy instruction with diverse populations of learners, create lesson plans that apply instructional techniques, select materials based on children's literacy level and interests, and examine various assessment measures. Multiple genres of children's literature along with applications in literacy instruction will be explored.

### EDR 503 Reading in the Secondary School 3 credits

The effective application of literacy skills as tools for teaching secondary level content areas to diverse populations will be examined. Candidates will develop materials and procedures that enhance comprehension. Integration of content and skills across subjects will be emphasized as well as methods to meet specific needs of students, including the use of multiple measures of assessment, diverse genres of literature, and various interventions in literacy instruction.

### EDR 504 Adolescent Literacy: A Critical Pedagogy for a Diverse Urban Population 3 credits

Candidates will address the literacy needs of an increasingly diverse middle childhood and adolescent school population. Candidates will explore the factors influencing literacy education in the secondary school and become familiar with effective diagnostic teaching strategies appropriate for this diverse population. Field experience will be provided.

### EDR 508 Emergent Literacy 3 credits

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

### EDR 509 Teaching Literacy with Diverse Population 3 credits

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

### EDR 510 Creating a Literate Environment: Teaching the Language Processes 3 credits

Instructional techniques for concurrently developing skills in speaking, listening, reading and writing as well as specific models for instruction that meet diverse needs and interests at all levels will be examined. Organizational components of an effective reading and writing classroom will be explored along with methods for providing a print-rich environment that spans a broad spectrum of reading levels, genres and interests.

### EDR 600 Literacy Curriculum and the Role of the Reading Specialist 3 credits

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

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

Candidates will explore theories and conduct in-depth literacy assessments, using both formal and informal age-appropriate measures. Candidates will examine administrative procedures and the interpretation of results for multiple assessment instruments, including diagnostic and achievement tests, reading inventories, observations, and anecdotal records. The diagnostic teaching model will be introduced and traditional remediation and intervention theories will be explored as candidates work with struggling readers during scheduled tutorial sessions.

**EDR 602 Grade 5-12:****Diagnosis and Diagnostic Teaching Clinical Practicum 6 credits**

Candidates will explore theories and conduct in-depth literacy assessments using both formal and informal age-appropriate measures. Candidates will examine procedures and the interpretation of results for multiple assessment instruments, including diagnostic and achievement tests, reading inventories, observations and anecdotal records. The diagnostic teaching model will be introduced. Traditional remediation and intervention theories will be explored as candidates work with struggling readers during scheduled tutorial sessions.

**EDR 603 Advanced Practicum: Birth-Grade 6 3 credits**

Candidates observe and fully participate as an intern in reading clinics, schools, or public and voluntary agencies serving children who are experiencing literacy problems. Candidates will refine proficiencies in instruction and assessment, organization, and enhancement of a literacy curriculum as they work with a professional team at the site. Candidates will serve as a resource for literacy instruction; they will also prepare staff development for professionals at the site based on a survey of teachers' interests/needs. Prerequisite: EDR 601.

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

Candidates observe and fully participate as an intern in reading clinics, schools, or public and voluntary agencies serving children who are experiencing literacy problems. Candidates will refine proficiencies in instruction and assessment, organization, and enhancement of a literacy curriculum as they work with a professional team at the site. Candidates will serve as a resource for literacy instruction; they will also prepare staff development for professionals at the site based on a survey of teachers' interests/needs. Prerequisite: EDR 602.

**EDR 605 Internship Practicum: Birth-Grade 6 6 credits**

During this semester-long practicum experience in literacy instruction, candidates will observe and fully 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 credits**

During this semester-long practicum experience in literacy instruction, candidates will observe and fully 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 credits**

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

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

Descriptive and inferential statistical methods, quantitative and qualitative methods, research models, procedures for designing research studies and ethical principles will be studied. Candidates will also analyze literacy research studies that incorporate the various statistical procedures studied.

**Online Literacy****Two Strands for certification:**

Master's with NY State certification in literacy Birth–Grade 6 or Master's with NY State 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 Literature 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 Population	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

**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.

## Courses 2012-2014

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

Jeffrey Lindauer, Gregory K. Reeds, Timothy Sawicki, Clancy Seymour.

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

The Department of Kinesiology offers a Master of Science degree program in Physical Education which meets the New York State requirements for professional certification for in-service teachers. This fully 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 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:** Foreign language competency is required for teaching certification in New York State. See the Department Chair for advisement.

## Physical Education Learning Goals & Objectives

### Learning Goal 1 (KNOWLEDGE – Observed in Writing):

Candidates in the Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

### Learning Goal 2 (KNOWLEDGE – Observed Skills and

**Dispositions):** Candidates in the Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Demonstrate that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness.
- Implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Utilize assessments and reflection to foster student learning and inform instructional decisions.

### Learning Goal 3 (SERVICE):

Candidates in the Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

### Learning Goal 4 (PROFESSIONALISM):

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

### Learning Goal 5 (LEADERSHIP):

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

### 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 nine 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 650	Analysis of Curriculum and Teaching	3
PEG 660	Advanced Human Growth and Motor Development	3
PEG 670	Advanced Teaching Methods in Physical Education	3
PEG 671	Authentic Assessment in Physical Education	3
	Total	12

### 3. Electives (Choose 3 of the following)

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	9

\* 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 ten courses (30 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 Kinesiology 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 must be taken at the graduate level. Students should meet with the program director for individual advisement, but must take at least twenty four hours of course work at Canisius College in addition to the student teaching placement (9 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 114/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 505	Cooperative Activities and Outdoor Curriculum	3
PEG 511	Movement Activities for the Elementary Child	3
PEG 554	Adapted Physical Education	3
PEG 560	Motor Development	3
PEG 572	Seminar in Teaching Physical Education	3
PEG 541B	Teaching Methods in Physical Education	3
PEG 571	Assessment in Physical Education	3
PEG 580	Concepts of Teaching Sport Skills	3
Total		24
PEG 593	Student Teaching	9
PEG 594	Student Teaching Seminar	0
EDU 495	Child Abuse Seminar	0
EDU 496	Prevention of School Violence Workshop	0
Total		33

#### Required Certification Exams for Initial Certification: New York State Teachers Certification Exams (NYSTCE)

- LAST: Liberal Arts and Science Test ATS-W: Assessment of Teaching Skills-Written (Elementary or Secondary)
- CST: Content Specialty Test (Physical Education)

#### Other Certification Requirements:

##### Fingerprinting

Students may apply for Initial Certification upon completion of student teaching. The MS in physical education, along with 3 years of experience, is required for Professional Certification in New York State.

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

#### Courses 2012-2014

##### PEG 505 Cooperative Activities and Outdoor Curriculum 3 credits

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 Education and Elementary Activities 3 credits

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

##### PEG 541B Teaching Methods in PE 3 credits

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 3 credits

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

##### PEG 560 Motor Development 3 credits

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

##### PEG 571 Assessment in Physical Education 3 credits

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 Physical Education Section A 3 credits**

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 572 Seminar in Teaching and Assessment Section B 3 credits**

Current Issues in P-12 Physical Education, Health and Athletics as well as certification requirements.

**PEG 580 Concepts of Teaching Sport Skills 3 credits**

Normal developmental patterns of motor skills. How the human organism acquires movement proficiency in those skills.

**PEG 584 Capstone in Teaching Physical Education 3 credits**

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 12 credits**

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

**PEG 594 Student Teaching Seminar 0 credits**

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 3 credits**

A multicultural perspective of health, wellness and healing. Focus on health issues and concerns that ethnic minority populations face in the United States. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores traditional healing theories and practices of cultures across the world and their use among our ethnic populations today.

**PEG 612 Principles and Foundations of Holistic Health 3 credits**

An alternative and complimentary perspective on health and well-being. Focus on the most effective holistic approaches to illness and today's prevention and treatment opportunities. A comparison of holistic modalities to conventional medical practices.

**PEG 613 Dimensions in Women's Health 3 credits**

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 3 credits**

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

**PEG 615 Statistics in Physical Education/Health 3 credits**

Descriptive statistical methods including central tendencies, dispersion standard scores, correlation, and probability theory will be addressed. The elements of test construction: table of specifications, reliability, validity and item analysis will be considered. Candidates will become familiar with norm referenced, criterion referenced and performance instruments and will study the diagnostic teaching model of instruction. Technology will be used to simulate evaluation and statistical analysis.

