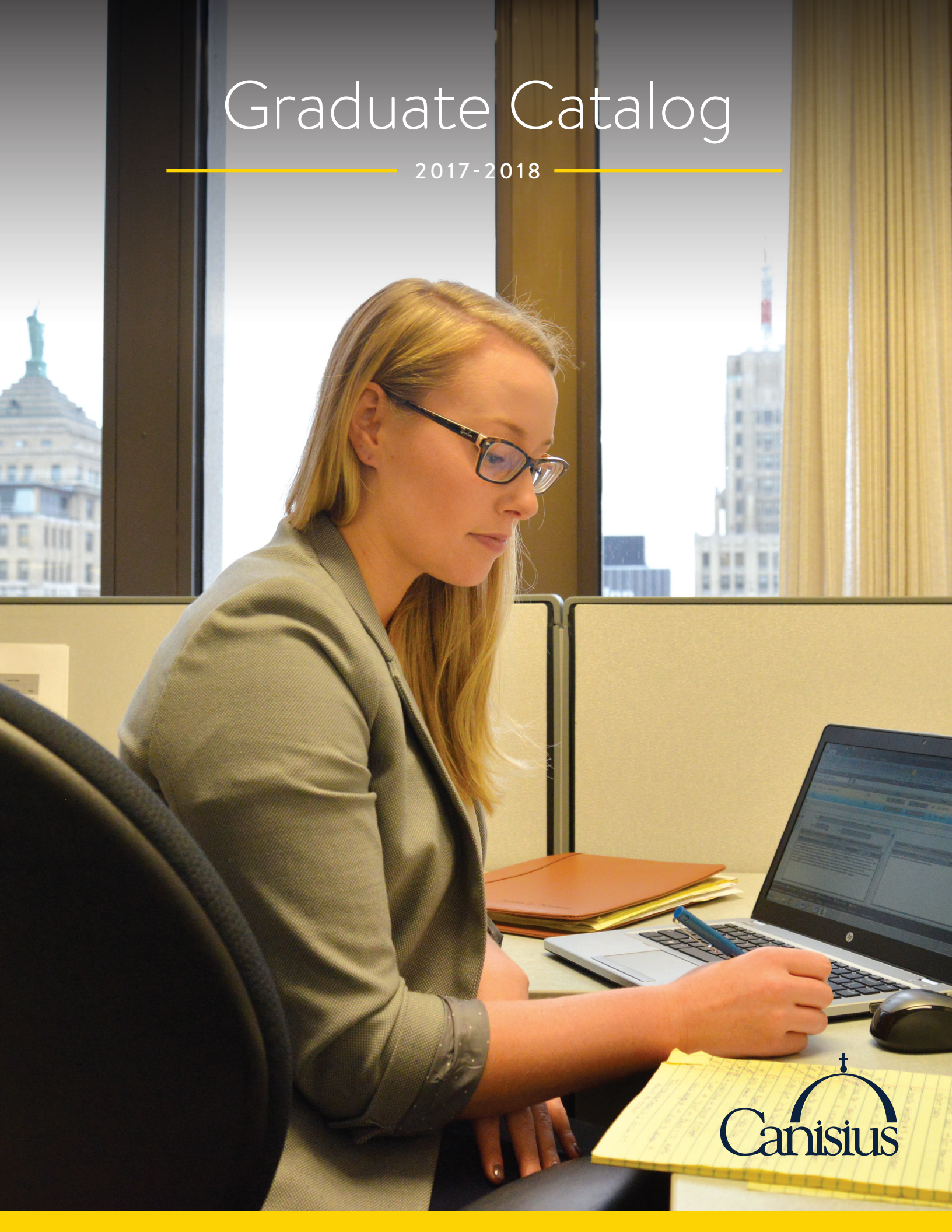


# Graduate Catalog

2017-2018





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# GRADUATE CATALOG

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Visitors are cordially welcome at Canisius College. The administrative offices are open Monday through Friday, 8:30 a.m. until 5:00 p.m. during the academic year and 8:30 a.m. until 4:30 p.m. during the summer (except on legal or college-wide 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 August 15, 2017. Information, particularly timing of course offerings, is subject to change at the discretion of the college. Please consult the course-listings schedule published by the Student Records and Financial Services Center for a complete and up-to-date list of our course offerings for each semester and/or session. The college retains the right to correct errors within the copy of this catalog.

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

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

Publication of The Office of Academic Affairs

Kathy L. Peter, Executive Associate in Academic Affairs & Catalog Editor  
Sara R. Morris, PhD, Associate Vice President for Academic Affairs

# ACADEMIC CALENDAR

## ACADEMIC YEAR 2017-2018

### SUMMER 2017

#### May 2017

Date	Day	Event
22	Monday	Summer Classes Begin (First 5-week Session, First 6-week Session, 12-week Session and Full-Term session) Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term Session 100% withdrawal refund during Drop/Add
23	Tuesday	Drop/Add ends for First 5-week Session
24	Wednesday	Begin 90% withdrawal refund for First 5-Week Session
25	Thursday	Drop/Add ends for First 6-week Session
26	Friday	Drop/Add ends for 12-week and Full-Term Session Begin 80% withdrawal refund for First 6-Week Session
27	Saturday	Begin 90% withdrawal refund for 12-week and Full-Term Session
29	Monday	Memorial Day - No Classes (Administrative Offices Closed)
31	Wednesday	Begin 50% withdrawal refund for First 5-week Session

#### June 2017

Date	Day	Event
2	Friday	Graduate Business Make-up Session for Memorial Day (this includes undergraduate business classes in the 6-week session) Begin 60% withdrawal refund for First 6-week Session
6	Tuesday	Begin 50% withdrawal refund for 12-week and Full-Term Session
7	Wednesday	Begin 25% withdrawal refund for First 5-week Session
8	Thursday	Begin 40% withdrawal refund for First 6-week Session
13	Tuesday	Begin 0% withdrawal refund for First 5-Week Session Begin 25% withdrawal refund for 12-week and Full-Term Summer Session
14	Wednesday	Begin 20% withdrawal refund for First 6-week Session
20	Tuesday	Begin 0% withdrawal refund for First 6-week Session, 12-week Session and Full-Term Session
24	Saturday	First 5-week Session Classes End

#### July 2017

Date	Day	Event
1	Saturday	First 6-week Session Classes End

3	Monday	President's Holiday - no classes, Canisius College closed
4	Tuesday	Independence Day - No Classes (Administrative Offices Closed)
5	Wednesday	Classes Begin (Second 5-week Session, Second 6-week Session) Begin Drop/Add for Second 5-week Session and Second 6-week session 100% withdrawal refund during Drop/Add
6	Thursday	Drop/Add ends for Second 5-week Session
7	Friday	Begin 90% withdrawal refund for Second 5-week Session
11	Tuesday	Drop/Add ends for Second 6-week Session
12	Wednesday	Begin 80% withdrawal refund for Second 6-week Session
13	Thursday	Begin 50% withdrawal refund for Second 5-week Session
18	Tuesday	Begin 60% withdrawal refund for Second 6-week Session
19	Wednesday	Begin 25% withdrawal refund for Second 5-week Session
21	Friday	Begin 40% withdrawal refund for Second 6-week Session
25	Tuesday	Begin 0% withdrawal refund for Second 5-week Session
27	Thursday	Begin 20% withdrawal refund for Second 6-week Session

#### August 2017

Date	Day	Event
2	Wednesday	Begin 0% withdrawal refund for Second 6-week session  Student health registration cancellations for summer session to students not in compliance
4	Friday	Last Day to withdraw from second 5-week classes
5	Saturday	Second 5-week Session Classes End  Online Grading Available in MyCanisius
9	Wednesday	Second 5-week Classes Grades Due
11	Friday	Last Day to withdraw from from Second 6-week and 12-week classes
12	Saturday	Second 6-week Session Classes End and 12-week Session Classes End
16	Wednesday	Second 6-week and 12-week classes grades due  Online Grading Turned Off

#### FALL 2017

##### August 2017

Date	Day	Event
21	Monday	New Faculty Orientation
23	Wednesday	Adjunct Orientation

28	Monday	Fall Classes Begin (All Divisions)  First day to apply for a course through the Pass/Fail Program
30	Wednesday	Counselor Education Session One Begins

## September 2017

Date	Day	Event
1	Friday	Last day to apply for a course through Pass/Fail program
2	Saturday	Last day to Drop/Add a Course (All Divisions)
4	Monday	Labor Day - No Classes (Administrative Offices Closed)  Anthrozoology Students Only: Drop/Add Ends at Midnight
5	Tuesday	Withdrawal from courses begins (All Divisions)  90% withdrawal refund (full-term classes)  Begin 50% withdrawal refund for Educational Technologies and Professional Studies Session One
6	Wednesday	First Student Health Warning for Students not in Compliance  Begin 30% withdrawal refund for Counselor Education Session One
12	Tuesday	Begin 50% withdrawal refund (full-term classes)  Begin 20% withdrawal refund for Educational Technologies and Professional Studies Session One
13	Wednesday	Mass of the Holy Spirit (no MWF classes scheduled to meet)  Begin 0% withdrawal refund for Counselor Education Session One  Second Student Health Warning for Students not in Compliance
15	Friday	Fall 2017 Exam Schedule Available in MyCanisius
19	Tuesday	50% withdrawal refund (full-term classes)  Begin 0% withdrawal refund for Educational Technologies and Professional Studies Session One
20	Wednesday	Third Student Health Warning for Students not in Compliance
26	Tuesday	Begin 25% withdrawal refund (full-term classes)
27	Wednesday	Counselor Education Session One Ends  Student Health Registration Cancellations for Students not in Compliance
29	Friday	Student Progress Report Submission by Faculty Begins

## October 2017

Date	Day	Event
2	Monday	Spring 2018 Advisement Guides Due
3	Tuesday	25% withdrawal refund (full-term classes)
4	Wednesday	Counselor Education Session Two Begins  Grades Due for Counselor Education Session One
9	Monday	Fall Holiday - No Classes (Administrative Offices Closed)
10	Tuesday	Fall Holiday - No Classes (Administrative Offices Open)  25% withdrawal refund (full-term classes)
11	Wednesday	Begin 30% withdrawal refund for Counselor Education Session Two  Student Progress Report Submission by Faculty Ends
12	Thursday	Email to Designated Students Regarding Student Progress Reports
13	Friday	Spring 2018 Schedules and Advisement Guides Online  Student Progress Reports Meetings with Advisors Begin
17	Tuesday	25% withdrawal refund (full-term classes)
18	Wednesday	Begin No withdrawal refund for Counselor Education Session Two
20	Friday	Student Progress Report Meetings with Advisors End
21	Saturday	Educational Technologies and Professional Studies Session One Ends
23	Monday	Educational Technologies and Professional Studies Session Two Begins  Graduate Registration for Spring 2018 begins at 8:30am  Anthrozoology Graduate Registration for Students with 18.0 or more earned credit hours
24	Tuesday	Begin No Withdrawal Refund (full-term classes)  Undergraduate Registration for students with 84.0 or more earned credit hours at 7:30am.
25	Wednesday	Grades Due for Educational Technologies and Professional Studies Session One
28	Saturday	Drop/Add Ends for Educational Technologies and Professional Studies Session Two

30 Monday Begin 50% withdrawal refund for Educational Technologies and Professional Studies Session Two  
  
Faculty Deficiency Reporting Submission Begins  
  
Anthrozoology Graduate registration for students with less than 18.0 earned credit hours

31 Tuesday Undergraduate Registration for students with 54.0-83.0 earned credit hours at 7:30am

**November 2017**

Date	Day	Event
1	Wednesday	Counselor Education Session Two Ends  First Student Health Warnings for students not in compliance in Educational Technologies and Professional Studies Session Two
6	Monday	Begin 20% withdrawal refund for Educational Technologies and Professional Studies Session Two  Anthrozoology Graduate Registration for New Students (0 credits)
7	Tuesday	Undergraduate Registration for students with 24.0-53.0 earned credit hours at 7:30am
8	Wednesday	Counselor Education Session Three Begins  Grades Due for Counselor Education Session Two  Faculty Deficiency Reporting Submission Ends  Second Student Health Warning for students not in compliance in Educational Technologies and Professional Studies Session Two
9	Thursday	Deficiency Notices Emailed to Designated Students
11	Saturday	Veterans Day - Classes in Session
13	Monday	Begin No withdrawal refund for Educational Technologies and Professional Studies Session Two
14	Tuesday	Undergraduate Registration for students with 0-23 earned credit hours at 7:30am
15	Wednesday	Begin 30% withdrawal refund for Counselor Education Session Three  Third Student Health Warning for students not in compliance in Educational Technologies and Professional Studies Session Two
17	Friday	Last Day to Withdraw from Classes

22 Wednesday Thanksgiving Break - No Classes (Administrative Offices Open)  
  
Begin No withdrawal refund for Counselor Education Session Three  
  
Student Health Registration Withdrawal for Students not in compliance in Educational Technologies and Professional Studies Session Two

23 Thursday Thanksgiving Break - No Classes (Administrative Offices Closed)

24 Friday Thanksgiving Break - No Classes (Administrative Offices Closed)

25 Saturday Thanksgiving Break - No Classes

27 Monday Classes Resume

**December 2017**

Date	Day	Event
4	Monday	First Day to Withdraw from Pass/Fail Program
7	Thursday	Undergraduate Classes End
8	Friday	Undergraduate Reading Day  Last Day to withdraw from Pass/Fail Program
9	Saturday	Graduate Classes End
11	Monday	All Final Exams Begin  Final Grade Entry Available in MyCanisius
13	Wednesday	Counselor Education Session Three Ends
15	Friday	Undergraduate Final Exams End
16	Saturday	Graduate Exams End  Educational Technologies and Professional Studies Session Two Ends
20	Wednesday	Grades Due (All Divisions) by 9:00am  Final Grade Entry in MyCanisius turned off by 5:00pm
23	Saturday	College Shut Down Begins
25	Monday	Holiday (Christmas)
26	Tuesday	Holiday (Day After Christmas)
27	Wednesday	College Shutdown
28	Thursday	College Shutdown
29	Friday	Holiday (College President's)

**SPRING 2018**

**January 2018**

Date	Day	Event
1	Monday	Holiday (New Year's Day)
2	Tuesday	College Reopens
15	Monday	Martin Luther King Day - No Classes (Administrative Offices Closed)
16	Tuesday	Spring Classes Begin (All Divisions)  First Day to Apply for a Course Through the Pass/Fail Program
17	Wednesday	Counselor Education Session One Begins

19	Friday	Last day to apply for a course through the Pass/Fail Program
22	Monday	Last day to Drop/Add a Course (All Divisions)
23	Tuesday	Withdrawal from courses begins (All Divisions)  Begin 90% withdrawal refund (full-term classes)  Begin 50% withdrawal refund for Educational Technologies and Professional Studies Session One
24	Wednesday	First Student Health Warning for Students not in Compliance  Begin 30% withdrawal refund for Counselor Education Session One
30	Tuesday	Begin 50% withdrawal refund (full-term classes)  Begin 20% withdrawal refund for Educational Technologies and Professional Studies Session One
31	Wednesday	Second Student Health Warning for Students not in Compliance  Begin No withdrawal refund for Counselor Education Session One  Spring 2018 Exam Schedule Available Online

## February 2018

Date	Day	Event
1	Thursday	Degree Conferral for Fall Completers
6	Tuesday	50% withdrawal refund (full-term classes)  Begin No withdrawal refund for Educational Technologies and Professional Studies Session One
7	Wednesday	Third Student Health Warning for Students not in Compliance
13	Tuesday	Begin 25% withdrawal refund (full-term classes)
14	Wednesday	Counselor Education Session One Ends  Student Health Registration Withdrawal for Students not in Compliance  Student Progress Report Submission by Faculty Begins
16	Friday	Fall 2018 Advisement Guides Due
19	Monday	Presidents' Day Break - No Classes (Administrative Offices Closed)
20	Tuesday	Presidents' Day Break - No Classes (Administrative Offices Open)  25% withdrawal refund (full-term classes)

21	Wednesday	Counselor Education Session Two Begins  Grades Due for Counselor Education Session One  Student Progress Report Submission by Faculty Ends  Summer and Fall 2018 Schedules Available Online  Fall 2018 Advisement Guide Available Online
22	Thursday	Email to Designated Students Regarding Student Progress Reports
23	Friday	Student Progress Report Meetings with Advisors Begin
27	Tuesday	25% withdrawal refund (full-term classes)
28	Wednesday	Summer Registration Begins (All Students)  Begin 30% withdrawal refund for Counselor Education Session Two

## March 2018

Date	Day	Event
5	Monday	Graduate Registration Begins for Fall 2018
6	Tuesday	Undergraduate Registration begins for students with 72.0 or more earned credit hours at 7:30am  25% withdrawal refund (full-term classes)
7	Wednesday	Begin No withdrawal refund for Counselor Education Session Two  Student Progress Report Meetings with Advisors End
10	Saturday	Educational Technologies and Professional Studies Session One Ends
12	Monday	Educational Technologies and Professional Studies Session Two Begins
13	Tuesday	Begin No Withdrawal Refund (full-term classes)  Undergraduate Registration for students with 42.0-71.0 earned credit hours at 7:30am
14	Wednesday	Grades Due for Educational Technologies and Professional Studies Session One  Faculty Deficiency Reporting Submission Begins
17	Saturday	Drop/Add Ends for Educational Technologies and Professional Studies Session Two
19	Monday	Begin 50% withdrawal refund for Educational Technologies and Professional Studies Session Two
20	Tuesday	Undergraduate Registration for students with 0-41.0 earned credit hours at 7:30am

21	Wednesday	Counselor Education Session Two Ends  First Student Health Warning for Students not in compliance in Educational Technologies and Professional Studies Session Two  Faculty Deficiency Reporting Submission Ends
22	Thursday	Deficiency Email Sent to Designated Students
26	Monday	Begin 20% withdrawal refund for Educational Technologies and Professional Studies Session Two
28	Wednesday	Easter & Spring Recess Begins - No Classes (Except Educational Technologies)  Second Student Health Warning for Students not in compliance in Educational Technologies and Professional Studies Session Two
30	Friday	Good Friday - College Closed

### April 2018

Date	Day	Event
2	Monday	Begin No withdrawal refund for Educational Technologies and Professional Studies Session Two
4	Wednesday	Counselor Education Session Three Begins  Grades Due for Counselor Education Session Two  Third Student Health Warning for students not in compliance in Educational Technologies and Professional Studies Session Two
9	Monday	Classes Resume  Anthrozoology Graduate Registration for Students with more than 18.0 earned credit hours.
11	Wednesday	Counselor Education Session Three Begins  Student Health Registration Withdrawal for students not in compliance in Educational Technologies and Professional Studies Session Two
16	Monday	Anthrozoology Graduate Registration for Students with 1.0-18.0 earned credit hours
18	Wednesday	Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.)  Begin 30% withdrawal refund for Counselor Education Session Three

20	Friday	Last Day to Withdraw from Classes
23	Monday	Anthrozoology Graduate Registration for New Students (0 credits)
25	Wednesday	Begin No Withdrawal Refund for Counselor Education Session Three
30	Monday	First Day to withdraw from Pass/Fail Program

### May 2018

Date	Day	Event
3	Thursday	Undergraduate Classes End
4	Friday	Undergraduate Reading Day  Last day to withdraw from Pass/Fail Program
5	Saturday	Graduate Classes End  Educational Technologies Session Two Ends
7	Monday	Final Exams Begin  Final Grade Entry Available in MyCanisius
9	Wednesday	Counselor Education Session Three Ends
11	Friday	Undergraduate Final Exams End
12	Saturday	Graduate Final Exams End  Professional Studies Session Two Ends
16	Wednesday	Grades Due (All Divisions) by 9:00am  Graduate Commencement Exercises  Final Grade Entry turned off in MyCanisius at 5:00pm
18	Friday	Honors Convocation  Baccalaureate Mass
19	Saturday	Undergraduate Commencement Exercises

## ACADEMIC YEAR 2018-2019

Please note that additional detail for this calendar is under construction. We will add details in the coming weeks, but wanted to provide the beginning dates, ending dates, and holidays for planning purposes.

### SUMMER 2018

#### May 2018

Date	Day	Event
21	Monday	Summer Classes Begin (First 5-week Session, First 6-week Session, 12-week Session)  Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term
		100% Withdrawal Refund during Drop/Add
22	Tuesday	Last day to Drop/Add for first 5-week session
23	Wednesday	Begin 90% withdrawal refund for first 5-week session
24	Thursday	Last day to Drop/Add for first 6-week session



25	Friday	Begin 80% withdrawal refund for first 6-week session  Last day to Drop/Add for 12-week and Full-term Session
26	Saturday	Begin 90% withdrawal refund for 12-week and Full-term session
28	Monday	Memorial Day - No Classes
30	Wednesday	First Student Health Warnings for Summer Session one for students not in compliance  Begin 50% withdrawal refund for first 5-week session

## June 2018

Date	Day	Event
1	Friday	Graduate Business Make-up Session for Memorial Day (this includes undergraduate business classes in the 6-week session)  Begin 60% withdrawal refund for first 6-week session
5	Tuesday	Begin 50% withdrawal refund for 12-week and Full-term session
6	Wednesday	Second Student Health warnings for Summer Session one students not in compliance  Begin 25% withdrawal refund for First 5-week session
7	Thursday	Begin 40% withdrawal refund for First 6-week session
12	Tuesday	Begin 0% withdrawal refund for First 5-week session  Begin 25% withdrawal refund for 12-week and Full-term Summer Session
13	Wednesday	Third Student Health Warnings for Summer Session One students not in compliance  Begin 20% Withdrawal Refund for First 6-week session
19	Tuesday	Begin 0% withdrawal refund for First 6-week Session, 12-week session and Full-term session
20	Wednesday	Student Health Registration Withdrawal for Summer Session One students not in compliance
22	Friday	Last day to withdrawal from First 5-week classes
23	Saturday	First 5-week Session Classes End  Online Grading Available in MyCanisius
27	Wednesday	First 5-week classes grades due
29	Friday	Last day to withdrawal from First 6-week classes
30	Saturday	First 6-week Session Classes End

## July 2018

Date	Day	Event
2	Monday	Classes Begin (Second 5-week Session, Second 6-week Session)  Begin Drop/add for second 5-week Session and second 6-week session  100% withdrawal refund during Drop/Add
3	Tuesday	Last day to Drop/Add classes for second 5-week session
4	Wednesday	Independence Day - No Classes  First 6-week classes grades due
5	Thursday	Independence Day Holiday Extension-No Classes  Begin 90% withdrawal refund for second 5-week session
6	Friday	Independence Day Holiday Extension-No Classes  Graduate Business make-up session for Independence Day
10	Tuesday	Last day to Drop/Add for second 6-week session  Begin 80% withdrawal refund for second 6-week session
11	Wednesday	First Student Health warnings for summer session two for students not in compliance
12	Thursday	Begin 50% withdrawal refund for second 5-week session
16	Monday	Begin 60% withdrawal refund for second 6-week session
18	Wednesday	Second Student Health Warnings for summer session two students not in compliance  Begin 25% withdrawal refund for second 5-week session
23	Monday	Begin 40% withdrawal refund for second 6-week session
24	Tuesday	Begin 0% withdrawal refund for second 5-week session
25	Wednesday	Third Student Health Warnings for summer session two for students not in compliance
30	Monday	Begin 20% withdrawal refund for second 6-week session

## August 2018

Date	Day	Event
1	Wednesday	Student Health registrations Withdrawal for summer session two for students not in compliance
3	Friday	Begin 0% withdrawal refund for second 6-week session  Last Day to withdrawal from second 5-week classes

4	Saturday	Second 5-week Session Classes End  Online Grading Available in MyCanisius
8	Wednesday	Second 5-week classes grades due
10	Friday	Last day to withdrawal from second 6-week and 12-week classes
11	Saturday	Second 6-week and 12-week session classes end
15	Wednesday	Second 6-week classes grades due  Online grading turned off

## FALL 2018

### August 2018

Date	Day	Event
27	Monday	Fall Classes Begin  First Day to Apply for a course through Pass/Fail Program
29	Wednesday	Counselor Education Session One Begins
31	Friday	Last day to apply for a course through Pass/Fail Program

### September 2018

Date	Day	Event
1	Saturday	Last day to Drop/Add a Course (all divisions)
3	Monday	Labor Day - No Classes (Administrative Offices Closed)  For Anthrozoology Graduate student only: Drop/add ends at midnight
4	Tuesday	Withdrawal from courses begins (all divisions)  Begin 90% withdrawal refund (full-term classes)  Begin 50% withdrawal refund for Educational Technologies and Professional Studies session one
5	Wednesday	First Student Health Warnings for s students not in compliance  Begin 30% withdrawal refund for Counselor Education session one
11	Tuesday	Begin 50% withdrawal refund (full-term classes)  Begin 20% withdrawal refund for Educational Technologies and Professional Studies session one

12	Wednesday	Mass of the Holy Spirit (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.)  Second Student Health Warning for students not in compliance  Begin no withdrawal refund for Counselor Education session one
18	Tuesday	50% withdrawal refund (full-term classes)  Begin no withdrawal refund for Educational Technologies and Professional Studies session one
19	Wednesday	Third Student Health warnings for students not in compliance
25	Tuesday	Begin 25% withdrawal refund (full-term classes)
26	Wednesday	Counselor Education Session One Ends  Student Health Registration Withdrawal for Students not in Compliance

### October 2018

Date	Day	Event
2	Tuesday	25% withdrawal refund (full-term classes)
3	Wednesday	Counselor Education Session Two Begins  Grades Due for Counselor Education Session One
8	Monday	Fall Holiday - No Classes (Administrative Offices Closed)
9	Tuesday	Fall Holiday - No Classes (Administrative Offices Open)  25% withdrawal refund (full-term classes)
10	Wednesday	Begin 30% withdrawal refund for Counselor Education session two
16	Tuesday	25% withdrawal refund (full-term classes)
17	Wednesday	Begin no withdrawal refund for Counselor Education Session two
20	Saturday	Educational Technologies and Professional Studies session one ends
22	Monday	Educational Technologies and Professional Studies session two begins  Graduate Registration for Spring 2019 begins at 8:30am  Anthrozoology Graduate Registration for Students with 18.0 or more earned credits
23	Tuesday	Begin no withdrawal refund (full-term classes)  Undergraduate registration begins for students with 84.0 or more earned credit hours at 7:30am

24	Wednesday	Grades due for Educational Technologies and Professional Studies session one
27	Saturday	Drop/Add ends for Educational Technologies and Professional Studies session two
29	Monday	Begin 50% withdrawal refund for Educational Technologies and Professional Studies session two
		Anthrozoology graduate registration for students with less than 18.0 earned credits
30	Tuesday	Undergraduate Registration begins for students with 54.0-83.0 earned credit hours at 7:30am
31	Wednesday	Counselor Education Session Two Ends
		First Student Health warnings for students not in compliance in Educational Technologies and Professional Studies session two

## November 2018

Date	Day	Event
21	Wednesday	Thanksgiving Break - No Classes (Administrative Offices Open)
22	Thursday	Thanksgiving Break - No Classes (Administrative Offices Closed)
23	Friday	Thanksgiving Break - No Classes (Administrative Offices Closed)
24	Saturday	Thanksgiving Break - No Classes ((Administrative Offices Closed)

## December 2018

Date	Day	Event
6	Thursday	Undergraduate Classes End
7	Friday	Undergraduate Reading Day
8	Saturday	Graduate Classes End
10	Monday	Final Exams Begin
14	Friday	Undergraduate Final Exams End
15	Saturday	Graduate Exams End
19	Wednesday	Grades Due
24	Monday	Holiday Shutdown Begins (All Administrative Offices Closed until January 2)

## SPRING 2019

### January 2019

Date	Day	Event
2	Wednesday	Administrative Offices Reopen
14	Monday	Classes Begin
21	Monday	Martin Luther King Day - No Classes (Administrative Offices Closed)

### February 2019

Date	Day	Event
18	Monday	Presidents' Day Break - No Classes (Administrative Offices Closed)

19	Tuesday	Presidents' Day Break - No Classes (Administrative Offices Open)
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## March 2019

Date	Day	Event
18	Monday	Spring Recess Begins - No Classes (Administrative Offices Open)
25	Monday	Classes Resume

## April 2019

Date	Day	Event
10	Wednesday	Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day)
17	Wednesday	Easter Break - No Classes (Administrative Offices Open)
18	Thursday	Easter Break - No Classes (Administrative Offices Open)
19	Friday	Easter Break - No Classes (Administrative Offices Closed)
22	Monday	Classes Resume

## May 2019

Date	Day	Event
2	Thursday	Undergraduate Classes End
3	Friday	Undergraduate Reading Day
4	Saturday	Graduate Classes End
6	Monday	Final Exams Begin
10	Friday	Undergraduate Final Exams End
11	Saturday	Graduate Final Exams End
15	Wednesday	Grades Due
		Graduate Commencement Exercises
17	Friday	Honors Convocation
		Baccalaureate Mass
18	Saturday	Undergraduate Commencement Exercises

## ACADEMIC YEAR 2019-2020

Please note that this calendar is under construction, and the information is incomplete. The calendar beginning dates, ending dates, and holidays are being provided for planning purposes. Additional details will be added as they are made available.

## SUMMER 2019

### May 2019

Date	Day	Event
20	Monday	Summer Classes Begin (First 5-week Session, First 6-week Session, 12-week Session)
		Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term

27	Monday	Memorial Day - No Classes (Administrative Offices Closed)
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### June 2019

Date	Day	Event
22	Saturday	First 5-week Session Classes End
29	Saturday	First 6-week Session Classes End

### July 2019

Date	Day	Event
1	Monday	Classes Begin (Second 5-week Session, Second 6-week Session)
4	Thursday	Independence Day - No Classes (Administrative Offices Closed)

### August 2019

Date	Day	Event
3	Saturday	Second 5-week Session Classes End
10	Saturday	Second 6-week and 12-week Session Classes End

## FALL 2019

### August 2019

Date	Day	Event
26	August	Fall Classes Begin

### September 2019

Date	Day	Event
2	Monday	Labor Day - No Classes (Administrative Offices Closed)
11	Wednesday	Mass of the Holy Spirit (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.)

### October 2019

Date	Day	Event
14	Monday	Fall Holiday - No Classes (Administrative Offices Closed)
15	Tuesday	Fall Holiday - No Classes (Administrative Offices Open)

### November 2019

Date	Day	Event
27	Wednesday	Thanksgiving Holiday - No Classes (Administrative Offices Open)
28	Thursday	Thanksgiving Holiday - No Classes (Administrative Offices Closed)
29	Friday	Thanksgiving Holiday - No Classes (Administrative Offices Closed)

## December 2019

Date	Day	Event
5	Thursday	Undergraduate Classes End
6	Friday	Undergraduate Reading Day
7	Saturday	Graduate Classes End
9	Monday	Final Exams Begin
13	Friday	Undergraduate Final Exams End
14	Saturday	Graduate Final Exams End
18	Wednesday	Grades Due

## SPRING 2020

### January 2020

Date	Day	Event
2	Thursday	Administrative Offices Reopen
13	Monday	Spring Classes Begin
20	Monday	Martin Luther King Jr. Day - No Classes (Administrative Offices Closed)

### February 2020

Date	Day	Event
17	Monday	Presidents' Day - No Classes (Administrative Offices Closed)
18	Tuesday	Presidents' Day Holiday - No Classes (Administrative Offices Open)

### March 2020

Date	Day	Event
16	Monday	Spring Break Begins - No Classes (Administrative Offices Open)
23	Monday	Classes Resume

### April 2020

Date	Day	Event
TBD	Wednesday	Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day)
8	Wednesday	Easter Break - No Classes (Administrative Offices Open)
9	Thursday	Easter Break - No Classes (Administrative Offices Open)
10	Friday	Easter Break - No Classes (Administrative Offices Closed)

### May 2020

Date	Day	Event
1	Friday	Undergraduate Reading Day
2	Saturday	Graduate Classes End
4	Monday	Final Exams Begin
8	Friday	Undergraduate Final Exams End
9	Saturday	Graduate Final Exams End



13	Wednesday	Grades Due Graduate Commencement Exercises
15	Friday	Honors Convocation Baccalaureate Mass
16	Saturday	Undergraduate Commencement Exercises

# ABOUT CANISIUS

## ABOUT CANISIUS

Consistently ranked among the top regional institutions in the Northeast, Canisius is the premier private university in Western New York and one of 28 Jesuit, Catholic universities in the nation. Founded in 1870 by German Jesuits, Canisius is named for St. Peter Canisius, a renowned Dutch educator and one of the original members of the Society of Jesus.