**PEG 616 International Health Perspectives 3 credits**

Examines the constantly evolving global health issues of the 21st century. Focus on international health problems and solutions to reduce human pain and suffering. Topics include globalization of international health, changing environmental conditions, nutritional challenges of developing countries and industrialized nations, epidemics of non-communicable and infectious disease, maternal and child health, comparison of health care systems and the future of world health.

**PEG 618 Controversial Issues in Health and Society 3 credits**

Encourages critical thought on important health issues and provides a context for controversy. Explores dimensions and approaches to the study of health and society. Examines a variety of opposing viewpoints related to health science and personal health using a debate framework. Topics include euthanasia, sexuality and gender issues, human cloning, stem cell research, organ trafficking, gun control, substance abuse, etc.

**PEG 621 Leadership in Physical Education and Athletics 3 credits**

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 credits**

Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities.

**PEG 632 Recreational Activities for Individuals with Special Needs 3 credits**

Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration.

**PEG 640 Social Psychology of Sport and Physical Activity 3 credits**

Psycho-social development, psychological factors in competitive sport and social behavior in sport contexts. Includes emotions, the coach/athlete relationship, motivation, personality and mental training techniques.

**PEG 645 Performance Enhancements and Interventions 3 credits**

Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.

**PEG 646 Sport in Society 3 credits**

A sociological inquiry into North American Sport as a social institution. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.

**PEG 651 Coaching Theory and Techniques 3 credits**

Principles of effective coaching, including the role of the coach, practice planning, leadership theory, sport psychology and teaching motor skills.

**PEG 670 Advanced Teaching Methods in Physical Education 3 credits**

Examination of Mosston's Spectrum of Teaching Styles in Physical Education. Focus will be on applying the teaching styles to various units in physical education.

**PEG 671 Authentic Assessment in Physical Education 3 credits**

Content and theory related to authentic and alternative assessment in physical education. Development, implementation and assessment of authentic assessments in physical education included.

**PEG 680 Research Methods in Physical & Health Education 3 credits**

Identification and delineation of research problems, survey of related literature and detailed examination of various research methods. Attention given to the presentation of research in both written and oral form.

**PEG 681 Legal Aspects in Physical Education and Athletics 3 credits**

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 credits**

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 credits**

Focuses on current issues which help define the field of Physical and Health and high school athletics. Students examine the resolution of issues for topics such as meeting the New York State Learning Standards, zero tolerance for substance abuse on athletic teams, sportsmanship, winning and losing, and the state of childhood obesity.

# Professional Studies

## Allied Health Programs

According to research performed at the University of California San Francisco, allied health professionals make up 60% of the total healthcare workforce. As a result of this increasing demand for well-trained and motivated professionals, the Allied Health program offerings at Canisius are rapidly expanding. Students can choose from MS programs in Health & Human Performance, Applied Nutrition, Community & School Health and Respiratory Care.

## Master's Degree Programs:

**MS in Applied Nutrition**

**MS in Community and School Health**

**MS in Health and Human Performance**

**MS in Respiratory Care**

For more information, contact Dr. Khalid Bibi, Executive Director, Office of Professional Studies at 716-888-8296. For admissions assistance, contact the Graduate Admissions Office at (716) 888-2545, or toll free at 1-800-950-2505, or [GradAdmissions@canisius.edu](mailto:GradAdmissions@canisius.edu)

## Learning Goals and Objectives:

The School of Education and Human Services Learning Goals and Objectives can be found here: <http://canisius.edu/academics/academic-schools/>

## Applied Nutrition

**Program Director:** Mary Jo Parker, MS, RD, CDN

### Faculty:

Khalid Bibi, PhD, HFS; Rachel Darr, MS, RD, CSSD; CDN; Sherry Farrow, PhD; Margaret Garfoot, MS, RD, CDN; Dennis Koch, PhD, HFS; Garry Ladd, DHSc; Robin Schenk, MS, RD, CDN, CNSC; Dan Smith, PhD, CRC, NCC, LMHC, BCC.

**Degree:** Master of Science

**Overview:** The Master of Science in Applied Nutrition program is offered in a fully online format structured to fit the busy lifestyle of working professionals. It is designed for students, practitioners and professionals who are interested in expanding their knowledge in health-related fields. This program can be completed in as little as one year.

Graduates of the master's in applied nutrition program will be:

- Qualified to assume leadership, management or administrative roles
- Able to conduct and comprehend dietetic research
- Able to apply current research to practice
- Able to evaluate nutritional programs, among many other acquired skills.

**The program will provide students with the opportunity to build upon clinical knowledge and specialize in one of three areas:**

- Obesity and Eating Disorders
- Fitness and Sports Nutrition
- Business and Entrepreneurship in Nutrition

**Admission:** Applications are processed on a rolling basis and are considered as they are received for each of our terms. We recommend submitting all material required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The on-line application can be submitted with no application fee.

**To qualify for admission, all students must:**

- Complete the graduate admissions application.
- Complete a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.7.
- Submit one (1) official undergraduate transcript from each institution attended with the degree posted from the degree-granting institution.
- Submit two (2) letters of recommendation.
- Provide evidence of sufficient college-level coursework in the areas of anatomy, physiology, chemistry, or biology or current licensure as a Registered Dietitian. Students who do not meet prerequisites may be required to complete additional undergraduate coursework.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Applied Nutrition at Canisius College. The statement may be submitted in the essay section of the graduate application.

**Transfer credit:** Previous graduate level transfer credits will be assessed on a case-by-case basis.

**Academic Standing:** Students must maintain a GPA of 3.0 to graduate from the program. If the GPA drops below 3.0, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.0 by the end of the next term, the student may be dismissed from the program. Any student receiving more than 2 grades below B- may be dismissed from the program.

**Applied Nutrition Curriculum:** Total credit hours: 33. MS Students will complete seven courses (21 credits) of the core curriculum and four courses (12 credits) within a specialty track.

**Pre-requisite: May be required for non-RD or non-DTR students.**

**ALH 502 Nutrition** **3 credits**  
**This course if required, will count as an elective within a specialty track.**  
 Studies nutrition principles, behavior, and counseling, as well as clinical applications of nutrition as it relates to health, clinical exercise physiology, and cardiac rehabilitation.

<b>Core Courses (21 credit hours)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
ALH 503	Medical Nutrition Therapy	3
ALH 507	Clinical Health Behavior Change	3
ALH 531	Applied Statistics for the Health Professions	3
ALH 631	Research Methods in Allied Health	3
NTR 505	Advanced Nutrition	3
NTR 603	Nutrition Seminar	3
ALH 689	Master's Project/Thesis	3
<b>Specialty Track 1: Obesity and Eating Disorders (12 credit hours)</b>		
ALH 501	Health Promotion/Disease Prevention	3
NTR 510	Adult and Pediatric Obesity	3
NTR 512	Eating Disorders in Children and Adults	3
NTR 612	Sociology of Nutrition	3
NTR 625	Health Communications in Nutrition	3
	Guided Elective	3
<b>Specialty Track 2: Fitness and Sports Nutrition (12 credit hours)</b>		
ALH 520	Exercise Prescription	3
ALH 522	Fitness Psychology	3
ALH 536	Exercise Physiology	3
ALH 582	Functional Conditioning *	3
ALH 622	Sports and Fitness Nutrition	3
	Guided Elective	3
<b>Specialty Track 3: Business and Entrepreneurship in Nutrition (12 credit hours)</b>		
COM 616	Fundraising for Non-Profits *	3
MBA 504	Economics for Managers *	3
MBA 506	Marketing Solutions *	3
MBA 606	Entrepreneurship *	3
NTR 610	Accounting *	3
	Guided Elective	3

\* Course contains an on-campus component, and cannot be completed fully online.

## Courses 2012-2014

### Core Courses:

#### ALH 507 Clinical Health Behavior Change 3 credits

This course will explore health behavior theories to facilitate the adoption of healthful behaviors to various groups. It will include motivational interviewing, practice of nonverbal, active listening, goal assessment and group counseling. It will also explore the evaluation of nutrition education interventions.

#### ALH 531 Applied Statistics for the Health Professions 3 credits

In this course, students will learn to select appropriate statistical procedures, analyze data, and interpret the results. SPSS for Windows will be used to cover descriptive statistics, tests of differences, and to develop methods of presenting tables and graphs.

#### ALH 631 Research Methods in Allied Health 3 credits

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.

#### ALH 503 Medical Nutrition Therapy 3 credits

This course will explore the application of nutrition principles to the treatment and prevention of diseases. This treatment can range from changes in diet to providing specialized therapies such as intravenous or tube feeding. Topics discussed will include lifestyle strategies and therapeutic nutrient intervention to correct nutritional insufficiencies, promote optimal health, and prevent, manage, or correct medical problems.

#### NTR 505 Advanced Nutrition 3 credits

This course examines the metabolism, physiological actions and interrelationships of carbohydrates, protein, fats, vitamins, minerals and water. Topics discussed include the regulation of the biochemical pathways and the nutritional principles of macronutrient and micronutrient metabolism; absorption, excretion, transport and cellular metabolism; nutritional and toxicological standards for humans and animal models and bioavailability of minerals.

#### NTR 603 Nutrition Seminar 3 credits

This course is to provide graduate students in nutrition with experience in formal presentation of research results, with emphasis on the components of quality research. The students will present a research seminar on a research topic (relating to their required project) in a clear, concise and logical manner. Students will write an abstract, with references, that summarizes the research seminar.

#### ALH 689 Master's Project 3 credits

The master's project is designed as a rigorous scholarly activity that provides an opportunity to integrate theoretical knowledge with research.

## SPECIALTY TRACK 1: Obesity and Eating Disorders

#### ALH 501 Health Promotion/Disease Prevention 3 credits

This course is an in-depth examination of health promotion; the science and art of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes can prevent chronic diseases, such as heart disease, cancer, and diabetes, which are the leading causes of death and disability in the United States. We will review and critically assess current efforts to influence lifestyle change, at both the individual and population levels. Students will have the opportunity to plan, organize, and conduct lifestyle change programs.

#### NTR 510 Adult and Pediatric Obesity 3 credits

This course addresses the epidemiology, etiology, and risk factors associated with obesity across the lifespan. The medical management and complications of obesity will be discussed in depth. Students will review and critically assess current treatment strategies such as pharmacotherapy, bariatric surgery, and behavioral approaches. Review and discussion of current research and theory will allow students to gain a broad understanding of the causes, prevention, and treatment of obesity.

#### NTR 512 Eating Disorders in Children and Adults 3 credits

This course is an in-depth examination of eating disorders in children and adults, including the definition and clinical presentation of eating disorders. Medical complications of eating disorders will be considered, as well as the relationship between eating disorders and obesity. Family issues, especially for children and adolescents, in the etiology and treatment of eating disorders will be examined. Existing approaches to treatment will be examined, as well as new and experimental treatments.

#### NTR 612 Sociology of Nutrition 3 credits

This course addresses the effects of family and society on food availability and the development of eating habits, food rituals and norms, and body acceptance across the lifespan. The influence of family systems and cultural contexts on psychosocial development and the adoption of pathogenic eating behaviors will be explored. Theoretical perspectives related to the epidemiology, prevention and treatment of eating disorders and obesity will be examined in depth.

#### NTR 625 Health Communications in Nutrition 3 credits

This course is designed to expand a student's awareness of the information explosion with regard to nutrition/health/fitness, critically analyze material that is for public consumption, discuss the implications on health care and public health in general, as well as to learn how to effectively communicate health messages.

## SPECIALTY TRACK 2: Nutrition and Fitness

#### ALH 520 Exercise Prescription 3 credits

Instruction in the guidelines for exercise testing and prescription. Didactic instruction and practical training will be used to educate students in the various methodologies used to assess adult health and fitness. Practical experiences include the assessment of cardiovascular risk, coronary artery disease risk stratification, body composition assessment, functional capacity assessment and muscular fitness assessment.



**ALH 522 Fitness Psychology** **3 credits**

This course will cover topics such as eating disorders among athletes, female athlete triad, and weight management. It will provide students with skills to counsel athletes as well as sports teams. The course will also cover performance enhancement, motivation, and stress management of athletes. Students will develop an understanding of behavioral change theory as it relates to sports psychology.

**ALH 536 Exercise Physiology** **3 credits**

Covers the advanced study of concepts, principles, and research in the field of exercise physiology. Discusses advanced concepts in the muscular/neuromuscular, cardiovascular, ventilatory, endocrine, and metabolic responses to exercise and exercise training. Specific study of the physiological control mechanisms regulating these systems are also addressed during periods of rest, acute exercise, and following chronic exercise training.

**ALH 582 Functional Conditioning** **3 credits \***

Explores principles of physical training for improving performance, including strength and endurance training. Helps prepare students for working with athletes, or low risk clients who want to improve fitness.

**ALH 622 Sports and Fitness Nutrition** **3 credits**

This course will focus on understanding the specific role of energy and nutrients in fitness and athletic performance. Additional topics will include the role of fluid and electrolytes, ergogenic aids, and special diets in physical activity. Tools for assessing body composition (body fat, muscle mass), unique dietary concerns across the lifespan and in special population groups (heart disease, diabetes, obesity) and the effect of diet on endurance will be explored.

**SPECIALTY TRACK 3: Business and Entrepreneurship in Nutrition**

**Note:** This track is not available fully online. Campus-based courses in this track will be completed in a 16-week semester format.

**COM 616 Fundraising for Non-Profits** **3 credits \***

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 responsibilities. The course combines theory and practice by using case studies, in-class small group exercises, case writing, role plays and experience sharing.

**MBA 504 Economics for Managers** **3 credits \***

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 506 Foundations of Marketing Management** **3 credits \***

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 606 Entrepreneurship** **3 credits \***

Students will learn how to identify market opportunities for a potential new venture. They will analyze information and write reviews and present a complete business plan of their proposed business venture. Students will learn how to identify market opportunities for a potential new venture. They will analyze information and write reviews and present a complete business plan of their proposed business venture.

**NTR 610 Accounting** **3 credits \***

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

\* Course contains an on-campus component, and cannot be completed fully online.

**Community and School Health**

**Program Director:** Khalid Bibi, PhD, HFS

**Graduate Project Director:** Garry Ladd, DHSc

**Faculty:** Kathy Hassey, MEd, RN, BSN; Arvela Heider, PhD; Patricia Johnson, RN, EdD; Dennis Koch, PhD, HFS; Melva Visher, MA, RHIA.

**Degree:** Master of Science

**Overview:** The Online Master's in Community and School Health program is designed for nurses, physical therapists, occupational therapists, social workers, counselors, psychologists, and others with a bachelor's degree and the appropriate science and health background. **The program is ideal for working professionals who need to balance work, family and a continuing education, since it can be completed entirely online.**

Graduates of the Master's in Community & School Health program will:

- Have excellent knowledge surrounding health education, physical education, health services, nutrition services, counseling, psychological and social services, health promotion, and family and community involvement.
- Be well prepared to participate in the development of policy within the work place, as well as healthcare systems at the community, state or national level.

Upon completion of the Master's in Community and School Health program, graduates will be prepared for positions as:

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

**Admission:** Applications are processed on a rolling basis and are considered as they are received for each of our terms. We recommend submitting all material required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The on-line application can be submitted with no application fee.

#### To qualify for admission, all students must:

- Complete the graduate admissions application.
- Submit one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.7 (or a GPA of 2.5 or above with 3 years relevant work experience).
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Community and School Health at Canisius College. The statement may be submitted in the essay section of the graduate application.

**Transfer credit:** Previous graduate level transfer credits will be assessed on a case-by-case basis.

**Academic Standing:** Students must maintain a GPA of 3.0 to graduate from the program. If the GPA drops below 3.0, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.0 by the end of the next term, the student may be dismissed from the program. Any student receiving more than 2 grades below B- may be dismissed from the program.

### Community and School Health Curriculum:

**Total credit hours: 33**

Course	Title	Credits
ALH 501	Health Promotion and Disease Prevention	3
ALH 540	Program Planning in Healthcare	3
ALH 631	Research Methods in Allied Health	3
CSH 500	Healthcare Systems	3
CSH 520	Leadership Initiatives	3
CSH 530	State of the Nation's Child	3
CSH 550	Health Impacts on Academic Success K-12	3
CSH 670	Healthcare and Public Policy	3
ALH 689	Master's Project/Thesis I	3
ALH 699	Master's Project/Thesis II	3
	Guided Elective	3
	<b>Total Credits</b>	<b>33</b>

### Courses 2012-2014

#### CSH 500 Healthcare Systems

**3 credits**

The course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables students to assess the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings, and societal values on our evolving health care delivery system.