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

Buffalo has been home to Canisius for 147 years. Located in the Hamlin Park district, a historic and conveniently-located residential neighborhood in north-central Buffalo, the college campus spans 72 acres and is comprised of 16 academic and administrative buildings, three athletic complexes and 11 residence halls.

Over the past two decades, more than \$175 million has been invested to create several signature state-of-the-art living and learning environments - including the newly renovated Science Hall (<https://www.canisius.edu/about/campus/signature-facilities>), the Montante Cultural Center (<https://www.canisius.edu/about/campus/signature-facilities>), Nelson D. Civello '67 Family Financial Markets Lab (<https://www.canisius.edu/about/campus/signature-facilities>), the Institute for Autism Research (<https://www.canisius.edu/academics/our-schools/school-education-human-services/institute-autism-research>), the ESPN3 Studio (<https://www.canisius.edu/about/campus/signature-facilities>), HARBORCENTER (<https://www.canisius.edu/about/campus/signature-facilities>) and Dugan Hall (<https://www.canisius.edu/student-experience/student-affairs/student-life-and-housing/student-housing/upperclassmen-housing-0>), our newest residence hall.

## OUR MISSION

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

## AT THE CORE OF OUR MISSION

### Catholic & Jesuit

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

### Transformative Learning & Student Engagement

Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform mind and spirit. Our undergraduate core curriculum enriches students' academic pursuits and delivers a strong foundation

in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

### Service & Leadership

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

## OUR VALUES

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

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

## OUR VISION

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

Canisius seeks to:

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

## ACADEMIC PROGRAMS

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

Canisius offers students undergraduate curricula leading to the degrees of Bachelor of Arts (BA), Bachelor of Science (BS) and Associate of Arts (AA)

in nearly 150 majors (<http://catalog.canisius.edu/undergraduate/majors>), minors (<http://catalog.canisius.edu/undergraduate/minors>), and special programs (<http://catalog.canisius.edu/undergraduate/special-programs>) to create a path that is uniquely suited to their interests and career goals. Graduate students can select from 35 outstanding master's and certificate programs (<http://catalog.canisius.edu/graduate/programs>), including an array of degrees offered fully online. (<https://www.canisius.edu/online/courses-programs>)

## FACULTY

Regardless of the program of study, students will find experienced faculty who are committed to providing a challenging yet supportive environment to help them reach their goals. The college seeks faculty members known to be creative and energetic teachers who also seek to engage their students in their research and scholarship. With modest class size the norm (the student-faculty ratio is 11:1), interaction between students and faculty makes for an easy and natural learning and working environment, in which professors take a personal interest in their students. Moreover, 97 percent of faculty at Canisius hold a PhD or other terminal degree.

## ACCREDITATION

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

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

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

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

The chemistry major is accredited by the American Chemical Society<sup>4</sup>.

The athletic training major is accredited by the Commission on Accreditation of Athletic Training Education<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 Council for the Accreditation of Educator Preparation<sup>6</sup>. The agency praised the college for "displaying the high quality necessary to be granted national accreditation" and noted its programs "met rigorous standards set forth by the education community."

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>.

<sup>1</sup> Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680. Telephone: 267-284-5000.

<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 Athletic Training Education, 78664 6850 Austin Center Blvd., Suite 100, Austin, TX 7831-3184. Telephone: 512-733-9700.

<sup>6</sup> Council for the Accreditation of Educator Preparation, 1140 19th St NW, Suite 400 Washington, DC 20036. Telephone: 202-223-0077.

<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.

## GRADUATE PROGRAMS

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

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

## ONLINE PROGRAMS

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

## THE GRIFF CENTER FOR ACADEMIC ENGAGEMENT

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

## CAMPUS MINISTRY

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

tradition, we welcome, respect and encourage interreligious dialogue from people of all faith traditions.

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

## THE ANDREW L. BOUWHUIS (ALB) LIBRARY

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

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

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

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

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

## COMPUTER FACILITIES

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

Instructional computing facilities include over 300 personal computers, as well as scanners and printers. Computers in student labs are equipped with word processing, spreadsheet, database, presentation, web development, and statistical analysis software.

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

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

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

## KOESSLER ATHLETIC CENTER

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

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

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

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

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

## NON-DISCRIMINATION

Canisius College 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.



# ADMISSION AND MATRICULATION

## ADMISSION

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

## ADMISSION PROCEDURES

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

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

## ENTRANCE EXAMINATIONS

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

## INTERNATIONAL STUDENTS

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

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

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

## APPLICANTS WITH CRIMINAL BACKGROUNDS

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

## MATRICULATION

### Matriculated Students

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

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

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

### Non-matriculated Students

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

### Auditors (Non-credit Students)

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

# TUITION, FEES, AND AID

- Tuition & Fees (p. 17)
- Student Financial Aid (p. 19)

The Student Records and Financial Services Center handles most financial transactions between students and the college including tuition collection and payment plans, meal plan arrangements, parking permits, and the disbursement of work study paychecks. The center is located on the first floor of Bagen Hall. The center can also be reached by mail, phone, or email (studentservices@canisius.edu).

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

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

## Tuition & Fees

## GENERAL REGULATIONS

**Note:** The information in this section is valid only for the academic year May 2017 through May 2018. For the most up-to-date numbers please visit the Canisius tuition and aid webpage (<https://www.canisius.edu/tuition-aid>).

All tuition charges, student fees, and room and board charges are assessed and collected by the Student Records and Financial Services Center, with the exception of the deposit fee for new students that is collected by the Office of Admissions. The Trustees of the college, when necessary, may amend the tuition charges, fees and room and board charges.

## TUITION DEPOSITS

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

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

## ROOM DEPOSITS

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

## PAYMENT OF TUITION, FEES, AND ROOM & BOARD

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

Students must either:

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

Failure to do this by the close of business on the due date printed on the bill will result in a \$100 Late Fee assessed monthly (max. \$300). The Student

Records and Financial Services Center is responsible for the assessment and collection of tuition and fees payable to Canisius College. All prior financial obligations to the College must be paid in full before registration will be permitted for any new semester. If payment or other arrangements are not made, the Student Records and Financial Services Center has the option of canceling the student's registration.

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

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

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

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

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

Students participating in a tuition remission, exchange, or consortium program are responsible for various charges and fees. Please consult your academic associate dean or financial aid specialist.

## WITHDRAWAL, CANCELLATION, AND REFUND

Unofficial withdrawal does not cancel an account. No withdrawal credit will be given to any student who does not fill out the proper withdrawal forms provided by the appropriate academic dean. No withdrawals will be accepted or withdrawal credit given over the telephone. Withdrawal credit or refunds of tuition will be given to those students whose bills are paid or who have signed a Semester Payment Plan before the due date specified on the bill.

No refund of tuition may be demanded as a matter of right when a student leaves the college without completing the semester in which enrolled. For

a student to obtain a refund, the withdrawal must be authorized by the appropriate dean by the filing of the official form. If this is done, the student may request in writing a refund of tuition only according to the appropriate schedule:

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

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

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

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

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

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

4. Fees are not refundable.

Refunds of tuition will be calculated from the date on which the appropriate academic dean approves the refund. 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 same refund schedule above for a 3.0 credit hour course will apply.

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

## OUTSTANDING FINANCIAL OBLIGATIONS

Any outstanding financial obligation which a student owes to the college can prevent the student from registering for courses or making schedule adjustments after registration.

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

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

In order to clear a financial hold, a student must pay the obligation due at the appropriate office or make suitable payment arrangements with that office. A student must clear ALL financial holds in order to register for

classes, make schedule changes, receive or send transcripts or view their transcripts online.

## GOVERNMENTAL PROGRAMS

Students who attend Canisius College under the provision of Public Laws 16, 346, 550, or 894 and those under the sponsorship and benefits of other government agencies are subject to regulations governing certified papers from the Department of Veterans Affairs or other appropriate government agencies. They must present these papers to the Student Records and Financial Services Center.

## DEFERRED TUITION PAYMENTS

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

## FULL-TIME STUDENTS

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

## PART-TIME STUDENTS

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

## TUITION FOR GRADUATE DIVISION - FALL AND SPRING SEMESTERS

Effective May 2017 through May 2018. Tuition is per credit hour unless otherwise indicated

### College of Arts and Sciences

All Programs	\$819 per credit hour
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### School of Education and Human Services

Higher Education and Student Affairs Administration	\$979.00 per credit hour (Fall 2017 matriculated students)
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	\$950.00 per credit hour (Fall 2016 matriculated students)
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All Other Programs	\$819.00 per credit hour
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### Wehle School of Business

All Programs	\$819 per credit hour
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MBA (full time for three semesters, beginning fall semester, fees included)	\$40,668.00 per year
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### Audit <sup>1</sup>

Graduate student in a graduate course	\$409.50 per credit hour
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Graduate student in an undergraduate course	\$409.50 per credit hour
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Alumnus/alumna in an undergraduate \$60.00 per course course

<sup>1</sup> On a space-available basis.

## STUDENT FEES

### Semester Fees

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

Full-time students	\$142.00 per semester
Part-time students	\$11.00 per credit hour

#### Technology Fee

Full-time students	\$90.00 per semester
Part-time students	\$7.50 per credit hour

#### Wellness Fee

Full-time students	\$130.00 per semester
Part-time students	\$65.00 flat rate

### Occasional Fees and Charges

Application Fee	\$40
Late Payment Fee	\$100.00 monthly (\$300.00 maximum)
ID Card Late Fee or Replacement	\$20.00
Returned Check Charges	\$25.00
Parking Permit Fee	\$35.00-\$120.00 per year
Transcript of Records	N/C
Thesis Binding Fee	varies

## MEAL PLAN OPTIONS <sup>1</sup>

Board Rates	Per Semester	Per Year
Griffin A: 17 meals/week, \$175 Griff Bucks, \$25 Griff Choice	\$2,727.00	\$5,454.00
Griffin B: 225 meal blocks, \$275 Griff Bucks, \$25 Griff Choice	\$2,727.00	\$5,454.00
Griffin C: 200 meal blocks, \$375 Griff Bucks, \$25 Griff Choice	\$2,727.00	\$5,454.00
Ultimate Block: 175 meal blocks, \$350 Griff Bucks, \$25 Griff Choice	\$2,552.00	\$5,104.00
Supreme Block: 105 meal blocks, \$450 Griff Bucks, \$25 Griff Choice	\$2,147.00	\$4,294.00
Mega Block: 75 meal blocks, \$550 Griff Bucks, \$25 Griff Choice	\$1,910.00	\$3,820.00
Super Griff Bucks: 4 meal blocks, \$650 Griff Bucks & \$25 Griff Choice	\$675.00	\$1,350.00
Griff Bucks only (minimum deposit) (increase in \$25 increments)	\$25.00	
Griff Choice (minimum deposit)	\$5.00	

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

## HOUSING RATES

Room Rates	Per Semester	Per Year
Bosch/Frisch – Double	\$3,882.00	\$7,764.00
Bosch/Frisch – Suite	\$4,371.00	\$8,742.00
Bosch/Frisch Corner Suite	\$4,488.00	\$8,976.00
Delavan Townhouses 2 & 3 person	\$5,146.00	\$10,292.00
Delavan Townhouses 4 & 5 person	\$4,666.00	\$9,332.00
Dugan Single	\$4,872.00	\$9,744.00
Dugan – Suite	\$4,554.00	\$9,108.00
Village Townhouses 5	\$4,666.00	\$9,332.00
Village Townhouses 2 Person	\$5,146.00	\$10,292.00

## Student Financial Aid

The cost of financing a college education is an important consideration for students. The staff of the Student Records & Financial Services Center is available to help students plan for the financing of a Canisius education. Students seeking federal financial assistance must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA may be obtained on-line (<https://www.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.
- Federal Direct Student Loans  
(Graduate students are eligible to apply for a Federal Unsubsidized Direct Loan of up to \$20,500 per year. Interest accrues on the unsubsidized loan while students are in school. The aggregate loan maximum for graduate students is \$138,500. (This maximum includes Stafford and Direct loans borrowed for undergraduate study.)

## How to Get a Loan

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

## Paying Back a Loan

The student is responsible for the following:

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

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

## Costs

The interest rate for all 2017-18 graduate Federal Unsubsidized Direct Student Loans will be the current fixed rate which is 6.0%. Students who borrow through the unsubsidized Federal Direct Student Loan will accrue interest while in school. An origination fee of 1.069 % of the amount borrowed will be deducted from the loan at disbursement.

## FEDERAL DIRECT GRADUATE PLUS LOANS

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

### Costs

The current fixed interest rate for PLUS Loans for 2017-18 is 7.0%. Interest begins at the time of disbursement. An origination fee of 4.276% of the amount borrowed will be deducted from the loan at the time of disbursement.

## Repayment

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

## FINANCING OPTIONS

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

### Tuition Payment Plans

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

## OTHER INFORMATION

### Over-Awards

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

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

## FINANCIAL AID CHECK LIST

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

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

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

## SATISFACTORY ACADEMIC STANDING

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

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

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

## SATISFACTORY PROGRESS

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

Students must meet the following satisfactory progress standards:

### Graduate Students

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

<sup>1</sup> 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.

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.

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.

## RETURN OF TITLE IV FUNDS

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

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

If a student leaves the College prior to completing 60% of a payment period or semester, the Student Records and Financial Services Center will recalculate eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

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

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

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

If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. The College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. Permission is required to use the post-withdrawal grant disbursement for all other College charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination.

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

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

# ACADEMICS

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## Academic Degrees

The Canisius College Graduate Division offers curricula leading to the degrees of Master of Science (MS), Master of Science in Education (MS in Ed), Master of Business Administration (MBA), Master of Business Administration in Professional Accounting (MBAPA.) and Master of Business Administration in Accounting (MBAA). Each program is listed with the official approved title and 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 DEGREES

Anthrozoology	0499.00
Communication and Leadership	0601.00
Data Analytics	0703.00

## SCHOOL OF EDUCATION AND HUMAN SERVICES MASTER OF SCIENCE DEGREES

Applied Nutrition	1306.00
Clinical Mental Health Counseling	2104.10
Community and School Health	1299.00
Counselor Education	0826.01
Educational Leadership and Supervision	0827.00
Educational Technologies and Emerging Media	0899.00
Health and Human Performance	1299.30
Health Information Technology	1202.00
Higher Education and Student Affairs Administration	0826.00
Respiratory Care	1299.00
Sport Administration	0599.00
Teachers of the Deaf and Hearing Impaired	0812.00
Teaching English to Speakers of Other Languages	1508.00
Teaching Students with Disabilities: Childhood	0808.00
Teaching Students with Disabilities: Adolescence	0808.00

## MASTER OF SCIENCE IN EDUCATION DEGREES

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

Physical Education	0835.00
Special Education	0808.00

## ADVANCED CERTIFICATE PROGRAMS

Bilingual Education	0899.00
Counselor Education (for Permanent Certification)	0826.01
Education Technologies and Emerging Media	0899.00
School Building Leader	0828.00
School District Leader	0827.00
Teaching English to Speakers of Other Languages	1508.00

## RICHARD J. WEHLE SCHOOL OF BUSINESS DEGREES

Master of Business Administration	0506.00
Master of Business Administration in Accounting <sup>2</sup>	0502.00
Master of Business Administration in Professional Accounting	0502.00
Master of Science in Forensic Accounting <sup>3</sup>	0502.00

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

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

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

- <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.
- <sup>3</sup> The Master of Science in Forensic Accounting is being discontinued. Students will not be able to enter the program after the Fall 2017 semester.

## Academic Policies ATTENDANCE

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

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



## EXAMINATIONS

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

## SEPARATION FROM THE COLLEGE

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

## GRADES

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

Grades earned by students at Canisius College reflect:

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

## QUALITY POINTS

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

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

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

- W – Authorized withdrawal from a course.

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

- I – Incomplete.

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

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

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

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

Students who are dissatisfied with their grade in a course may repeat the course once (exceptions may be approved by the appropriate associate dean in consultation with the 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 "F" grade if a final grade is not submitted by March 1 for the fall, August 1 for the spring and October 1 for the summer.

## PROBATION AND ACADEMIC DISMISSAL

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

## 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 associate 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 associate 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 associate dean, and after first informing all parties involved.

**Part B)** The final stage in the grievance procedure is as follows:

If the associate 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 associate 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 associate 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:

1. The grade grievance procedure was not followed.
2. Prejudice was manifested against either the student or the instructor.
3. 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 Part 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 Part B, including completion of its task within thirty days of the formation of the panel. The decision of the appeal panel is final.