#### ALH 501 Health Promotion and Disease Prevention

**3 credits**

This course will provide students with information on health promotion and education that will enable them to develop a practical approach to health promotion and disease prevention. This course is specifically designed for nurses, physical therapists, social workers, counselors and others who wish to develop programs within schools and the community that address specific target populations in the prevention of non-communicable diseases such as diabetes, heart disease, and cancer.

#### CSH 520 Leadership Initiatives in Community and School Health

**3 credits**

This course is designed to expand the student's knowledge of a variety of leadership concepts and explore how these concepts can be integrated into community and school health settings. Students will examine organizational systems and structures, leadership styles, change theory, conflict and power, and coalition building.

#### CSH 530 State of the Nation's Child

**3 credits**

An exploratory course on the national and statewide issues of poverty, child welfare, and youth at risk impacting the nation's children.

**ALH 540 Program Planning in Healthcare 3 credits**

This course is designed to provide students with an overview of models, strategies, interventions and assessment techniques to use in designing, planning, initiating and evaluating public health programs that address the most important health issues affecting our communities at the local, state, national and international levels. As a foundation for exploration and discussion, the socio-ecologic framework (individual/behavioral, environmental/social/community and policy levels) of interventions will all be studied.

**CSH 550 Health Impacts on Academic Success K-12 3 credits**

This course addresses the growing number of health issues unique to the school age child K-12. Topics such as expanding chronic health problems and diseases linked to teen lifestyle choices will be explored and discussed.

**ALH 631 Research Methods in Allied Health 3 credits**

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.

**CSH 670 Healthcare and Public Policy 3 credits**

This course expands the student's knowledge of the U.S. healthcare system and fosters understanding of the process of public policy development. Political policy debates related to school health are discussed.

**ALH 689 Master's Project/Thesis I 3 credits**

Provides initiation to scholarly investigation. Requires students to submit a written research or project proposal for approval by a thesis/project committee. Prerequisite: Permission of program director.

**ALH 699 Master's Project/Thesis II 3 credits**

Continues ALH 689 with an approved thesis or project proposal and culminates in an approved written thesis or project. Prerequisites: ALH 689 and permission of program director.

**Guided Elective (Selected with advisor) 3 credits****Health and Human Performance**

**Program Director:** Dennis Koch, PhD, HFS

**Faculty:** Khalid Bibi, PhD, HFS; James Bierl, MS, RRT, NPS; Rachel Darr, MS, RD, CSSD, CDN; Matthew Diegelman, MS, CSCS; Sherry Farrow, PhD; Patrick Gannon, PharmD.; Garry Ladd, DHS; Thomas McCarthy, MS; Mary Jo Parker, MS, RD, CSSD, CDN; Charles Pelitera, MS, CSCS\*D; Daniel Smith, PhD, CRC, NCC, LMHC, BCC; Melva Visser, MA, RHIA.

**Degree:** Master of Science

**Overview:** The Master of Science degree program in Health and Human Performance at Canisius College trains students in the areas

of rehabilitative and preventive health, and gives students options to specialize in cardiac rehabilitation, health promotion, or strength and conditioning.

Offered in a hybrid format that includes some online and some face-to-face classes, the 34 to 35 credit hour MS program offers students the choice between an internship and a research (thesis) experience, the latter a preparation for doctoral programs. The program prepares students to practice in clinical settings as part of a health care team, or to work in exercise and health-promotion programs with apparently healthy or high-risk populations.

The curriculum will provide students with appropriate course work and field experiences to prepare for the American College of Sports Medicine (ACSM) Certified Personal Trainer (CPT), Health Fitness Specialist (HFS), Exercise Specialist (ES) and Registered Clinical Exercise Physiologist (RCEP) certification exams. There will also be course work geared towards preparing students for the Certified Strength and Conditioning Specialist (CSCS) exam offered by the National Strength and Conditioning Association (NSCA).

**Admission:** Applications are processed on a rolling basis and are considered as they are received for each term. We recommend submitting all materials required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The online application can be submitted with no application fee.

**To qualify for admission, all students must:**

- Complete the graduate admissions application.
- Complete a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.7.
- Submit one (1) official undergraduate transcript from each institution attended with the degree posted from the degree-granting institution.
- Submit two (2) letters of recommendation.
- Complete a phone or face-to-face interview with the program director, or his representative.
- Provide evidence of sufficient college-level coursework in the areas of anatomy and physiology, kinesiology, nutrition, and exercise physiology. Students who do not meet prerequisites may be required to complete additional undergraduate coursework.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Health and Human Performance at Canisius College. The statement may be submitted in the essay section of the graduate application.

**Transfer credit:** Previous graduate level transfer credits will be assessed on a case-by-case basis.

**Academic Standing:** Students must maintain a GPA of 3.0 to graduate from the program. If the GPA drops below 3.0, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.0 by the end of the next term, the student may be dismissed from the program. Any student receiving more than 2 grades below B- may be dismissed from the program.

### Health and Human Performance Curriculum:

Total credit hours: 34 or 35, depending on specialty track chosen. Every student must complete 19 credit hours of core courses, each of the courses in one (1) of the specialty tracks, and 6 credit hours of internship or thesis.

Core Courses (19 credit hours)		
Course	Title	Credits
HHP 501	Epidemiology	1
ALH 502	Nutrition	3
ALH 520	Exercise Prescription	3
HHP 521	Exercise Testing	3
ALH 531	Applied Statistics for the Health Professions	3
ALH 582	Functional Conditioning	3
ALH 631	Research Methods in Allied Health	3
Specialty Track 1: Cardiac Rehabilitation (10 credit hours)		
HHP 601	Electrocardiography & Clinical Stress Testing	4
ALH 602	Cardiopulmonary Pathophysiology	3
ALH 621	Cardiopulmonary Pharmacodynamics	3
Specialty Track 2: Health Promotion (9 credit hours)		
ALH 501	Health Promotion & Disease Prevention	3
ALH 507	Clinical Health Behavior Change	3
ALH 540	Program Planning in Healthcare	3
Specialty Track 3: Strength and Conditions (9 credit hours)		
HHP 583	Advanced Movement Analysis	3
ALH 522	Fitness Psychology	3
ALH 622	Sport & Fitness Nutrition	3
Additional Requirements (6 credit hours)		
HHP 603	Internship 1	3
HHP 604	Internship 2	3
Or		
ALH 689	Master's Project/Thesis 1	3
ALH 699	Master's Project/Thesis 2	3

## Courses 2012-2014

### Core Courses:

#### HHP 501 Epidemiology

**1 credit**

The study of the distribution and determinants of health related states or events in a population and applications to control specific health problems. Emphasis will be placed on discussing evidence for the role of lifestyle choices in determining long-term health and chronic disease risk.

#### ALH 502 Nutrition

**3 credits**

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.

#### ALH 520 Exercise Prescription

**3 credits**

This course presents a comprehensive overview of the human body's responses to acute and chronic exercise. An understanding of the processes involved in prescribing safe and effective therapeutic exercise for healthy individuals as well as geriatric populations, pregnant women, children, and patients with chronic conditions including heart and lung disease, diabetes, and obesity will be reviewed. In the course, environmental and legal considerations in the prescriptive process will be discussed. Consideration will also be given to behavior change principles and the role of motivation in prescribing appropriate exercises for a variety of clients.

#### ALH 521 Exercise Testing

**3 credits**

Didactic instruction and practical training will be used to educate students in the various methodologies used to assess adult health and fitness. Practical experiences include the assessment of cardiovascular risk, coronary artery disease risk stratification, body composition assessment, functional capacity assessment and muscular fitness assessment.

#### ALH 531 Applied Statistics for the Health Professions

**3 credits**

In this course, students will learn to select appropriate statistical procedures, analyze data, and interpret the results. SPSS for Windows will be used to cover descriptive statistics, tests of differences, and to develop methods of presenting tables and graphs.