## CODE OF ACADEMIC INTEGRITY

### • Mission and Pledge

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

The students, faculty and administration of Canisius College understand their responsibility for maintaining academic integrity to be both individual and collective. Fulfilling this responsibility requires us to uphold high standards in our own conduct and to exercise fairness towards each other. All instances of academic dishonesty are a breach of community standards. Students, administrators and staff, course instructors and their representatives are expected to report violations of the Code of Academic Integrity.

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

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

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

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

### • Standards for Academic Behavior

#### A. Prescriptions

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

##### 1. Honesty

As an academic community of integrity, Canisius College requires intellectual and personal honesty in learning, teaching, research, and service. Honesty is the prerequisite for full realization of trust, fairness, respect, and responsibility. The policies of Canisius College discourage dishonesty in the forms of cheating, lying, fraud, theft, and other behaviors that jeopardize the rights and welfare of the

college community and diminish the worth of its academic degrees. All members of the community subscribe to the principle of observing basic honesty in their work, words, ideas, and actions.

#### 2. Trust

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

#### 3. Fairness

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

#### 4. Respect

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

#### 5. Responsibility

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

a book by its cover'), well-known quotations ('We shall overcome'), or common knowledge ('George Washington was the first president of the United States'). But you must indicate the source of any appropriated material that readers might otherwise mistake for your own (5th Edition, pp. 30, 33). Plagiarism may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, websites, speeches, or the writings of other students. Honesty requires that any work or materials taken from another source, for either written or oral use, must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, whether intentional or unintentional, violates standards of academic integrity. Examples of plagiarism include, but are not limited to:

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

#### 2. Cheating

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

#### 3. Duplicate Submission of the Same Work

Submitting the same work for more than one course is a violation unless the professor(s) assigning the work gives consent in advance. This includes work first produced in

## B. Proscriptions

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

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

Plagiarism is using someone else's work without citing the source. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs ('You can't judge

connection with classes at either Canisius College or other institutions attended by the student.

#### 4. Collusion

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

#### 5. False Information and Lying

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

#### 6. Falsifying Academic Documentation and Forgery

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

#### 7. Theft, Abuse, and Destruction of Academic Property

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

#### 8. Unauthorized Use of Information Technologies

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

#### 9. Aiding and Abetting Academic Dishonesty

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

## PROCEDURES FOR HANDLING ACADEMIC MISCONDUCT

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

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

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

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

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

## PENALTIES

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

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

## RECORD KEEPING

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

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

# International Partnerships and Study Abroad

## INTERNATIONAL PARTNERSHIPS AND STUDY ABROAD

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 Partnerships (<https://www.canisius.edu/global-education/international-student-programs>) and Study Abroad (<https://www.canisius.edu/study-abroad>) is continually improving and increasing the options made available to Canisius students interested in expanding their horizons. Some of the programs listed below also offer opportunities for graduate students to study abroad for a summer or semester. Please check with the Office of International Partnerships and Study Abroad about details for graduate study abroad.

### Canisius offers study abroad programs in the following locations:

- Antwerp, Belgium – University of Antwerp
- Barcelona, Spain – University Ramon Llull, IQS School of Management
- Berlin, Germany – Berlin School of Economics and Law
- Dortmund, Germany – Technical University of Dortmund
- Eichstaett, Germany – Catholic University of Eichstaett
- Florence, Italy – Istituto Lorenzo de' Medici
- Galway, Ireland – National University of Ireland at Galway
- Glasgow, Scotland – University of Glasgow (HONORS ONLY)
- Lille, France – the Catholic University of Lille and IESEG School of Management
- Lima, Peru – Universidad del Pacifico
- London, England – London Metropolitan University
- Madrid, Spain – Pontifical University Comillas
- Manila, Philippines – Ateneo de Manila
- Oviedo, Spain – University of Oviedo
- Paris, France – IESEG School of Management
- Queensland, Australia – University of the Sunshine Coast
- Rio de Janeiro, Brazil – Pontifical Catholic University
- Rome, Italy – Istituto Lorenzo de' Medici
- San Salvador, El Salvador – Casa de la Solidaridad
- Seoul, South Korea – Sogang University
- Strasbourg, France – Ecole de Management Strasbourg
- Suzhou, China – The China Institute
- Tokyo, Japan – Sophia University

## Student Records

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

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

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

## CHANGE OF NAME/ADDRESS/PHONE

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

## TRANSCRIPT

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

## Course Registration

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

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

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

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

## REGISTRATION PROCESSES

Students register for courses on-line through *myCanisius*. Once registration has opened, students are encouraged to register as early as possible.



Students are required to consult with their advisors each semester to insure that they are taking the proper courses.

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

## PREREQUISITES

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

**Note:** For two-semester courses that are listed with one title and description (e.g., EDD 536-EDD 537), it is understood that successful completion of the first semester is a prerequisite for admission to the second half of the course.

### Course levels

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

## COURSE OFFERINGS

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

## IMMUNIZATION REQUIREMENTS FOR CLASS ATTENDANCE

### Measles, Mumps, Rubella

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

### Meningitis Requirement

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

### Submission Dates and Non-Compliance

Health requirements, including immunization records, must be submitted before the first day of class. Non-compliance with these health requirements results in registration cancellation, removal from college housing, and inability to register with the college for future semesters. If registration is cancelled, a student may be re-registered once the health forms are submitted and deemed complete. Canisius may charge a fee

for re-registration. Compliance with these health requirements is strictly enforced across the campus.

Students who are only taking online courses are generally exempted from these requirements, although some online programs have established stricter immunization requirements prior to matriculation or course enrollment and these requirements are detailed in the program descriptions in the catalog.

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

## DROP/ADD PERIOD

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

## WITHDRAWAL

A student wishing to withdraw from a course must submit a Class Withdrawal Form to the Student Records and Financial Services Center after obtaining the required approvals. 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 "F" 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 (p. 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.

## Leaves and Withdrawal

### WITHDRAWAL FROM THE COLLEGE

A student desiring to withdraw from the college must consult with a designated member of the Griff Center for Academic Engagement who will forward the withdrawal form to the appropriate associate dean. In the case of freshmen, a parent or guardian must indicate approval of withdrawal by signing the withdrawal form. The official date of the student's withdrawal is the date on which the withdrawal form is received and approved by the appropriate associate dean. A student withdrawing from the college at any time during a semester without proper authorization fails all of his/her courses for that semester.

A student who does not register for two or more semesters and returns to the college is required to follow the catalog requirements at the time they are readmitted to the college.

## MEDICAL LEAVE OF ABSENCE

Students may request a leave of absence from Canisius College when a medical condition significantly interferes with their ability to function at the college. This policy is intended to assist students with an absence of one to two semesters. It is not intended to allow a long period of absence during a single semester. A student taking a leave of absence for medical reasons will not be eligible to complete courses within the semester for which the medical leave of absence is approved.

Students must submit a written request for a medical leave of absence with the Griff Center for Academic Engagement (OM 013). For a leave of absence to be considered, a student must provide written verification from a licensed health/mental health professional of the presence and/or severity of a medical condition. Questions or concerns should be directed to the Griff Center for Academic Engagement.

A student granted a leave of absence will be expected to return to Canisius College after the leave has ended. Failure to return from a leave of absence after two semesters results in a formal academic withdrawal from Canisius College. A registration hold will be placed on the student's account during a leave of absence.

To return from a leave of absence, the student must provide the Griff Center for Academic Engagement with an appropriate written statement from a licensed health/mental health professional that confirms the student sought and received treatment and is capable of meeting the challenges of academic life. When appropriate, this statement should also include recommendations for continued treatment once the student returns to the college and any needed academic restrictions or accommodations. It is expected that a request to return should be made at least 30 days in advance of the commencement of the new semester. The Griff Center for Academic Engagement will determine the conditions a student will need to meet in order to return after reviewing the statement with appropriate personnel.

## VOLUNTARY LEAVE OF ABSENCE

A student who wishes to take a semester or two off, but plans to return to the college within one calendar year, may elect to take a leave of absence. A student who has been on leave for more than one year and/or attended another institution while on leave will be required to re-apply for admission to the college.

## INVOLUNTARY LEAVE OF ABSENCE

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

## Completing the Degree Program

### Comprehensive Exam

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

## Thesis Requirement

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

## Graduation

To qualify for the master's degree, a candidate must complete satisfactorily all general and program requirements as outlined in this catalog. Degrees are awarded during the annual commencement ceremony on the date designated in the college academic calendar. Students completing the degree requirements in August (degree conferral date is August 31st) or December (degree conferral date is February 1st) may obtain their diploma before the next commencement. All students, regardless of when the requirements are completed (May, August, or December), must file a Request for Diploma form with the 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.

## Policy on Student Records

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

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

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

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

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

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

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

A notification of releases made to third parties shall be kept in the student’s record (unless forbidden by a judicial order or subpoena). The third party shall be informed that no release of personally identifiable data is authorized without the written consent of the student.

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

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

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

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

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

# COLLEGE OF ARTS AND SCIENCES

Elizabeth (Beth) A. Gill, Dean;  
Debra Instone, Associate Dean and Director of Assessment;  
Barbara J. Porter, Associate Dean

## MISSION STATEMENT

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

## ACADEMIC PROGRAMS

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

- Communication and Leadership (p. 36)
- Anthrozoology (p. 32)
- Data Analytics (p. 40)

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

## Anthrozoology (MS)

Program Director: Christy Hoffman, PhD

Faculty: Tara Cornelisse, PhD.; Christy Hoffman, PhD; Joshua Russell, PhD; Malini Suchak, PhD.

Adjunct Faculty: Marie-France Boissonneault, PhD; Margo DeMello, PhD; Maya Gupta, PhD.; Sheryl L. Pipe, PhD; Michael Tobias, PhD.

Degree: Master of Science

## INTRODUCTION

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

## ADMISSION

Admission to the Anthrozoology Master’s Program is selective and competitive. Admission is based upon the applicant’s perspective on the discipline expressed in the application material, and on evidence of past academic excellence. A previously completed bachelor’s degree

(in any major discipline) is required. The ordinary expectation is a past undergraduate GPA of 3.0 or higher. Submission of GRE scores is optional.

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

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

## MISSION STATEMENT

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

## CURRICULUM

### 1. Required Introductory Course

All students are required to take the following course during their first semester in the program:

Code	Title	Credits
ANZ 501	Introduction to Anthrozoology	3

### 2. Breadth Requirement

Students must take at least one course from each of the following categories to ensure a sufficient breadth in the discipline:

Code	Title	Credits
<b>Natural Sciences</b>		<b>3</b>
ANZ 506	Animal Behavior and Conservation	
ANZ 507	The Mental Lives of Animals	
ANZ 526	Animal Welfare	
<b>Humanities</b>		<b>3</b>
ANZ 502	Animal Ethics	
ANZ 503	Religious Perspectives on Animals	
ANZ 504	Animals, Public Policy, and the Law	
ANZ 512	Writing the Animal: Fables, Fairytales and Fiction	
<b>Social Sciences</b>		<b>3</b>
ANZ 518	Psychology of the Human-Animal Bond	
ANZ 531	Cross-Cultural Anthrozoology	
ANZ 532	Human Dimensions of Wildlife Conservation	

ANZ 533	Child-Animal Studies
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### 3. Electives

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

Code	Title	Credits
ANZ 502	Animal Ethics	3
ANZ 503	Religious Perspectives on Animals	3
ANZ 504	Animals, Public Policy, and the Law	3
ANZ 505	Research Methods in Anthrozoology	3
ANZ 506	Animal Behavior and Conservation	3
ANZ 507	The Mental Lives of Animals	3
ANZ 509	Animal Assisted Interventions	3
ANZ 510	Animals in Humane Education	3
ANZ 512	Writing the Animal: Fables, Fairytales and Fiction	3
ANZ 513	Framing the Animal: Art History, Mass Media and Marketing	1
ANZ 516	Understanding Indifference and Animal Abuse	3
ANZ 518	Psychology of the Human-Animal Bond	3
ANZ 520	Animal Nonprofits	1
ANZ 522	Zoo Animal Exhibitory	1
ANZ 524	Shelters, Rescues, & Pounds	3
ANZ 525	Anthrozoological Perspectives on Zoos	3
ANZ 526	Animal Welfare	3
ANZ 527	Human-Dog Interactions in Puerto Rico	1
ANZ 528	Embracing Coexistence	1
ANZ 531	Cross-Cultural Anthrozoology	3
ANZ 532	Human Dimensions of Wildlife Conservation	3
ANZ 533	Child-Animal Studies	3
ANZ 534	Animal Geographies	3
ANZ 538	Animals in Popular Culture	3
ANZ 590	Canisius Ambassadors for Conservation	1
ANZ 599	Independent Study	3-6

### 4. Capstone

All students must complete one of the following three options as a capstone experience. This can range from 3 credit hours to 9 credit hours depending on the student's level of engagement. ANZ 601 and ANZ 603 must be completed during one's final semester. ANZ 602 may be completed over multiple semesters, but cannot commence until the student has completed taken ANZ 505 and at least 18 credit hours overall.

Code	Title	Credits
ANZ 601	Anthrozoology Internship (3 credits, 6 credits or 9-9 credits)	3-9
ANZ 602	Independent Research: Quantitative (3 credits or 9 credits)	3-9
ANZ 603	Independent Research: Qualitative (9 credits only)	3-9

### 5. Credit Hours

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

### 6. Additional Considerations

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

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

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

#### Students will:

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

### Learning Goal 2

Students will proficiently communicate anthrozoological information.

#### Students will:

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

## COURSES

### ANZ 501 Introduction to Anthrozoology 3 Credits

An engagement with the fundamental issues of the field of Anthrozoology by evaluating the history of human/nonhuman interactions, the categories into which human have sorted animals, and a variety of science-based and value-based approaches to humans' inevitable intersection with other living beings. To achieve this end, this course immerses students in the processes of critical thinking, interdisciplinary approaches, science-based literacies, ethics-focused evaluations, and cross-cultural inquiries.

### ANZ 502 Animal Ethics 3 Credits

Analysis of different approaches to ethics as this key human ability has been discussed in different domains and throughout history as applying to human-nonhuman issues.

**Prerequisite:** ANZ 501.

### ANZ 503 Religious Perspectives on Animals 3 Credits

Views and treatments of nonhuman animals in the world's religions (both large and small) are analyzed as significant factors in a majority of humans' thinking and valuing of other living beings.

**Prerequisite:** ANZ 501.

### ANZ 504 Animals, Public Policy, and the Law 3 Credits

An exploration of both American and other national approaches to public policy and law as factors impacting modern societies' views and treatment of nonhuman animals. Particular emphasis is given to issues involving companion animals, wildlife, research animals, and food animals.