#### ALH 582 Functional Conditioning

**3 credits**

This course provides an overview of the physiological responses and adaptations to resistance training. Training theories and methodology for program design for different populations will also be discussed.

#### ALH 631 Research Methods in Allied Health

**3 credits**

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.

## **SPECIALTY TRACK 1: Cardiac Rehabilitation**

### **HHP 601 Electrocardiography and Clinical Stress Testing 4 credits**

This course is designed to present the theoretical principles of electrocardiography. Topics include a review of cardiac physiology including the normal sequence of cardiac muscle depolarization and repolarization, determination of heart rate and rhythm, electrical axis and the diagnosis of cardiac rhythm in 12-lead ECG. Special emphasis will be placed on myocardial ischemia, myocardial infarction, treatment and clinical evaluation. Pharmacological interventions and the impact of the ECG, as well as exercise will be discussed. There will also be a laboratory component in which students will gain hands-on practical experience in ECG electrode placement and clinical stress testing, culminating in a practical exam in which students are expected to run an ECG stress test.

### **ALH 602 Cardiopulmonary Pathophysiology 3 credits**

Details the functions of the cardiovascular and respiratory systems emphasizing normal function, pathophysiology, initiation and progression of disease and current treatment. Special reference will be made to the role of exercise as a therapeutic modality.

### **ALH 621 Cardiopulmonary Pharmacodynamics 3 credits**

This course provides study of the current medications used in the treatment of congestive heart failure, coronary artery disease, arrhythmias, angina and hypertension, asthma and COPD. The effects of these medications during acute and chronic exercise and cardiac emergency medications will also be covered. Prerequisite: ALH 602.

## **SPECIALTY TRACK 2: Health Promotion**

### **ALH 501 Health Promotion/Disease Prevention 3 credits**

This course is an in-depth examination of health promotion; the science and art of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes can prevent chronic diseases, such as heart disease, cancer, and diabetes, which are the leading causes of death and disability in the United States. We will review and critically assess current efforts to influence lifestyle change, at both the individual and population levels. Students will have the opportunity to plan, organize, and conduct lifestyle change programs.

### **ALH 507 Clinical Health Behavior Change 3 credits**

This course will explore health behavior theories to facilitate the adoption of healthful behaviors to various groups. It will include motivational interviewing, practice of nonverbal, active listening, goal assessment and group counseling. It will also explore the evaluation of nutrition education interventions.

### **ALH 540 Program Planning in Healthcare 3 credits**

This course is designed to provide students with an overview of models, strategies, interventions and assessment techniques to use in designing, planning, initiating and evaluating public health programs that address the most important health issues affecting our communities at the local, state, national and international levels. As a foundation for exploration and discussion, the socio-ecologic framework (individual/behavioral, environmental/social/community and policy levels) of interventions will all be studied.

## **SPECIALTY TRACK 3: Strength and Conditioning**

### **HHP 583 Advanced Movement Analysis 3 credits**

In this course, students will learn how to perform functional movement screens to evaluate movement patterns. Students will also learn how to interpret and analyze movement patterns to identify muscular weaknesses/ imbalances as well as areas where flexibility limits proper execution of a movement. Finally, students will learn to customize an exercise/stretching routine to address the limitations of the athlete to both improve their athletic performance and reduce the risk of injury.

### **ALH 522 Fitness Psychology 3 credits**

This course will cover topics such as eating disorders among athletes, female athlete triad, and weight management. It will provide students with skills to counsel athletes as well as sports teams. The course will also cover performance enhancement, motivation, and stress management of athletes. Students will develop an understanding of behavioral change theory as it relates to sports psychology.

### **ALH 622 Sports and Fitness Nutrition 3 credits**

This course will focus on understanding the specific role of energy and nutrients in fitness and athletic performance. Additional topics will include the role of fluid and electrolytes, ergogenic aids, and special diets in physical activity. Tools for assessing body composition (body fat, muscle mass), unique dietary concerns across the lifespan and in special population groups (heart disease, diabetes, obesity) and the effect of diet on endurance will be explored.

## **ADDITIONAL REQUIREMENTS:**

### **HHP 603 Internship I 3 credits**

A supervised part-time internship in clinical and non-clinical exercise programs or in clinical exercise testing laboratories. Includes clinical exercise testing, exercise prescription and/or exercise leadership experiences. Requires students to complete a minimum of 120 hours. Prerequisite: Permission of program director.

### **HHP 604 Internship II 3 credits**

Continues HHP 603. Prerequisites: ALH 603 and permission of program director.

**OR:**

**ALH 689 Master's Thesis I****3 credits**

Provides initiation to scholarly investigation. Requires students to submit a written research proposal for approval by a thesis/project committee.

Prerequisite: Permission of program director.

**ALH 699 Master's Thesis II****3 credits**

Continues HHP ALH 689 with an approved thesis proposal and culminates in an approved written thesis. Prerequisites: ALH 689 and permission of program director.

**Respiratory Care**

**Program Director:** Dennis Koch, PhD, HFS

**Faculty:** James Bierl, MS, RRT, NPS; Patrick Gannon, PharmD; Margaret Garfoot, MS, RD, CDN; Garry Ladd, DHSc; Marie Larcara, EdD; Daniel Smith, PhD, CRC, NCC, LMHC, BCC; Christina Weatherby, MS, RRT; Connie Zimicki, MS, RRT.

**Degree:** Master of Science

**Overview:** The online Master of Science degree program in Respiratory Care (MSRC) is designed for Registered Respiratory Therapists and health professionals, including nurses, doctors, physical therapists, pharmacists, exercise physiologists, occupational therapists, and all others who wish to have a broader knowledge of Pulmonary Care.

The MSRC program is offered in a **fully online format**, structured to fit the busy lifestyle of working students. The 33 credit hour master's program may be completed in as little as 1 year with full-time study. The MSRC consists of 5 core courses and 6 specialty track courses. The program provides students with the opportunity to select one of the specialty areas below:

- Respiratory Therapeutics
- Respiratory Care Education

Students in the online Master's Degree in Respiratory Care program can expect to prepare for clinical practice, undergo leadership training in management, supervision, education and research, develop skills to formulate appropriate questions, organize and test hypotheses, and apply research results to practice, among other acquired skills.

**Admission:** Applications are processed on a rolling basis and are considered as they are received for each term. We recommend submitting all materials required for admission at least 30 days prior to the start of the term you wish to begin. Earlier application will ensure the best scheduling options, as some course sections may become unavailable. Terms are eight weeks in length, and students may start in the fall, spring, or summer semesters. The online application can be submitted with no application fee.

**To qualify for admission, all students must:**

- Complete the graduate admissions application.
- Submit one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.7.
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide evidence of current licensure as a Registered Respiratory Therapist or any other certification in the related allied health professions.
- Provide evidence of sufficient college-level coursework in the areas of anatomy, physiology, chemistry, and biology. Students that do not meet prerequisite requirements may be required to complete additional undergraduate coursework as a condition for admission.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Respiratory Care. The statement may be submitted in the essay section of the graduate application.

**Transfer credit:** Previous graduate level transfer credits will be assessed on a case-by-case basis.

**Academic Standing:** Students must maintain a GPA of 3.0 to graduate from the program. If the GPA drops below 3.0, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.0 by the end of the next term, the student may be dismissed from the program. Any student receiving more than 2 grades below B- may be dismissed from the program.

## Respiratory Care Curriculum:

Total credit hours: 33

Every student must complete 15 credit hours of core courses and each of the courses in one (1) of the specialty tracks.

Core Courses (15 credit hours)		
Course	Title	Credits
ALH 501	Health Promotion & Disease Prevention	3
ALH 531	Applied Statistics for the Health Professions	3
ALH 602	Cardiopulmonary Pathophysiology	3
ALH 621	Cardiopulmonary Pharmacodynamics	3
ALH 631	Research Methods in Allied Health	3
Specialty Track 1: Respiratory Therapeutics (18 credit hours)		
ALH 503	Medical Nutrition Therapy	3
RES 512	Pulmonary Function Testing	3
RES 612	Advanced Cardiopulmonary Monitoring	3
RES 615	Advanced Topics in Ventilatory Support	3
RES 618	Pulmonary and Cardiac Rehabilitation	3
ALH 689	Master's Project	3
Specialty Track 2: Respiratory Care Education (18 credit hours)		
EDT 501	Learning with Technology	3
RES 512	Pulmonary Function Testing	3
RES 522	Adult Learning Theory	3
RES 618	Pulmonary and Cardiac Rehabilitation	3
ALH 689	Master's Thesis I	3
ALH 699	Master's Thesis II	3

## Courses 2012-2014

### Core Courses:

#### ALH 501 Health Promotion & Disease Prevention 3 credits

This course is an in-depth examination of health promotion; the science and art of helping people change their lifestyle to move toward a state of optimal health. Lifestyle changes can prevent chronic diseases, such as heart disease, cancer, and diabetes, which are the leading causes of death and disability in the United States. We will review and critically assess current efforts to influence lifestyle change, at both the individual and population levels. Students will have the opportunity to plan, organize, and conduct lifestyle change programs.

#### ALH 531 Applied Statistics for the Health Professions 3 credits

In this course, students will learn to select appropriate statistical procedures, analyze data, and interpret the results. SPSS for Windows will be used to cover descriptive statistics, tests of differences, and to develop methods of presenting tables and graphs.

#### ALH 602 Cardiopulmonary Pathophysiology 3 credits

Details the functions of the cardiovascular and respiratory systems emphasizing normal function, pathophysiology, initiation and progression of disease and current treatment. Special reference will be made to the role of exercise as a therapeutic modality.

#### ALH 621 Cardiopulmonary Pharmacodynamics 3 credits

This course provides study of the current medications used in the treatment of congestive heart failure, coronary artery disease, arrhythmias, angina and hypertension, asthma and COPD. The effects of these medications during acute and chronic exercise and cardiac emergency medications will also be covered. Prerequisite: ALH 602.

#### ALH 631 Research Methods in Allied Health 3 credits

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.

### SPECIALTY TRACK 1: Respiratory Therapeutics

#### ALH 503 Medical Nutrition Therapy 3 credits

This course will explore the application of nutrition principles to the treatment and prevention of diseases. This treatment can range from changes in diet to providing specialized therapies such as intravenous or tube feeding. Topics discussed will include lifestyle strategies and therapeutic nutrient intervention to correct nutritional insufficiencies, promote optimal health, and prevent, manage, or correct medical problems.

#### RES 512 Pulmonary Function Testing 3 credits

A study of pulmonary diagnostic techniques, with an emphasis on pulmonary function testing and interpretation.

#### RES 612 Advanced Cardiopulmonary Monitoring 3 credits

Advanced Cardiopulmonary Care Monitoring An overview of continuous and intermittent cardiopulmonary monitoring techniques, emphasizing theory of operation and procedure. Topics include sensors, computerized data acquisition, work of breathing determinations, and respiratory muscle strength.

#### RES 615 Advanced Topics in Ventilatory Support 3 credits

Advanced study in methods of mechanical ventilatory support. Patient assessment by advanced monitoring is stressed, with attention to patient ventilator interactions, optimization of ventilatory support, and weaning of marginal patients. New ventilation technology and modes of support are discussed.

#### RES 618 Pulmonary and Cardiac Rehabilitation 3 credits

This course explores pulmonary/cardiac rehabilitation clinics and combines exercise training with behavioral and educational programs designed to help patients with COPD and cardiac issues control symptoms and improve day-to-day activities. We will look at the team approach—patients work closely with their doctors; nurses; respiratory, physical, and occupational therapists; psychologists, exercise specialists; and dietitians. We will also explore the differences between cardiac and pulmonary rehabilitation.

**ALH 689 Master's Project** **3 credits**

The master's project is designed as a rigorous scholarly activity that provides an opportunity to integrate theoretical knowledge with research. For the project, the student will work with a faculty member assigned by the program director.

**SPECIALTY TRACK 2: Respiratory Care Education****EDT 501: Learning with Technology** **3 credits**

This course helps teachers create safe, supportive, respectful, and equitable learning environments utilizing technology in order to facilitate learning for all students. Students will investigate how to gain quality and effectiveness in teaching by expanding their knowledge of technology as a tool, a medium, and a setting for learning. The content focus will not be on learning specific technologies, but rather to gain an understanding of how technology can be much more than "just a tool" in a classroom or training.

**RES 512 Pulmonary Function Testing** **3 credits**

A study of pulmonary diagnostic techniques, with an emphasis on pulmonary function testing and interpretation.

**RES 522 Adult Learning Theory** **3 credits**

The concept of lifelong learning has become an increasing reality as adults continually engage in learning activities, whether through their employer, institutions of higher education, or self-directed study. This course will examine the social and psychological aspects of adult development and learning, including the various motivations of adult learners. Students will also learn various methods of training and development, as well as specific instructional practices.

**RES 618 Pulmonary and Cardiac Rehabilitation** **3 credits**

This course explores pulmonary/cardiac rehabilitation clinics and combines exercise training with behavioral and educational programs designed to help patients with COPD and cardiac issues control symptoms and improve day-to-day activities. We will look at the team approach—patients work closely with their doctors; nurses; respiratory, physical, and occupational therapists; psychologists, exercise specialists; and dietitians. We will also explore the differences between cardiac and pulmonary rehabilitation.

**ALH 689 Master's Thesis I** **3 credits**

Provides initiation to scholarly investigation. Each student must complete a written research proposal for approval by a thesis/project committee.

Prerequisite: Permission of program director.

**ALH 699 Master's Thesis II** **3 credits**

Continues HHP ALH 689 with an approved thesis proposal and culminates in an approved written thesis. Prerequisites: ALH 689 and permission of program director.



# Sport Administration

## Sport Administration Online

Shawn O'Rourke, Director; Nicolas Lorgnier, Yann Abdourazakou, Steve Clar, Andrea Gregory, Matt Heidt, Rachele Held, Pat Mathews, Traci Murphy, Michael Medici, Matt Reitnour, Donald Sheldon, Kevin Smith, Jennifer Zeh.

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.

### Sport Administration Learning Goals & Objectives

**Learning Goal 1** (Knowledge-Observed in Writing): Candidates in the GR Sport Management programs will demonstrate content and professional knowledge necessary for successful performance in their field.

Students will:

- Demonstrate an understanding of the common principles of sport management; sport leadership; sport operations management; event and venue management; and sport governance.
- Demonstrate an understanding of the principles of finance, and the economics of sport as they fit into national and international economies.

**Learning Goal 2** (Knowledge – Observed Skills and Dispositions): Candidates in the GR Sport Management programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Demonstrate the ability to communicate with various public and professional audiences through written texts, oral discussions, and multi-media presentations.
- Demonstrate skill in the application of the basic principles of interpersonal and mass communications through interaction with internal and external sport publics.

- Demonstrate essential management and business related skills in the work place.
- Demonstrate skillful operation of technology and assessment related tools that may be applied to various sport management settings.

**Learning Goal 3** (Service): Candidates in the GR Sport Management programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

- Demonstrate understanding of the critical social, psychological, and philosophical base issues of the sport environment.
- Demonstrate understanding of moral and ethical implications of sport policy and strategies.

**Learning Goal 4** (Professionalism): Candidates in the GR Sport Management program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Learn to ask challenging, probing questions and seek thorough, well-rounded answers.
- Act with integrity and fairness to ensure a professional system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

**Learning Goal 5** (Leadership): Candidates in the GR Sport Management programs will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and wider community.

Students will:

- Demonstrate the ability to assume leadership roles in various professional settings and work effectively with diverse groups and organizations seeking to improve the performance of those they lead.
- Understand and can anticipate and assess emerging trends and initiatives in the sport environment.