**Prerequisite:** ANZ 501.



- ANZ 505 Research Methods in Anthrozoology** 3 Credits  
This course exposes students to qualitative and quantitative research methods that they will encounter when reading about or conducting their own anthrozoological research. Students will have opportunities to read and evaluate peer-reviewed journal articles, to develop research questions and hypotheses, to practice collecting data, and to analyze and interpret data. This course is open to all ANZO students but is also a prerequisite for students desiring to enroll in ANZ 602 (Independent Research: Quantitative).  
**Prerequisite:** ANZ 501.
- ANZ 506 Animal Behavior and Conservation** 3 Credits  
This course provides a foundational overview of ecology, evolution, and conservation biology as they pertain to current issues in and research on the behavior of wild animals. The course includes investigation and critical analysis of current literature, emphasizing the application and importance of animal behavior in wildlife conservation and management. Topics may include the efficacy of protected areas, recreation ecology, invasive species, rewilding, reconciliation ecology, and the evolutionary ecology of de-extinction.  
**Prerequisite:** ANZ 501.
- ANZ 507 The Mental Lives of Animals** 3 Credits  
This course explores the unobservable mental processes of nonhuman animals. Topics covered range from basic processes, such as attention and perception, to more complex cognition, such as tool use and culture. The emphasis of the course is on critically thinking about the realities of other species.  
**Prerequisite:** ANZ 501.
- ANZ 509 Animal Assisted Interventions** 3 Credits  
This course examines the integration of non-human animals in therapeutic and educational settings. We will address the distinction among Animal Assisted Interventions (AAI), Animal Assisted Therapies (AAT), Animal Assisted Activities (AAA), and service and emotional support animals. Also addressed are the issues of the inclusion of companion, farmed and wild/exotic animals in assisted endeavors.  
**Prerequisite:** ANZ 501.
- ANZ 510 Animals in Humane Education** 3 Credits  
This course addresses the inclusion of nonhuman animals, animal themes and human and other animal social justice issues within our educational pursuits. We distinguish between broad and encompassing definitions of Humane Education, and those that are narrower. We investigate the roles of humane themed literature and focus on the basic building blocks of effective humane education lessons. We address issues in educating across the lifespan, from children to adults.  
**Prerequisite:** ANZ 501.
- ANZ 512 Writing the Animal: Fables, Fairytales and Fiction** 3 Credits  
The course begins by examining topics such as anthropomorphism in fables; fairy tales and children's literature while analyzing how nonhuman animal symbols both conflict and compliment the moral and cultural concerns of their time. Together with some fundamental novels which could include Sewell's *Black Beauty*, Adams' *Watership Down*, Kafka's *Metamorphose*, Darriussecq's *PigTales*, Flanagan's *Gould's Book of Fish* and/or Saunders' *Beautiful Joe* the class next examines a range of literary resources to understand the concepts of nonhuman animal representations and the meaning of these depictions. Students also examine the intricacy of symbolic nonhuman animal representations in literature through the exploration of the Other. In conclusion, the course considers how literature can invite its readers to question our current relationships and engage us to take action to initiate change.  
**Prerequisite:** ANZ 501.
- ANZ 513 Framing the Animal: Art History, Mass Media and Marketing** 1 Credit  
This course examines the influences on societal perceptions of nonhuman animals that stem from their use as visual symbols, fictional characters, icons and/or as metaphors in works of art, mass media and marketing. Beginning with the exploration of the work of artists such as Durer, Muybridge's use of the animal body in pushing the limitations of photography, concepts of the Other in wildlife film and photography, the course then considers uses of nonhuman animals in contemporary media, the role of public perception, and nonhuman animals as entertainers/ment, in marketing and the making of mascots and icons. Throughout the course, students are asked to consider the ethical potential and the underlying meanings that nonhuman animals possess in artistic, marketing and mass media representations of human culture.
- ANZ 516 Understanding Indifference and Animal Abuse** 3 Credits  
Exploration of the perspectives of the diverse group of stakeholders (from animal protection to human services) who are--or should be--involved in animal abuse prediction, prevention, and response. Application of psychological theories of both violence and indifference to the treatment of animals. Critical analysis of research on the link between animal abuse and other violent/deviant behaviors in children and adults. What best practices emerge from our findings? Where are the gaps in our knowledge, and where do media, laypeople, and even professionals misrepresent what we know? How can we cross disciplinary and agency barriers to include animal abuse in our coordinated community response to violence and to promote empathy as opposed to indifference?  
**Prerequisite:** ANZ 501.
- ANZ 517 Animal Protection as a Social Movement** 3 Credits  
This course looks at the animal protection movement as a broad social movement transforming social attitudes and human behavior around the globe. Accordingly, we consider international, historical and cultural developments in this course, as well as the relationship of animal protection movements to environmental protection.
- ANZ 518 Psychology of the Human-Animal Bond** 3 Credits  
Exploration of studies of human-animal relationships from four subfields of psychology (social, biological, developmental, and cognitive). Evaluation of the claim that human-animal relationships benefit humans.  
**Prerequisite:** ANZ 501.
- ANZ 520 Animal Nonprofits** 1 Credit  
Mini-course that addresses a wide range of issues arising out of the central role played by nonprofit organizations in contemporary animal protection efforts.  
**Offered:** occasionally.
- ANZ 522 Zoo Animal Exhibitory** 1 Credit  
Mini-course that allows students to critically examine the principles of zoo exhibitory and the effectiveness of zoos at addressing their stated missions.  
**Prerequisite:** ANZ 501.  
**Offered:** occasionally.
- ANZ 524 Shelters, Rescues, & Pounds** 3 Credits  
This course will expose students to a variety of animal sheltering models. Students will assess the advantages and disadvantages inherent in each type of model and will evaluate a variety of shelter adoption policies. Students will also take an in-depth look at why so many animals are relinquished to shelters and at the programs some shelters have established to help keep pets in their homes. We will work together to investigate how various shelter models are implemented across the country (and world!) and the programs shelters have established to meet the needs of their community.  
**Prerequisite:** ANZ 501.

- ANZ 525 Anthrozoological Perspectives on Zoos** 3 Credits  
Mini-course that focuses on the relationships between visitors and non-human animals in the zoo, keepers and non-human animals in the zoo, and the role of zoos in conservation, education, research, and recreation. Because human and non-human animals interact in complex ways in the zoo, the course takes advantage of the wide geographic distribution of students by establishing partners for group work that have access to different zoos. Students should expect to visit their local zoo (or any zoo) several times during the course.  
**Prerequisite:** ANZ 501.  
**Offered:** occasionally.
- ANZ 526 Animal Welfare** 3 Credits  
This course explores the use of animal welfare science to assess and improve the welfare of nonhuman animals under human care. Examples discussed stem from a variety of settings including farms, zoos and aquaria, and shelters and companion animals. The emphasis of this course is on using the perspective of the individual nonhuman animal to recognize welfare problems and propose solutions.  
**Prerequisite:** ANZ 501.
- ANZ 527 Human-Dog Interactions in Puerto Rico** 1 Credit  
Mini-course associated with field studies that examine various animal shelter and rescue models in Puerto Rico. Factors that contribute to the stray dog population on the island. The shelter and rescue models in place include sanctuaries in which animals remain for life, foster home networks. Trap-neuter-vaccinate-release programs that monitor and provision populations of dogs free-ranging on beaches. Service-learning opportunity via hands-on work in the shelter system.  
**Prerequisite:** ANZ 501.  
**Offered:** occasionally.
- ANZ 528 Embracing Coexistence** 1 Credit  
Mini-course that offers a schematic overview of the history of ideas concerning humanity, the wilderness, and animals. Topics include art history, music, demography, human-animal conflict, bioethics, anthrozoological filmmaking, protected areas, reconciliation, animal rights and futurism.  
**Prerequisite:** ANZ 501.
- ANZ 531 Cross-Cultural Anthrozoology** 3 Credits  
Critical evaluation of human-animal interactions from the perspectives of anthropology and anthrozoology. Symbolic, economic, ecological, and social consequences of human/non-human animal interaction in a variety of cross-cultural contexts. A global perspective is used to help students better understand world trends regarding modernization and its consequences to animals and their habitats. The concept of animal as mediated by culture, and how belief systems contribute to current animal, human, and environmental social problems.  
**Prerequisite:** ANZ 501.
- ANZ 532 Human Dimensions of Wildlife Conservation** 3 Credits  
An examination of human relations with wildlife from a primarily psychological point of view, but borrowing from a wide range of disciplines such as ethology, biology, ecology, anthropology, cross-cultural studies, psychoanalysis, and education. Topics include human-wildlife conflicts, mediation, conservation education and outreach, as well as grassroots conservation efforts and activism.  
**Prerequisite:** ANZ 501.
- ANZ 533 Child-Animal Studies** 3 Credits  
A critical, interdisciplinary examination of child-animal relationships across theoretical frameworks and in material practices. Emphasis is on the roles animals play in child development, children's cultures, and even in the social construction of 'childhood,' as well as the ways children impact and influence animals' material lives and constructions of 'animality.'  
**Prerequisite:** ANZ 501.
- ANZ 534 Animal Geographies** 3 Credits  
An interdisciplinary approach to the complex and meaningful ways in which humans and animals occupy both physical and theoretical 'spaces,' as well as place-based contexts of human-animal relationships. Emphasis given to features of actual lives, including animal subjectivities and geographical movements within individual and evolutionary time frames (zoogeography), and human impacts on animal bodies and landscapes through agriculture, domestication, captivity, hunting, resource extraction, urbanization, medicine, and technological innovation.  
**Prerequisite:** ANZ 501.
- ANZ 538 Animals in Popular Culture** 3 Credits  
This course (which may be offered in a 1-credit or 3-credit form) looks at how the use and representation of animals in popular and mass-mediated culture--in genres like film and television, fiction, animation and comic books, art, and the Internet--shape and reveal cultural values. In addition, how animals are represented in popular culture in turn shapes how animals are treated in everyday society. By studying selected elements of popular culture, students will also look at how we understand and represent concepts like 'human,' 'nature,' and 'culture.'  
**Prerequisite:** ANZ 501.
- ANZ 539 Community Outreach Strategies for Generating Social Change** 1 Credit  
This course will allow students to explore social change methodology as it relates to animal welfare. Students will learn about organizations that advance the care of cats and dogs through effective engagement of community resources, exemplary customer service, and programs that 'meet people where there are' on their individual journey toward better relationships with animals. Students will be encouraged to identify stakeholders in various scenarios that involve animals and think about ways to overcome the challenges that people, organizations, and communities face when attempting to provide appropriate care for companion animals.  
**Offered:** every spring.
- ANZ 590 Canisius Ambassadors for Conservation** 1 Credit  
Graduate students who travel with an ABEC-sponsored undergraduate trip may petition the Program Director for 1 credit-hour for such a trip.  
**Prerequisites:** permission of the instructor, department chair, & associate dean.
- ANZ 599 Independent Study** 2-6 Credits  
This specialized one-on-one course allows the student to pursue in-depth study of a specific topic. While ANZ 599 is typically a 3-credit course, students may petition the Program Director to change the credit value to fewer than 3 or more than 3 credits. This option is reserved for advanced students who have successfully completed courses in the program.  
**Prerequisites:** ANZ 501 and Permission of the instructor, program director, and associate dean.
- 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 3, or as many as 9, credits depending on the size and scope of the project.  
**Prerequisite:** ANZ 501.

**ANZ 602 Independent Research: Quantitative** **1-9 Credits**

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

**Prerequisite:** ANZ 505.

**ANZ 603 Independent Research: Qualitative** **3-9 Credits**

This capstone option is intended for students who would like to complete a 9-credit qualitative research project during the spring term. To qualify, students must have already completed 27 credits. Those who want to pursue this option should consult with Dr. Waldau ahead of time (in the fall term before this capstone begins) for purposes of preparing a Formal Research Proposal. The final product is a scholarly, publication-quality paper (defined as one which can qualify for submission to a peer reviewed journal) in the range of 60 pages or more. The paper must review literature, explore the research question(s) identified in the Formal Research Proposal, and explain in detail specific findings that qualify as a scholarly contribution to the field of anthrozoology. Students completing the 9-credit option must submit a final paper to two readers and then participate in an oral defense. This qualitative research project may be particularly beneficial for students planning to continue their graduate training in a doctoral or professional program.

**Prerequisite:** ANZ 501.

## Communication and Leadership

*Please note that this program is being discontinued and is not accepting new students.*

*The information below is provided for students who are already in the program.*

**Program Director:** Rosanne Hartman

**Faculty in the Department of Communication Studies:** John Dahlberg, Catherine Foster, Melissa Wanzer

**Faculty in the Richard J. Wehle School of Business:** Gordon Meyer, Howard Stanger, Ian J. Redpath, Paul L. Sauer, David J. Snyder, Gregory Wood

**Adjunct Faculty:** David Aragona, Nancy Lynch, Bernard Olszewski, Ray Pipitone

**Degree:** Master of Science

## INTRODUCTION

The master's degree in communication and leadership provides a blended approach to organizational leadership. Leaders of Fortune 500 companies cite communication as their number one function, 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 required to compete and survive in today's global economy. Effective leaders in the 21<sup>st</sup> century must have the ability to formulate and effectively communicate their ideas with conviction and power to inspire, motivate and persuade. Leaders must

also empower, foster creativity, and promote collaboration and relationship building in order to effectively meet goals.

The MS in 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. Persuasion and other communication skills are strong predictors of performance, often more significant than both intelligence and personality traits. Courses provide insight into the complex relationship between leadership and communication in areas such as building and bridging networks of relationships, communicating expectations and goals, team building, motivating, and listening. The program blends functional knowledge and analytical skills with the ability to interact with others, understand and interpret behavior to communicate effectively. Organizational leaders persuade, motivate, communicate a shared vision and create an environment that enables them to lead effectively.

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.

For more information about the program please visit our website. (<https://www.canisius.edu/academics/programs/communication-and-leadership>)

## 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 3.00, 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 exam (<http://www.ets.org/gre>) or GMAT exam (<http://www.mba.com/the-gmat.aspx>). Individuals graduating from undergraduate school at Canisus College with a 3.25 or higher have this requirement waived;
- Minimum undergraduate GPA of 3.00 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 and/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 or a non-native English speaker 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 3.00 QPA.

Students must maintain a 3.00 grade point average (a B average) to remain in good standing.

Students must be in good standing with a 3.00 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 2.70; or
- Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 3.00.

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

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 3.00; or
- After completion of a second semester on academic probation, the student fails to meet the minimum QPA of 3.00. Two semester of academic probation include both consecutive and non-consecutive semesters.

## REQUIREMENTS FOR ALL STUDENTS

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 and to specific coursework. 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 two successive fall and spring 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.

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. We work to create 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 full time faculty, with academics and recognized business professionals as adjuncts provide 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.

## CURRICULUM

Total credit hours: 36

### Required Core Courses

Code	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	3
MBA 502	Leadership in Organizational Behavior	3
COM 699	Capstone Project	3
Total Credits		18

### 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.

Code	Title	Credits
COM 630	Interpersonal Communication in Organizations	3
COM 620	Conflict, Facilitation and Communication	3
MBA 641	Human Resource Management	3
MBA 647	Organizational Change and Leadership	3
6 credit hours elective		6
Total Credits		18

### 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.

Code	Title	Credits
COM 615	Partnerships and the Not-for-Profit Organization	3
COM 616	Fund Raising and Development at Not-for-Profit Organizations	3
COM 618	Seminar: Special Topics and Not-for-Profit Organizations	3
COM 621	Integrated Marketing Communication	3
6 credit hours elective		6
Total Credits		18

### 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.

Code	Title	Credits
COM 621	Integrated Marketing Communication	3
COM 622	Case Studies in Integrated Marketing	3
MBA 506	Foundations of Marketing Management	3
MBA 634	Consumer Behavior	3
6 credit hours elective		6
Total Credits		18

### 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:*

Code	Title	Credits
COM 607	Health Communication	3
COM 608	Risk Communication	3
COM 630	Interpersonal Communication in Organizations	3
MBA 509	Legal Environment and Ethics	3
MBA 510	Managerial Environment and Ethics	3
MBA 631	Marketing Research	3
MBA 649	Labor Relations	3
MBA 653	History of American Capitalism	3

For more information on the program please visit the program's website (<http://www.canisius.edu/communication-leadership>).

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

**Students will develop a capacity for thinking critically about leadership behaviors and understanding how leadership theories relate to life.**

Students will:

- **Objective A:** Demonstrate knowledge of classical and contemporary theories of leadership and demonstrate the application of these theories to everyday life.

### Learning Goal 2

**Students will enhance their understanding of the communication process and be able to construct effective messages.**

Students will:

- **Objective A:** Demonstrate communication competency in written format;
- **Objective B:** Demonstrate communication competency in oral format;
- **Objective C:** Demonstrate an understanding of communication theory;
- **Objective D:** Connect communication theory to everyday practice.



## Learning Goal 3

Students will develop enhanced critical thinking skills.

Students will:

- **Objective A:** Synthesize a body of knowledge in the communication field and illustrate an understanding of that body of knowledge;
- **Objective B:** Design a new area of inquiry based on a body of communication research;
- **Objective C:** Analyze communication research; make inferences about the analysis using supporting evidence;
- **Objective D:** Apply knowledge by judging the value of the information.

## COURSES

Note: additional courses relevant to this program are on the MBA courses page (p. ).

### COM 599 Directed Study 3 Credits

Student conducts original project and research paper directly connected to their area of concentration. Student also received practical experience within an organization related to their concentration. This course must be approved by the program director.

**Restriction:** must be approved by program director.

### 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. Specific topics include the organizational mission, goals, change processes, conflict management, organizational culture, structure, leadership, team dynamics. Current research is used to explore organizational communication processes.

**Offered:** every fall.

### COM 604 Persuasion and Social Influence 3 Credits

The nature of social influence is discussed using persuasion theories and tactics, social influence and compliance gaining. Topics covered include: relationship between attitudes and behaviors, methods of conducting persuasion research, classic and contemporary persuasion and social influence theories, communicator characteristics and persuasability, verbal and nonverbal messages, structuring and ordering persuasive messages, and improving one's ability to persuade others.

**Offered:** every spring.

### COM 605 Research Methods: Measurement and Analysis 3 Credits

This course examines quantitative approaches to theory building and methods of inquiry. The course will describe research issues and main methodologies used to study communication processes and 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.