### Admission

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

### Curriculum

Sport Administration Core:		
Course	Title	Credits
MSA 520	Leadership in Sport	3
MSA 550	Strategic Sport Marketing	3
MSA 560	Moral & Ethics in Sport	3
MSA 660	Sport Finance and Business	3
MSA 799	Internship in Sport Administration	6
MSA 899	Practica for International Students	0
	Total	18

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: Select any four electives		
Course	Title	Credits
MSA 621	Rules Compliance/Inter. Athl.	3
MSA 565	Sport Communication	3
MSA 611	Risk Management/Contract Negotiation	3
MSA 530	Managing Sport Facilities-online	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	12
	Program Title	42

On-line Sport Administration Curriculum		
Course	Title	Credits
MSA 520	Leadership in Sport	3 R
MSA 530	Managing Sport Facilities	3 E
MSA 550	Strategic Sport Marketing	3 R
MSA 560	Moral and Ethics of Sport	3 R
MSA 565	Sport Communication	3 E
MSA 611	Risk Management and Contract Negotiation	3 E
MSA 631	Intercollegiate Athletics	3 E
MSA 641	Professional Sport	3 E
MSA 660	Sport Finance and Business	3 R
MSA 799	Internship in Sport Administration	6 R
	Program Total	33

18 credits of required and 15 credits of elective courses

R-Required Course

E-Elective Course

Add MSA 621 Rule Compliance Intercollegiate Athletics 3 credits

### Courses 2012-2014

#### MSA 520 Leadership in Sport 3 credits

This course will examine the concepts relating to efficient management and leadership of the sport industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events and personnel.

#### MSA 550 Strategic Sport Marketing 3 credits

A study of marketing concepts with application to sport organizations. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, branding and sponsorship sales.

#### MSA 560 Moral and Ethics in Sport 3 credits

This course helps students establish a fundamental philosophy for sport in their personal and professional life. The course addresses the decision to be involved in sports in a professional capacity, the decisions that drive actions and decision-making in professional life and the formulation of a personal ethical code.

#### MSA 565 Sport Communication 3 credits

A study of basic knowledge and understanding of media relations in sport. Emphasis on building and managing an effective media relations program at the intercollegiate and professional levels. Examines news releases, home town features, contest management, press conferences, statistics and publications.

#### MSA 611 Risk Management and Contract Negotiation 3 credits

This course is directed at understanding basic legal concepts in the sport setting. As a practical matter, the course will aid the student in recognizing how these legal concepts can be applied in the administration and management of sport programs, facilities and personnel.

**MSA 530 Managing Sport Facilities****3 credits**

This course is designed to provide learning experiences in the administrative tasks of planning, managing, and operating various types of athletic facilities. Financial, legal, and safety issues relevant to operating facilities will be examined. In addition, management principles and concepts as they affect program selection and scheduling of sport and fitness facilities will also be examined.

**MSA 621 Rule Compliance Intercollegiate Athletics****3 credits**

This course will provide an overview of the NCAA's governance structure and legislative process, as well as the role of on-campus athletics compliance officers. Using case studies from the NCAA's major and secondary infractions database, students will examine each of the NCAA's operating bylaws: amateurism, recruiting, eligibility, financial aid, awards and benefits and playing and practice seasons. Students will learn how rules violations are investigated, reported and processed (and maybe even avoided), and how the role of the NCAA's enforcement staff and infractions committee impacts rules compliance in intercollegiate athletics.

**MSA 631 Intercollegiate Athletics****3 credits**

An introduction to the management of intercollegiate athletics and a review of the organizational structure of the intercollegiate athletic department, conferences and the NCAA. Analysis of prevailing issues in college athletics including financial trends, academic recruiting, legislation, conference realignment, reform and Title IX/gender equity.

**MSA 641 Professional Sport****3 credits**

This course is aimed at providing an overview of professional sports and their leagues, including organizational structure and the associated job market. The emphasis will be placed on sports outside of the four major leagues, such as the PGA, WNBA, LPGA, and NASCAR.

**MSA 650 Special Events****3 credits**

Overview of all elements involved in sport event management. Key components of the course include practical application at actual events and interaction with industry experts, as well as creation and implementation of a major class event to benefit a local charity. A strong emphasis is placed on coursework outside of the classroom environment.

**MSA 660 Sport Finance and Business****3 credits**

An overview of general business economics and financial principles. Topics include private and public sector funding, economic impact analysis, sponsorship, partnerships and fundraising related to sport and sport organizations.

**MSA 690 Research Methods in Sport Administration****3 credits**

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 credits**

Individually structured work-related independent research guided by a faculty/staff member. The goal is to integrate student's academic experience with that of the work place. Research report required. Prerequisites: Completion of all other required courses and the signature and approval of program director.

**MSA 899 Practica for International Students****0 credits**

Allows the international student to learn and gain experience in the workings of a sport and/or entertainment organization in the United States. Prerequisite: All international students must register each semester.

# TESOL/Bilingual Degrees & Certificates

**Faculty in TESOL:** Director: Lisa Murray-Roselli; Instructors: Dr. Rosemary Murray; Dr. Mary Shea.

**Adjunct Faculty:** Tetyana Sabers; Emily Prokhorenko.

## TESOL/Bilingual Degrees:

MS in TESOL Education

Advanced Certificate in TESOL Education

Bilingual Education Extension Certificate

## TESOL Mission Statement:

The School of Education and Human Services, in concert with our candidates, school partners, alumni and the community, seeks to prepare highly competent professional and socially committed teachers who value the Jesuit traditions of *cura personalis*, social justice and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical and professional knowledge, use their gifts in the service of others, and demonstrate professionalism and leadership in their field.

## TESOL Admissions Requirements:

To be considered for admission to Canisius College's TESOL programs, candidates are required to submit the items below:

- Completion of a Graduate Admissions Application
- For the master's degree - submission of one (1) official undergraduate transcript showing completion of a bachelor's degree from an accredited institution of higher learning with a minimum 2.7 cumulative grade point average

For the Advanced Certificate - submission of one (1) official transcript showing completion of a master's degree from an accredited institution of higher learning

- Evidence of teaching certification complete or in progress
- Evidence of completion of 12 credit hours of college/university level credit in a language other than English
- Submission of two (2) letters of recommendation

Applications for candidates with less than a 2.7 cumulative undergraduate GPA will be reviewed by the program director for an admissions decision and may include additional requirements (e.g., personal interview, GRE, etc.).

## Academic Standards:

New York State TESOL Standards:

1. Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.
2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
4. Assessment: Candidates demonstrate understanding of issues and concepts of assessments and use standards-based procedures with ELLs.
5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

**Academic standing:**

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.

**Transfer credit:**

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

**TESOL MS Curriculum:**

Total credit hours: 30

<b>I. Required Courses (credit hours):</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Bilingual/Multilingual Education	3
TESL 583	Linguistics	3
TESL 585	Methods & Materials of TESOL	3
TESL 587	Evaluation/Assessment in Bilingual/TESOL Education	3
TESL 588	College Supervised Fieldwork	3
EDR 515	Measurement and Statistics	3
EDR 616	Research Methods	3
<b>II. Elective Courses (6 credit hours required)</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
TESL 584	Native Language Arts	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
EDR 501	Reading & Writing in the Content Areas	3
EDR 504	Adolescent Literacy	3
EDR 508	Emergent Literacy	3

**Online Advanced Certificate in TESOL Curriculum:**

Total credit hours: 18

<b>I. Required Courses (credit hours):</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Bilingual/Multilingual Education	3
TESL 583	Linguistics	3
TESL 585	Methods & Materials of TESOL	3
TESL 587	Evaluation/Assessment in Bilingual/TESOL Education	3
TESL 588	College Supervised Fieldwork	3

**Online Bilingual Education Extension Curriculum:**

Total credit hours: 15

<b>I. Required Courses (credit hours):</b>		
<b>Course</b>	<b>Title</b>	<b>Credits</b>
TESL 584	Native Language Arts	3
TESL 585	Methods & Materials of TESOL	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation/Assessment in Bilingual/TESOL Education	3
TESL 590	Foundations of Bilingual Education	3

**Courses 2012-2014****TESL 581: Cultural Perspectives in Multilingual Education****3 credits**

In this course, candidates examine the current debate regarding the role and definition of culture in the study of TESOL and the ESL classroom. Students will come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the very real impact culture has on students' learning styles and classroom experiences. ESL 581 candidates will examine the potential impact their teaching strategies will have in the ESL classroom, with regard to understanding their own cultural characteristics and presuppositions. A balanced view of intercultural communication is the goal. The course includes fieldwork designed to investigate cultural differences.

**TESL 582: Theory and Practice of Bilingual/Multilingual Education****3 credits**

This course will introduce the candidate to a survey of theories and research relevant to the teaching and learning of English as a second/foreign language that have been established as effective. Current research and theoretical advances are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Course participants will have opportunities to examine literacy theories and engage in practices that promote bi-literate outcomes in K–12 schools serving diverse student populations. This includes, but is not limited to, language immigration status, gender identities, culture, and economic backgrounds. Candidates will research and observe the theory and practice of teaching ELLs through a limited field experience. They will also be required to interview a TESOL administrator. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum.

**TESL 583: Linguistics****3 credits**

This course will introduce the core disciplines of linguistics; this includes the scientific study of language components as they apply to all aspects of literacy learning (e.g., phonetics, phonology, morphology, syntax, and semantics). Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. In this course, language phenomenon, scientific bases, terminology on linguistics, multi-relational aspects and other related areas are discussed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are all discussed throughout the course. Linguistics knowledge and language teaching methods are treated as integrated topics. Primary course goals are to provide candidates with the necessary information on language as a dynamic system, domains related to language, and creating an intellectual background for language and language teaching. An expected outgrowth of the study of linguistics is that students will realize the relationship between understanding specific structures in a language and effective language teaching. In addition, this course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes language acquisition, production, and comprehension. The course will also examine English language structures—the language of the dominant society—and enhance language awareness. A field experience will be required; candidates will observe examples of student speech.

**TESL 584: Native Language Arts****3 credits**

This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the “Post-Method” Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks.

**TESL 585: Methods and Materials of Teaching English to Speakers of Other Languages****3 credits**

This course is an introduction to methods and materials for the teaching of English to speakers of other languages (TESOL). Through a program of lectures, readings, discussions, and practical teaching exercises in the field, candidates will explore the educational contexts in which English is taught and learned, methods and materials that teachers use to teach it, and the links between what teachers and learners do in the classroom and what applied linguistic research tells us about how second languages are learned. Satisfactory completion of the course indicates that candidates have acquired a basic knowledge of the methodology and materials of TESOL and basic skills in putting that knowledge into practice. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum.

**TESL 586 Methods of Teaching the Subject Areas in the Native Language**

**3 credits**

This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges.

**TESL 587: Evaluation Assessment in Bilingual/TESOL Education**

**3 credits**

In this course, candidates will examine assessment measures and evaluation protocols as well as methodologies for dynamic instruction (instruction that includes ongoing assessment in the process of teaching) with ESL/CLD learners. Current research and materials for TESOL instruction, assessment, and evaluation will be analyzed for validity, reliability, and utility. Various instructional models for dynamic instruction will also be explored for effectiveness. Dynamic teaching refers to teaching with ongoing assessment and immediate adjustment in instruction based on in-the-moment assessment that informs the teacher to remediate, go on, or challenge learners. Candidates will analyze the internal construction of testing instruments, procedures for alternative assessment of ESL/CLD students, and options for appropriately adapting tests that are part of classroom curriculum in ways that make them effective and equitable for ESL/CLD learners. Students will complete a field case study as part of this course.

**TESL 588: College Supervised Fieldwork in TESOL**

**3 credits**

This is a field based supervised practicum in which candidates demonstrate competencies related to providing instruction to CLD/ESL students and leadership on TESOL within a school setting. They work with a teacher of CLD/ESL students in an assigned school and with a college supervisor. Students participate in seminar sessions for reflection, “debriefing”, and dialog on their experiences.

**TESL 590: Foundations of Bilingual Education**

**3 credits**

Foundations of Bilingual Education is a survey course intended to explore foundational elements of bilingual education: theory and practice, cultural perspectives, and linguistics and grammar. A survey of theories, practices, and research currently most productive and relevant to the teaching and learning of English as a second/foreign language are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Examination of cultural perspectives will include the current debate regarding the role and definition of culture in the English Language Learner (ELL) classroom. Students will come to understand the effects of cultural stereotyping, as well as the impact culture has on students’ learning styles and classroom experiences. Finally, candidates will be introduced to the core disciplines of linguistics, the scientific study of language, as they apply to literacy learning, including phonetics, phonology, morphology, syntax, and semantics. Candidates will consider how grammar is shaped by human cognition, culture, and speakers’ communicative goals as well as how languages around the world construct words, figurative language, and sentences.

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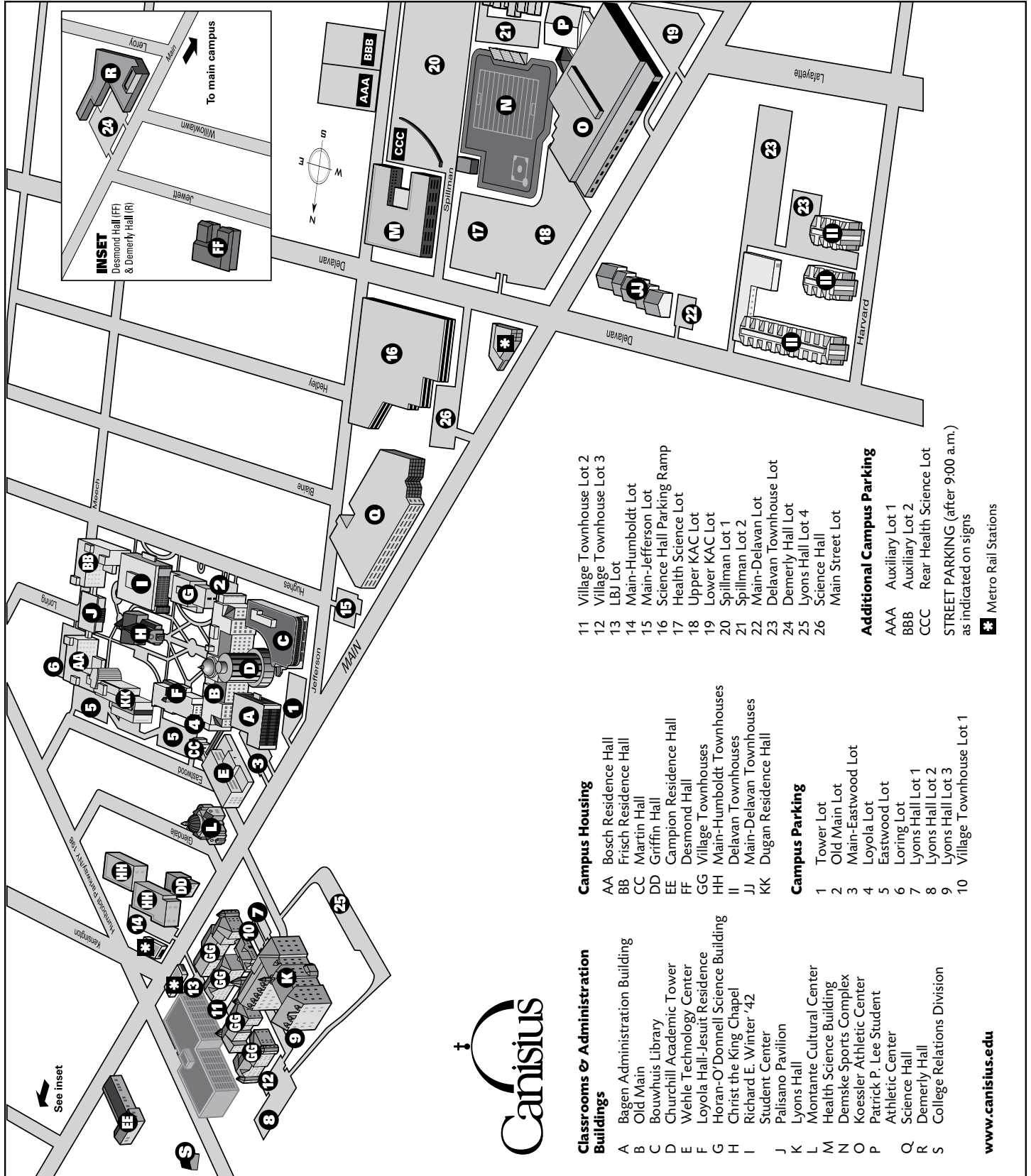
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# Campus Map



- 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
  - 26 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 Demske Sports Complex
  - O Koessler Athletic Center
  - P Patrick P. Lee Student Athletic Center
  - Q Science Hall
  - R Demerly Hall
  - S College Relations Division



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, 2012. 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**

Kelley Rechin, Duffy Moon Design – Catalog Designer

Visit us on the World Wide Web at [www.canisius.edu](http://www.canisius.edu)