**Restriction:** must be taken during the final fall semester in the program.

**Offered:** every fall.

### COM 607 Health Communication 3 Credits

This is an ideal course for students with an interest in health, communication, decision making related to healthcare, or improving healthcare delivery. Additionally, the health-related concepts, theories, models, research and guidelines discussed in this course are applicable to experiences in any type of work setting. Students who want to succeed in their professions should be able to extrapolate relevant concepts from this course and accurately apply them to their unique work experiences.

**Offered:** occasionally.

### COM 608 Risk Communication 3 Credits

Risk communication is the process of transferring information from experts to non-experts, and back again, so that participants making a decision fully understand the nature and impact of their decision on factors important to them. Whether the issue at hand is one of health, safety, the environment, finances or any other decision involving uncertain outcomes, the process of risk communication is a key factor in building transparency and public trust for organizations and governmental entities. This course examines the communications science needed to meet the challenge of complex, uncertain, significant and long-range risks in a variety of settings.

**Offered:** occasionally.

### 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 that measure personal style and behavior. Fees for licenses, assessment inventories and feedback reports are required for this course.

**Offered:** every fall.

### 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.

**Offered:** spring of even-numbered years.

### 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.

**Offered:** every fall.

### 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).

**Offered:** spring of odd-numbered years.

### 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. Conflict is discussed in relation to building community, mediation and negotiation strategies.

**Offered:** summer of even-numbered years.

**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.

**Offered:** every fall.

**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. Prerequisites: COM 621 or MBA 506.

**Offered:** spring of odd-numbered years.

**COM 630 Interpersonal Communication in Organizations 3 Credits**

This course focuses on theoretical and pragmatic acts 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.

**Offered:** every other spring and/or summer.

**COM 647 Organizational Change & Leader 3 Credits**

This course focused on building a high performing work environment through leadership style and best organizational development practices. The course reviews frameworks and techniques to create strong cultures and teams. Specific topics include sustainable change using design, attitudes and organizational attributes, culture and leadership techniques that inspire sustainable change. Case studies in successful change are discussed.

**Offered:** tentatively scheduled summer 2018.

**COM 699 Capstone Project 3 Credits**

This course examines quantitative approaches to theory building and methods of inquiry. The course will describe research issues and main methodologies used to study communication processes and 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.

Admitted with approval of program director only.

**Prerequisite:** COM 605.

**Offered:** spring.

## Data Analytics (MS)

*This program is currently accepting students to begin coursework in summer 2018. Students may choose to pursue this program full time (cohort based) or part time.*

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

### PROGRAM DIRECTOR

H. David Sheets, Professor of Physics

### PROGRAM FACULTY

Debra T. Burhans, PhD, Associate Professor of Computer Science

Milburn E. Crotzer, MBA, PhD, Adjunct Professor of Mathematics and Statistics

Byung-Jay Kahng, PhD, Professor and Chair of Mathematics and Statistics

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Richard Wall, CFA, PhD, Professor of Economics and Finance

Michael H. Wood, PhD, Associate Professor and Chair of Physics

Yuxing Paul Yan, MBA, PhD, Assistant Professor of Economics and Finance

## OVERVIEW OF THE PROGRAM

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

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

The Master's Program in Data Analytics at Canisius contains the three standard components of the field, namely, Statistics, Computer Science, and a Domain area, in particular, in Business. Eventually, we expect to expand the domain areas to include the Health Sciences and other areas.

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

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

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

## ADMISSIONS REQUIREMENTS

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

## Materials to be submitted

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

## CURRICULUM

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

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

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

Code	Title	Credits
<b>Preparatory Courses (taken the year or summer prior to cohort start)</b>		
DAT 501	Statistics and Econometrics <sup>1</sup>	3
CSC 501	Introduction to Programming for Data Analytics <sup>1</sup>	3
CSC 502	Structures and Algorithms for Data Analytics <sup>1</sup>	3
<b>Summer</b>		
MAT 500	Topics in Applied Mathematics <sup>1</sup>	4
DAT 500	Interactive Graphical Case Studies in Big Data	1
Preparatory Domain course or CSC course <sup>1</sup>		
<b>Fall</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 513	Database Management	3
Elective (Domain Specific) <sup>1</sup>		
DAT 521	Applied Integrative Projects in Data Analytics I	2
<b>Spring</b>		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		40

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

## Domain Courses

Students will take at least two domain courses drawn from the courses below. Students may apply to the program director to take graduate level courses drawn from other domain areas.

Code	Title	Credits
<b>Business and Finance Domain</b>		
MBA 508	Corporate Finance	
MBA 617	Portfolio Analysis	
MBA 619	Financial Modeling	
MBA 620	Investment Management	
MBA 623	Fixed Income Securities	
MBA 628	Derivative Securities	
<b>Health Information Technology Domain</b>		
HIT 515	Introduction to Health Information Technology	
HIT 535	Understanding EHRs	
HIT 600	Health IT Workflow	
HIT 615	Public Health Information Technology	
HIT 625	Health IT Security and Privacy	

## ROADMAP

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

### Sample Progression, Full-time Study - Math Background

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

Code	Title	Credits
<b>Summer</b>		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 502	Structures and Algorithms for Data Analytics	3
One Domain Course		
<b>Fall</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 513	Database Management	3
One Domain Course		
DAT 521	Applied Integrative Projects in Data Analytics I	2
<b>Spring</b>		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		30

### Sample Progression, Full-time Study - Computer Science Background

The following example is for a student with a computer science degree (assuming no statistics or advanced mathematics). Note: this example results in waivers for CSC 501 and CSC 502.

Code	Title	Credits
<b>Summer</b>		
DAT 500	Interactive Graphical Case Studies in Big Data	1
DAT 501	Statistics and Econometrics	3
MAT 500	Topics in Applied Mathematics	4
One Domain Course		3
<b>Fall</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 513	Database Management	3
One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
<b>Spring</b>		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		34

### Sample Progression, Full-time Study - Business Background

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

Code	Title	Credits
<b>Summer (or prior to the start of the cohort)</b>		
CSC 501	Introduction to Programming for Data Analytics	3
CSC 502	Structures and Algorithms for Data Analytics	3
DAT 500	Interactive Graphical Case Studies in Big Data	1
MAT 500	Topics in Applied Mathematics	4
<b>Fall</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 513	Database Management	3
One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
<b>Spring</b>		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		34

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

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

Code	Title	Credits
<b>Summer</b>		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 502	Structures and Algorithms for Data Analytics	3

One Domain Course		3
<b>Fall</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 513	Database Management	3
One Domain Course		3
DAT 521	Applied Integrative Projects in Data Analytics I	2
<b>Spring</b>		
DAT 512	Statistical Approaches to Big Data	3
DAT 514	Data Mining and Machine Learning	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		30

### Sample Progression, Part-time Study - Math Background

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

Code	Title	Credits
<b>Summer 1</b>		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 502	Structures and Algorithms for Data Analytics	3
<b>Fall 1</b>		
DAT 521	Applied Integrative Projects in Data Analytics I	2
One Domain Course		3
<b>Spring 1</b>		
DAT 513	Database Management	3
DAT 512	Statistical Approaches to Big Data	3
<b>Summer 2</b>		
One Domain Course		3
<b>Fall 2</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 514	Data Mining and Machine Learning	3
<b>Spring 2</b>		
DAT 522	Applied Integrative Projects in Data Analytics II	3
DAT 515	Visualization and Presentation of Advanced Analytics	3
Total Credits		30

### Sample Progression, Part-time Study - Business Background

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

Code	Title	Credits
<b>Summer 1 (or prior to the start of the cohort)</b>		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 501	Introduction to Programming for Data Analytics	3
CSC 502	Structures and Algorithms for Data Analytics	3
<b>Fall 1</b>		
DAT 521	Applied Integrative Projects in Data Analytics I	2

One Domain Course		3
<b>Spring 1</b>		
DAT 513	Database Management	3
DAT 512	Statistical Approaches to Big Data	3
<b>Summer 2</b>		
MAT 500	Topics in Applied Mathematics	4
<b>Fall 2</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 514	Data Mining and Machine Learning	3
<b>Spring 2</b>		
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
Total Credits		34

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

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

Code	Title	Credits
<b>Summer 1</b>		
DAT 500	Interactive Graphical Case Studies in Big Data	1
CSC 501	Introduction to Programming for Data Analytics	3
CSC 502	Structures and Algorithms for Data Analytics	3
<b>Fall 1</b>		
DAT 501	Statistics and Econometrics	3
DAT 521	Applied Integrative Projects in Data Analytics I	2
<b>Spring 1</b>		
DAT 513	Database Management	3
One Domain Course		3
<b>Summer 2</b>		
MAT 500	Topics in Applied Mathematics	4
One Domain Course		3
<b>Fall 2</b>		
DAT 511	Data Stewardship: Preparation, Exploration and Handling of Big Data	3
DAT 514	Data Mining and Machine Learning	3
<b>Spring 2</b>		
DAT 515	Visualization and Presentation of Advanced Analytics	3
DAT 522	Applied Integrative Projects in Data Analytics II	3
<b>Fall 3</b>		
DAT 512	Statistical Approaches to Big Data	3
Total Credits		40

## PREPARATION

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

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

- To satisfy DAT 501 Statistics and Econometrics, student may complete either ECO 455 or MBA 526
- MAT 500 Topics in Applied Mathematics can be waived for some majors, such as math, physics, or engineering. For other majors, MAT 211 or MAT 219 will NOT satisfy the MAT 500 requirement, but may help students prepare for the course.
- Students may take CSC 111 and CSC 111L to satisfy CSC 501.
- Students who have already completed CSC 111, may take CSC 112 and CSC 112L to satisfy the CSC 502 requirement.
- The following courses could be used to satisfy a domain course requirement: MBA 508, MBA 617, MBA 619, MBA 620, MBA 623, or MBA 628

## LEARNING GOALS & OBJECTIVES

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

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

### Student Learning Goal 2: *Effective teamwork.*

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

### Student Learning Goal 3: *Effective business communication.*

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

### Student Learning Goal 4: *Ethical Data Stewardship*

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



## COURSES

### Computer Science

#### CSC 501 Introduction to Programming for Data Analytics 3 Credits

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

#### CSC 502 Structures and Algorithms for Data Analytics 3 Credits

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

### Data Analytics

#### DAT 500 Interactive Graphical Case Studies in Big Data 1 Credit

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

**Offered:** every summer.

#### DAT 501 Statistics and Econometrics 3 Credits

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

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

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

**Offered:** every fall.

#### DAT 512 Statistical Approaches to Big Data 3 Credits

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

**Prerequisite:** DAT 501 or equivalent.

**Offered:** every spring.

#### DAT 513 Database Management 3 Credits

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

**Prerequisites:** CSC 501 and CSC 502, or equivalent.

**Offered:** every fall.

#### DAT 514 Data Mining and Machine Learning 3 Credits

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

**Prerequisites:** MAT 500, DAT 511, DAT 512.

**Offered:** every spring.

#### DAT 515 Visualization and Presentation of Advanced Analytics 3 Credits

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

**Prerequisites:** DAT 511, DAT 521, and ability to program in Python.

**Offered:** every spring.

#### DAT 521 Applied Integrative Projects in Data Analytics I 2 Credits

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

**Offered:** every fall.

**DAT 522 Applied Integrative Projects in Data Analytics II**                      **3 Credits**

This course focuses on hands-on and term project. It serves as a link between many core courses, such as Data Cleaning, Machines Learning and domain knowledge, such as Economics, Accounting, Finance, and Marketing. Students would apply what they have learnt, such as machine Learning, to various real world situations. For students with accounting background, they learn how to process 10-K (annual reports downloaded from SEC's web site). For students with a background of Economics, they learn how to generate SAS and R data sets from the data downloaded from the Federal Reserve Bank's Data Library and US Census and apply them to predict the market moments. For students with a finance background, they learn how to process CRSP and Compustat to evaluate various trading strategies, such as momentum strategy, industry momentum strategy, 52-high trading strategy. In addition, they learn how to generate various SAS and R data sets from Prof. French's Data Library. For students with marketing knowledge, they learn how to parse social media data to fine tune their marketing strategies. For students from other areas, they learn how to estimate the gender and age groups by analyzing million cell phone's usages such as brand, event, timestamp of the events, app downloaded. This course uses two languages are SAS and R.

**Prerequisites:** DAT 500, DAT 514, DAT 521.

**Offered:** every spring.

## Mathematics

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

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

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

# RICHARD J. WEHLE SCHOOL OF BUSINESS

Dr. Daniel Borgia, Dean of the Richard J. Wehle School of Business

Laura McEwen, Assistant Dean and Director of Graduate Business Programs

## MISSION STATEMENT

The Richard J. Wehle School of Business develops business professionals to lead within their organizations, to excel in a 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.

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

## AACSB ACCREDITATION

The Richard J. Wehle School of Business is accredited by the Association to Advance Collegiate Schools of Business International (<http://www.aacsb.edu>) (AACSB). Accreditation by AACSB is the hallmark of excellence in management education, and has been earned by less than five percent of the world's business programs. Today, there are 761 business schools in 52 countries and territories that maintain AACSB Accreditation. It represents the highest standard of achievement for business schools worldwide. Programs receiving AACSB International accreditation have superior faculty, high-caliber teaching, and meaningful interaction between students and faculty. All students earning degrees in business are required

to participate in assessment exercises appropriate for meeting accreditation requirements.

## ADMISSION

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

Please review degree pages for admission requirements for individual programs.

## GRADUATION

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

## TRANSFER CREDIT

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

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 based upon their undergraduate or graduate coursework, at the discretion of the program director. No waivers are granted for the One-Year MBA program or the MS in Forensic Accounting.

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.

## BETA GAMMA SIGMA

The Wehle School of Business at Canisius College houses a chapter of Beta Gamma Sigma (<https://www.betagammasigma.org>). Beta Gamma Sigma is the premier honor society recognizing business excellence. Lifetime

members of the Society have earned the right to be considered the "Best in Business." Students who graduate in the top 20 percent of their class are eligible for membership.

## EXTERNAL BUSINESS PROGRAMS

### Center for Professional Development

The WSB houses the Center for Professional Development (CPD), which delivers executive education and lifelong learning opportunities for individuals and businesses throughout the Western New York region and beyond. The CPD's diverse program options provide individuals with opportunity to advance their career, regardless of role or experience. Led by distinguished Faculty at Canisius College as well as by Western New York business experts, the CPD's programs are targeted at enhancing the skills leaders require to be successful in today's business climate. Located on the Main St. campus of Canisius College in Science Hall, many of the non-credit bearing seminars, professional development workshops, training and other programs offered by the CPD are open to enrollment by students, alumni and members of the community. For additional information and a listing of CPD programs and upcoming events, visit the official CPD website (<http://canisiuscpd.com>).

### The Women's Business Center

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

## COMMITMENT TO BUSINESS ETHICS AND THE COMMUNITY

The Richard J. Wehle School of Business has always promoted ethics and the application of Jesuit values to the personal and professional lives of students, alumni, faculty and other members of our campus community. We believe that ethical behavior is a fundamental requirement for long-term success in business for both individuals and organizations. Our commitment to the promotion of ethics and ethical business behavior runs deep and can be seen in the School's mission statement, our curriculum, and the actions of our students and faculty as they engage with, and serve others in our local, regional and international community. In addition to teaching and promoting ethics in our academic programs, the Wehle School of Business is a founding partner in the Buffalo Niagara Business Ethics Association (BNBEA) (<http://buffalobusinessethics.org>).

## 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 accelerated full-time with the option of day classes)
  - One-Year Program (full-time)
- Master of Business Administration in Professional Accounting (MBAPA)
- Master of Business Administration in Accounting (MBAA) - Canisius undergraduate accounting students only
- Master of Science Forensic Accounting (MSF) - undergraduate degree in accounting required

All four 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, 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.

## 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 in the fall with an evening class in spring and elective classes in summer in the evening.

## MASTER OF BUSINESS ADMINISTRATION IN PROFESSIONAL ACCOUNTING (MBAPA)

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

1. Complete a major in accounting.
2. Prepare to enter the accounting profession.
3. Acquire the educational requirements to take the 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. Recommended admission standards:

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

## 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).

## MBA in Business Administration MASTER OF BUSINESS ADMINISTRATION (MBA)

The Evening MBA (<https://www.canisius.edu/academics/programs/evening-mba>) is designed for either full or part-time study. Working adults can complete their program of study on a part-time basis. Students attending full-time can take up to 12 credit hours a semester and complete the program in 16 months. The majority of students come from the Western New York area and they have a variety of undergraduate majors. Students may be eligible for a waiver of an MBA Foundation course (501-508) with two courses in similar content at the undergraduate level with a B or better in the last five years.

## 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. Students are not eligible for course waivers in the One-Year MBA Program.

Students participate in a professional leadership series for 1 credit hour in fall and spring. Students must successfully complete the Professional Leadership Series to graduate. The Professional Leadership Series includes: mentoring, skill training, and employer visits to campus.

For more information on the One Year MBA Program visit the degree webpage (<https://www.canisius.edu/academics/programs/one-year-mba>).

## ADMISSION

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

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

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

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

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

## ACADEMIC STANDING

Students must have a CGPA of 2.8 to graduate

### MBA – Evening MBA (full or part time)

#### A student is placed on academic probation if:

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

A student may be dismissed from the program if:

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



## 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.

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.

## TRANSFER CREDIT

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

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

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

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

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

## CURRICULUM

### Sample One Year MBA Curriculum

(courses are subject to change)

Fall	Spring	Summer
MBA 501	MBA 840	MBA 809
MBA 822	MBA 841	MBA 876
MBA 823	MBA 843	MBA 897 (Started in late spring)
MBA 824	MBA 847	MBA Electives (9 credit hours with or without an internship)
MBA 825	MBA 526 or 645	
MBA 803	MBA 804	

Electives will be offered in the evening over the summer.

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, employer visits, and leadership development activities.

## Evening MBA Curriculum– Full or Part-Time

(student may take classes during the day depending on availability)

### Evening MBA Curriculum

Code	Title	Credits
<b>Foundation Level</b>		
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 and Control	3
MBA 508	Corporate Finance	3
<b>Ethics</b>		
MBA 509	Legal Environment and Ethics	3
or MBA 510	Managerial Environment and Ethics	
<b>Core Areas</b>		
Select three credit hours in each of the three of the following areas:		9
Other courses as designated by the department		
Accounting:		
MBA 610	Managerial Accounting	
Finance:		
MBA 620	Investment Management	
MBA 621	Money, Banking and the Economy	
MBA 622	Financial Institutions and Markets	
MBA 625	Advanced Corporate Finance	
MBA 627	Multinational Banking	
Other Finance courses as designated		
Management:		
MBA 641	Human Resource Management	
MBA 642	Global Supply Chain Management	
MBA 653	History of American Capitalism	
Marketing:		
MBA 630	Marketing Strategy	
Technology:		
MBA 526	Regression & Forecasting	
MBA 602	Computer Forensics	
MBA 668	IT Tools & Supply Chain Management	
<b>Concentration or Electives</b>		
Select 9 credit hours		9
<b>Capstone</b>		
MBA 690	Strategic Management and Leadership (take in the second last to last semester)	3
<b>Total Credits</b>		<b>48</b>

## Concentrations

Concentrations offered: Accounting, Financial Services, Global Supply Chain Management, Health Information Technology, Information Technology,

International Business, Leadership and Change, Marketing in the new Economy

*Dual concentrations:* Students are eligible to concentrate in more than one area. For dual concentrations, the program will be longer than 48 credit hours. A student must take at least two electives specific to that concentration area that does not count in another concentration area.

Other courses may be designated by the department to count as electives for a concentration.

### Accounting

Code	Title	Credits
Complete MBA 610 and MBA 711		9
MBA 707	Accounting Information Systems	
MBA 712	Intermediate Financial Reporting II	
MBA 715	Basic Taxation	
MBA 716	Advanced Taxation	

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

Code	Title	Credits
Complete a finance course in the core area		
Select three additional courses from the following:		9
MBA 617	Portfolio Analysis (Prerequisite: MBA 508)	
MBA 619	Financial Modeling (Prerequisite: MBA 508)	
MBA 620	Investment Management (Prerequisite: MBA 508)	
MBA 621	Money, Banking and the Economy (Prerequisite: MBA 504)	
MBA 622	Financial Institutions and Markets (Prerequisite: MBA 508)	
MBA 623	Fixed Income Securities (Prerequisite: MBA 508)	
MBA 624	Golden Griffin Fund I (Prerequisite: Consent of Instructor)	
MBA 625	Advanced Corporate Finance (Prerequisite: MBA 508)	
MBA 626	International Finance (Prerequisite: MBA 508)	
MBA 627	Multinational Banking (Prerequisite: MBA 508)	
MBA 628	Derivative Securities (Prerequisite: MBA 508)	
MBA 629	Golden Griffin Fund II (Prerequisite: Consent of Instructor)	
MBA 812	Equity Analysis (Prerequisite: MBA 508)	

It is suggested that students intending to complete a finance concentration also complete MBA 610 and MBA 526 as part of their core requirements.

### Global Supply Chain Management

Code	Title	Credits
Student must complete the following 2 courses		9
MBA 633	Global Logistics and Transportation (Prerequisites: MBA 506, MBA 507)	
MBA 642	Global Supply Chain Management (Prerequisites: MBA 507)	
Select one of the following:		

MBA 526	Regression & Forecasting	
MBA 626	International Finance	
MBA 639	New Product Strategy	
MBA 660	Internship in Supply Chain Management	
MBA 680	International Business Seminar	

### Health Information Technology

Code	Title	Credits
Students must complete all three of the following courses:		
HIT 515	Introduction to Health Information Technology	3
HIT 600	Health IT Workflow	3
HIT 635	Planning, Management, and Leadership for Health IT	3

### Information Technology

Code	Title	Credits
Complete the IT core		
Select nine credit hours from the following:		9
MBA 526	Regression & Forecasting	
MBA 602	Computer Forensics	

### International Business

Code	Title	Credits
Select three of the following:		9
MBA 633	Global Logistics and Transportation (Prerequisites: MBA 506, MBA 507)	
MBA 636	International Marketing (Prerequisite: MBA 506)	
MBA 642	Global Supply Chain Management (Prerequisite: MBA 507)	
MBA 645	Fundamental of International Business	
MBA 669	Multicultural Leadership	

### Leadership and Change

Code	Title	Credits
Complete MBA 653 in the core area		
Select three of the following:		9
MBA 640	Leadership and Management Skills Development	
MBA 641	Human Resource Management	
MBA 647	Organizational Change and Leadership	
MBA 649	Labor Relations	
COM 602	Organizational Communication	
COM 604	Persuasion and Social Influence	
COM 610	Leadership	
COM 620	Conflict, Facilitation and Communication	
COM 630	Interpersonal Communication in Organizations	

**Note:** Only two of the three courses can be completed from the courses listed as COM.

### Marketing

Code	Title	Credits
Complete MBA 630 in the core area		
Select three of the following:		9
MBA 631	Marketing Research	
MBA 634	Consumer Behavior	
MBA 636	International Marketing	
MBA 639	New Product Strategy	

MBA 648 Digital Marketing Strategies

**Note:** The list of concentration courses may be amended.

## LEARNING GOALS & OBJECTIVES

### Student Learning Goal 1

MBA graduates will understand global operations management and marketing concepts.

Students will:

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

### Student Learning Goal 2

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

Students will:

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

### Student Learning Goal 3

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

Students will:

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

### Student Learning Goal 4

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

Students will:

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

### Student Learning Goal 5

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

Students will:

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

### Student Learning Goal 6

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

Students will:

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

## COURSES

#### MBA 501 Management Information Systems 3 Credits

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, and how IT can contribute to competitive advantage.

#### MBA 502 Leadership in Organizational Behavior 3 Credits

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

#### MBA 503 Statistics for Managers 3 Credits

This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.

#### 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 as a practical tool for problem solving. Emphasis in the course is placed on the application of theory to both managerial and public policy decision making. The following principles are emphasized: optimization subject to constraints, opportunity cost, specialization and exchange, markets and equilibrium, marginal decision making, short-run versus long-run outcomes and the importance of real economic variables.

#### MBA 505 Financial Accounting 3 Credits

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

- MBA 506 Foundations of Marketing Management** 3 Credits  
This course addresses the following topics that constitute modern marketing management in the 21st century: Developing marketing strategies and plans; Capturing marketing insights and performance; Connecting with customers; Building strong brands; Shaping the market offerings; Delivering and communicating value; and Creating successful long-term growth.  
**Offered:** fall & spring.
- MBA 507 Operations Planning and Control** 3 Credits  
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.  
**Prerequisite:** MBA 503.  
**Offered:** fall, spring & summer.
- MBA 508 Corporate Finance** 3 Credits  
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. Pre-requisites: MBA 503, 505  
**Offered:** fall, spring, & summer
- 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 with an emphasis on management and the integration of ethics and social issues in daily business practices.
- MBA 526 Regression & Forecasting** 3 Credits  
Builds on the tools of statistical inference to address issues of estimation and hypothesis testing encountered in regression and time series analysis. Pre-requisites: MBA 503  
**Offered:** Spring
- MBA 602 Computer Forensics** 3 Credits  
Introducing forensics tools to investigate computers, networks, Internet activities, Email, cell phones and other digital media devices to recover electronic evidence, even if deleted. Skills to investigate crimes involving computers or Internet. Pre-requisite: MBA 501  
**Offered:** spring
- MBA 609 Competitive IT & Project Management** 3 Credits  
This course provides an introduction into IT Project Management and the interaction between IT and business teams. We will discuss the full project life cycle and how IT teams work from design and development through release and support. Pre-requisite: MBA 501  
**Offered:** occasionally.
- MBA 610 Managerial Accounting** 3 Credits  
Preparation and analysis of data used by management in planning, budgeting, decision making, product costing, inventory valuation and performance evaluation. Pre-requisite: MBA 505 .  
**Offered:** Fall & summer
- MBA 611 Financing State & Local Government** 3 Credits  
Municipal credit risk and municipal bonds analysis of revenue sources for state and local governments. Public/private sector interaction in urban areas, city-suburban fiscal disparity and competition, state/local government structure, inter-governmental relations. This course also serves as a Finance elective. Pre-requisite: MBA 526  
**Offered:** summer
- MBA 612 Geographical Info Sys for Bus** 3 Credits  
An applied introduction to Geographic Information Systems (GIS), a mapping and spatial analysis tool that is widely used in education, government, and industry to solve spatial problems. This course combines lectures and hands-on exercises and provides students the opportunity to use ArcGIS software.
- MBA 617 Portfolio Analysis** 3 Credits  
An introduction to modern portfolio theory and management. Strategies underlying portfolio construction and evaluation. Implications of market efficiency on portfolio management. Pre-requisite: MBA 620  
**Offered:** fall evening & spring day
- MBA 619 Financial Modeling** 3 Credits  
Programming in EXCEL via construction of custom functions and macros using Visual Basic. These techniques are applied to a variety of financial models. Pre-requisite: MBA 508  
**Offered:** fall day
- MBA 620 Investment Management** 3 Credits  
This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry. Pre-requisite: MBA 508  
**Offered:** Fall evening
- MBA 621 Money, Banking and the Economy** 3 Credits  
The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy. Pre-requisite: MBA 504 & MBA 508  
**Offered:** occasionally
- MBA 622 Financial Institutions and Markets** 3 Credits  
This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry. Pre-requisite: MBA 508  
**Offered:** Spring evening
- MBA 623 Fixed Income Securities** 3 Credits  
This course discusses the various types of fixed income securities and the markets in which they are traded. Emphasis is placed on contact evaluation, extracting term/risk structure information from pricing, evaluating, investment opportunities and interest rate risk management. Pre-requisite: MBA 508  
**Offered:** Occasionally
- MBA 624 Golden Griffin Fund I** 3 Credits  
This course is the first of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the fall semester, students begin the process of stock selection and analysis, leading to recommendations for investment by the GGF. Students follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Students serve on committees, including: Accounting and Finance; Legal and Compliance; Marketing; Public Relations and Portfolio Management. Each committee will have certain responsibilities throughout the fall and spring semesters. Students taking MBA 624 are expected to continue into the spring semester in MBA 629. Pre-requisite: MBA 508, MBA 620, concurrent with MBA 812. Student must apply in early spring before the upcoming fall semester  
**Offered:** fall

- MBA 625 Advanced Corporate Finance** 3 Credits  
This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions. Pre-requisite: MBA 508  
**Offered:** occasionally
- MBA 626 International Finance** 3 Credits  
International Finance (also known as 'Open-Economy Macroeconomics') is the study of the monetary and economic linkages among countries. The main goal of this course is to equip students with an understanding of the global macroeconomic environment. The following topics will be covered: purchasing power parity, interest rate parity, exchange rate determination, international capital flows. MBA 504, MBA 508  
**Offered:** Occasionally
- MBA 627 Multinational Banking** 3 Credits  
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. Pre-requisite: MBA 508  
**Offered:** summer
- MBA 628 Derivative Securities** 3 Credits  
This course discusses forward and futures contracts, swaps and options. Markets for these securities are described and analyzed. Modern techniques for identifying over and undervalued contracts are presented. The use of derivative securities in risk management is discussed. Pre-requisite: MBA 508, 620  
**Offered:** Occasionally
- MBA 629 Golden Griffin Fund II** 3 Credits  
This course is the second of a two semester program in which students become equity analysts and portfolio managers responsible for 'real money' portfolio of common equity securities (the Golden Griffin Fund or 'GGF'). In the spring semester, students begin the process of original equity research, leading to recommendations for investment by the GGF. Students continue to follow and discuss current events in the economy and financial markets, and monitor and produce written reports regarding current GGF portfolio positions. Committee work started in the fall semester continues as well. Pre-requisites: MBA 628, MBA 812  
**Offered:** Spring
- MBA 630 Marketing Strategy** 3 Credits  
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. Pre-requisites: MBA 506, MBA 508  
**Offered:** fall, spring, & summer
- MBA 631 Marketing Research** 3 Credits  
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 and Transportation** 3 Credits  
Organization of export and import operations in support of marketing, distribution, production and other global business functions, freight forwarding, shipping procedures and selecting transportation modes and documentation. Special attention is given to the logistics of humanitarian relief and the efforts of Catholic Relief Services and other global agencies. **Prerequisites:** MBA 506 & MBA 507.  
**Offered:** spring, online only.
- 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. **Prerequisites:** MBA 506  
**Offered:** every other spring
- MBA 636 International Marketing** 3 Credits  
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. Pre-requisite: MBA 506 offered: summer and fall



**MBA 639 New Product Strategy** 3 Credits

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. Pre-requisite: MBA506 offered: occasionally

**MBA 640 Leadership and Management Skills Development** 3 Credits

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 in new situations. Topics include decision making, motivation, conflict management, exercising influence, supportive communication, interviewing, empowering and delegating.

Prerequisites: MBA 503 offered: occasionally

**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, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective. Prerequisite: MBA 502 offered: fall & spring

**MBA 642 Global Supply Chain Management** 3 Credits

Supply Chain Management addresses the integrated management of the set of value-added activities from product development, through material procurement from vendors, through manufacturing and distribution of the good to the final customer. The course will address inventory movement within the supply chain, network configuration and location, capacity and demand management, the value of information, strategic alliance, new product development and technology and information impact in a global environment.

Prerequisite: MBA 507.

Offered: fall & summer.

**MBA 645 Fundamental of International Business** 3 Credits

This course introduces students to the aspects of business that change when an international border is crossed. Students examine the functional areas of business -- accounting, finance, economics, marketing and management -- and develop an understanding of the nature of competition in this complex environment.

Offered: fall.

**MBA 647 Organizational Change and Leadership** 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. Pre-requisite: MBA 502

Offered: spring

**MBA 648 Digital Marketing Strategies** 3 Credits

Exact topics to be covered depend on recent advances and applications in digital marketing and social media. Pre-requisite: MBA 506.

Offered: occasionally.

**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 areas of the law and dispute settlement. Topics covered are labor history, labor law, union administration, the organizing process, collective bargaining, contract administration, labor disputes and their resolution, labor-management cooperation, and current issues. Pre-requisite: MBA 502

Offered: occasionally

**MBA 653 History of American Capitalism** 3 Credits

This course examines how business leaders and others have responded over time to the environment in which their organizations are embedded. Among these external forces are the political and legal systems, culture, labor and consumers. The focus of this course will be on US Business History from the late 18th century to the present. Larger themes include the development of the business firm--from small to large--business-government relationships (the legal and regulatory system), work relations, consumer culture, the financial system, and other related topics. Pre-requisite: MBA 502

Offered: occasionally.

**MBA 657 Cyber Security** 3 Credits

Technical, legal and policy defenses to protect databases and information systems. Topics considered include intrusion detection, malware, host- and network-based vulnerabilities and countermeasures, database security, identity theft and privacy.

Prerequisite: MBA 501 offered : summer

**MBA 658 Sustainability & System Dynamics** 3 Credits

An introduction to systems thinking and system dynamics. Tools and computer models are used to help solve interdisciplinary problems including issues of environmental, human and economic sustainability.

Prerequisite: MBA 503

Offered: Occasionally

**MBA 660 Internship in Supply Chain Management** 3 Credits

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.

Prerequisite: student must complete a WSB Internship Application & obtain the approval of a faculty supervisor, department chair & the associate dean.

**MBA 661 White Collar Crime** 3 Credits

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

- MBA 664 Search Marketing** 3 Credits  
Search Engine Marketing (SEM) has become one of the most important marketing strategies for business organizations. SEM involves a variety of techniques designed to increase a company's visibility on popular search engines like Google, Yahoo and Bing. The course will cover Search Engine Optimization (SEO) strategies involving website development and web analytics as well as Pay-Per-Click (PPC) strategies using advertising programs like Google AdWords. As companies increasingly compete to drive customers to their websites, the skills covered in the course are becoming essential for modern marketing professionals and web designers.  
**Prerequisite:** MBA 506  
**Offered:** Occasionally
- MBA 668 IT Tools & Supply Chain Management** 3 Credits  
The course is intended to provide the graduate business student with an understanding of key concepts and range of automated tools employed in solving supply change management problems. MS Excel is stressed.  
**Prerequisite:** MBA 506 offered: occasionally
- MBA 669 Multicultural Leadership** 3 Credits  
This course emphasizes the understanding of the skills that ethical and effective global business leaders need to have in order to manage the multiple cultural environments of international corporations. Students are tasked with the design of global leadership development programs for Graduate Business Programs and Corporations in order to demonstrate their understanding of the skills sets required.  
**Offered:** summer.
- 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 673 Comparative Management** 3 Credits  
This course emphasizes the students' development as international managers and their understanding of the various environments within which they will be competing. Students study the impact of culture and value differences on the functional aspects of management -- communication, negotiation, decision making, control, and human resources -- and develop strategies for managing them in the international marketplace.  
**Offered:** Spring
- MBA 674 Business Analytics Using R** 3 Credits  
This course introduces students to the open source software language R. Students will access publicly available financial data, process and analyze the data using R code. Analysis of financial ratios, investment portfolios, options, CAPM, Monte Carlo simulation, Value at Risk modeling and market microstructure will be explored. Pre-requisite: MBA 508  
**Offered:** Occasionally
- MBA 676 Quality Management** 3 Credits  
Quality management systems and their application to business will be covered indepth. This will include such topics as total quality management (TQM), ISO 9000, the Malcom Baldrige Award and Six Sigma (6s). In addition, tools and techniques, and strategies used in quality management will be discussed.  
**Prerequisite:** MBA 507.  
**Offered:** occasionally.
- MBA 680 International Business Seminar** 3 Credits  
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.  
**Offered:** Spring
- MBA 686 Doing Business in the European Union** 3 Credits  
This course is designed to prepare students to do business in the EU. Students examine the forces leading to the development and the implementation of the unique economic and political unit called the European Union. Students use their understanding of the history and the current issues impacting the continuing development of the European Union to develop strategies for doing business in the European Union.  
**Restriction:** includes a one-week field experience in Europe during spring break.  
**Offered:** spring.
- MBA 690 Strategic Management and Leadership** 3 Credits  
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. Pre-requisites: All foundation last or second last semester in program  
**Offered:** fall, spring, and summer
- MBA 698 Internship** 1-3 Credits  
Internships require an application and approval by the associate dean.  
**Prerequisite:** student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.
- MBA 699 Independent Study** 0.5-6 Credits  
Independent studies require an application and approval by the associate dean.  
**Prerequisite:** student must complete a WSB Independent Study Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

## MBA ONE YEAR COURSES

- MBA 501 Management Information Systems** 3 Credits  
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, and how IT can contribute to competitive advantage.
- MBA 803 Professional Leadership Series** 1 Credit  
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 804 Professional Leadership Series** 1 Credit  
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 809 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 822 Statistics for Managers** 3 Credits  
This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.

**MBA 823 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 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 824 Financial Accounting** 3 Credits  
Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.  
**Offered:** fall day

**MBA 825 Leadership in Organizational Behavior** 3 Credits  
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.  
**Offered:** every fall.

**MBA 840 Managerial Accounting** 3 Credits  
Preparation and analysis of data used by management in planning, cash and capital budgeting, decision making, product costing and performance evaluation. Pre-requisite: MBA 505 or MBA 824  
**Offered:** spring day

**MBA 841 Corporate Finance** 3 Credits  
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. Pre-requisite: MBA 824 & MBA 822 or MBA 503 & MBA 505  
**Offered:** spring day

**MBA 843 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 847 Operations Planning and Control** 3 Credits  
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. **Offered:** spring day.  
**Prerequisites:** MBA 503 or MBA 822

**MBA 876 National/International Economics** 3 Credits  
The determination of national income and product in the short run and long run. Unemployment, inflation, fiscal and monetary policy will be examined in the context of static and dynamic macroeconomic models. Exchange rates and international capital flows will also be discussed. Pre-requisite: MBA 822 & MBA 823 or MBA 503 & MBA 504  
**Offered:** summer day

**MBA 897 Strategic Management & Leadership** 3 Credits  
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.

\*Students will take 9 credit hours of MBA electives over the summer for course descriptions of MBA electives see the MBA courses above.

## MBA in Professional Accounting

In addition to enabling students to earn an MBA, this program makes it possible for those with undergraduate and graduate degrees in majors other than accounting to earn an accounting degree and prepare to enter the accounting profession. **Students who complete the MBAPA Program meet the educational requirements to complete the New York State CPA Exam and the 150 hour educational requirement for NYS CPA Licensure.**

In addition to the 150 hour educational requirements candidates for NYS CPA Licensure must have at least one-year of full-time or the part-time equivalent of providing accounting services or advice involving skills in accounting, attest, compilation, management advisory, financial advisory, tax or consulting services under the supervision of a licensed NYS CPA in a U.S. jurisdiction or a public accountant in New York State.

For more information on the MBA In Professional Accounting visit the degree webpage (<https://www.canisius.edu/academics/programs/mba-professional-accounting>).

## ADMISSION

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

The Admissions Committee, in its decisions, takes into consideration the undergraduate QPA (and any graduate QPA) and the scores on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE). The average Cumulative GPA of an accepted student is a 3.0 and a 500 on the GMAT. Applicants should plan to take the GMAT/GRE at the earliest opportunity. Information is available online for both the GMAT (<http://www.mba.com>) and the GRE (<http://www.ets.org/gre>). Applicants with

4+ years of professional work experience are evaluated for a waiver of the GMAT. Applicants must submit a resume.

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

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

## ACADEMIC STANDING

Students must have CGPA of 3.0 to graduate

A student is placed on academic probation if:

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

A student may be dismissed from the program if:

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

## TRANSFER CREDIT

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

No transfer credit will be awarded for courses with grades below “B” and not more than 21 credit hours of transfer credit will be accepted. Transfer credit is not allowed for Accounting courses..

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

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

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

## CURRICULUM

Code	Title	Credits
<b>Accounting Requirements</b>		
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	Advanced Auditing	3
MBA 751	Seminar in Accounting Theory	3
MBA Accounting Elective from MBA 729 or MSF 701 (with approval)		3

### MBA Requirements

MBA 502	Leadership in Organizational Behavior	3
MBA 503	Statistics for Managers	3
MBA 504	Economics for Managers	3
MBA 506	Foundations of Marketing Management	3
MBA 507	Operations Planning and Control	3
MBA 508	Corporate Finance	3
MBA Elective		3
MBA 707	Accounting Information Systems	3

### Core Areas

Select three credit hours in two of the following areas: 6

#### Management:

MBA 641	Human Resource Management
MBA 642	Global Supply Chain Management
MBA 653	History of American Capitalism

#### Marketing:

MBA 630	Marketing Strategy
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#### Financial Services:

MBA 620	Investment Management
MBA 621	Money, Banking and the Economy
MBA 622	Financial Institutions and Markets
MBA 625	Advanced Corporate Finance
MBA 627	Multinational Banking

### Business Law

MBA 671	Business Law and Legal Environment	4
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### Capstone

MBA 690	Strategic Management and Leadership	3
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Total Credits 70

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

Graduates will know how financial information is measured and reported to external users.

Students will:

- Objective A: Calculate financial ratios and performance measures and analyze the results;
- Objective B: Apply current principles of accounting to the measurement and reporting of financial accounting information;
- Objective C: Apply taxation regulations in the measurement and reporting of information to governmental entities;
- Objective D: Explain the processes/principles related to providing assurance as to the integrity of the reporting process.

### Learning Goal 2

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



Students will:

- Objective A: Explain the budgeting process and analyze business decisions related to the budgets prepared;
- Objective B: Apply concepts related to accounting system controls.

## COURSES

### **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 701 Financial Accounting** 3 Credits

For MBAPA Students. Fundamental concepts and procedures of financial accounting with emphasis on asset and liability valuations and income determination.

### **MBA 702 Managerial and Cost Accounting** 3 Credits

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.

**Prerequisite:** MBA 501 offered: fall day & spring evening

### **MBA 707 Accounting Information Systems** 3 Credits

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

**Prerequisite:** MBA 701 offered: fall eve & spring day

### **MBA 711 Intermediate Financial Reporting I** 3 Credits

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

**Offered:** fall eve & spring day

### **MBA 712 Intermediate Financial Reporting II** 3 Credits

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

**Prerequisite:** MBA 711 grade of C-

**Offered:** spring & summer

### **MBA 715 Basic Taxation** 3 Credits

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

**Prerequisite:** MBA 701 offered: fall eve & day

### **MBA 716 Advanced Taxation** 3 Credits

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

**Prerequisite:** MBA 715

**Offered:** spring eve & day

### **MBA 721 Advanced Financial Reporting** 3 Credits

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

**Prerequisite:** MBA 712

**Offered:** fall day & eve

### **MBA 725 Auditing Theory and Practice** 3 Credits

Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation. **Pre-requisite:** MBA 712

**Offered:** spring day & eve

### **MBA 726 Advanced Auditing** 3 Credits

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

**Prerequisite:** MBA 725 Offered; fall day & summer eve

### **MBA 729 Not-for-Profit Accounting** 3 Credits

Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances. **Pre-requisite:** MBA 712

**Offered:** spring day

### **MBA 751 Seminar in Accounting Theory** 3 Credits

Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.

**Prerequisite:** MBA 712

**Offered:** fall day & eve

### **MBA 752 Enterprise Systems** 3 Credits

Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management. **Prerequisite:** MBA 707

**Offered:** spring day

### **MBA 799 Accounting Internship** 3 Credits

As determined with advisor and Department Chairperson.

### **MSF 701 Fraud Examination: Detection and Deterrence** 3 Credits

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

**\*Students are required to complete one MBA Accounting Elective. MBA electives could be MSF 701 or MBA 729.**

## MBA COURSES

### **MBA 502 Leadership in Organizational Behavior** 3 Credits

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

### **MBA 503 Statistics for Managers** 3 Credits

This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.



- 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 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 addresses the following topics that constitute modern marketing management in the 21st century: Developing marketing strategies and plans; Capturing marketing insights and performance; Connecting with customers; Building strong brands; Shaping the market offerings; Delivering and communicating value; and Creating successful long-term growth.  
**Offered:** fall & spring.
- MBA 507 Operations Planning and Control** 3 Credits  
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.  
**Prerequisite:** MBA 503.  
**Offered:** fall, spring & summer.
- MBA 508 Corporate Finance** 3 Credits  
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. Pre-requisites: MBA 503, 505  
**Offered:** fall, spring, & summer
- MBA 620 Investment Management** 3 Credits  
This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry. Pre-requisite: MBA 508  
**Offered:** Fall evening
- MBA 621 Money, Banking and the Economy** 3 Credits  
The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy. Pre-requisite: MBA 504 & MBA 508  
**Offered:** occasionally
- MBA 622 Financial Institutions and Markets** 3 Credits  
This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry. Pre-requisite: MBA 508 offered: Spring evening
- MBA 625 Advanced Corporate Finance** 3 Credits  
This course provides an in-depth treatment of corporate financial management. Topics from the introductory course (MBA 508) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making. Additional topics beyond the introductory level are presented and discussed. The class relies primarily on lectures, problems and case discussions. Pre-requisite: MBA 508  
**Offered:** occasionally
- MBA 630 Marketing Strategy** 3 Credits  
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. Pre-requisites: MBA 506, MBA 508  
**Offered:** fall, spring, & summer
- 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, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective. Prerequisite: MBA 502 offered: fall & spring
- MBA 642 Global Supply Chain Management** 3 Credits  
Supply Chain Management addresses the integrated management of the set of value-added activities from product development, through material procurement from vendors, through manufacturing and distribution of the good to the final customer. The course will address inventory movement within the supply chain, network configuration and location, capacity and demand management, the value of information, strategic alliance, new product development and technology and information impact in a global environment.  
**Prerequisite:** MBA 507.  
**Offered:** fall & summer.
- MBA 690 Strategic Management and Leadership** 3 Credits  
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. Pre-requisites: All foundation last or second last semester in program  
**Offered:** fall, spring, and summer

\*Students are required to complete one MBA elective. MBA electives should be 600 level courses for a list of MBA elective available course descriptions please visit courses page in the MBA program.

## MBA in Accounting

Candidates must be pursuing a Canisius BS in Accounting to be eligible for this program.

The Master Business Administration in Accounting (150 hour program) meets the NYS educational requirement for 150 hours for certification as a NYS CPA. Under present education requirements of the State of New York, students are eligible to sit for the NYS CPA examination upon completing their 120 hour program (BS in Accounting) with the completion of Auditing. Students must have 150 hours to secure the educational requirements for NYS CPA Licensure with the completion of Auditing.

Students will apply for the MBAA 150 hour program in the fall semester of their junior year. In their senior year, students will start taking classes at the MBA level. After graduating with a BS in Accounting, with a minimum QPA of 2.0 in all courses and the required 2.0 in accounting/business law courses, students will start the graduate portion of their program (MBAA). Students will be graduate students and pay student graduate tuition rates. Graduate tuition is charged per credit hour.

## ADMISSION REQUIREMENTS

Students entering this program must have a bachelor's degree in accounting from Canisius College to start the graduate portion of their program (MBAA). This program meets the NYS educational requirement for 150 hours for certification as a NYS CPA.

Students should apply in the fall semester of their junior year. Applications can be secured in the Graduate Business Office and informational sessions will be held in the fall semester.

The MBAA Admissions Committee takes a holistic approach in evaluating an application for admission. The committee takes into consideration the undergraduate QPA and the scores on the Graduate Management Admission Test (GMAT). The Graduate Record Exam (GRE) will not be accepted. Following guidelines are suggested for those considering applying. The candidate should have (1) a minimum cumulative average of 2.75 in all accounting courses (2) a minimum cumulative GPA of 3.0 in all courses, (3) a score of at least 500 on the GMAT. With the completion of the GMAT, a decision will be made before the completion of the spring semester of a student's junior year for provisional admission. Upon completion of the spring semester of the junior year, students will be re-evaluated for regular admission based on the above criteria.

GMAT Waiver - Students are eligible for a GMAT waiver based on the following criteria:

1. GPA of 3.2 in all courses
2. GPA of 3.0 in all accounting courses including business law
3. A minimum grade of C in ACC 301 and ACC 302

Students who do not meet the criteria for acceptance into the MBAA 150 hour program are eligible for the 150 hour undergraduate program in Professional Accounting by completing all undergraduate courses.

Registration for courses in the MBAA

Upon acceptance, students will be contacted by the Graduate Business Office for registration for their first fall semester in the MBAA Program.

Students will still secure advising for registration for the spring semester of their senior year. Interested candidates will register for their required accounting courses and will be changed to the graduate sections at the time of acceptance. Graduate sections for the accounting courses meet at the same times as the undergraduate sections.

Students must take the following courses in their senior year:

Accounting requirements:

- MBA 715 for ACC 415 (fall only)
- MBA 716 for ACC 416 (spring only)
- MBA 721 for ACC 421 (fall only)
- MBA 725 for ACC 425 (fall only)
- MBA 751 for ACC 451 (fall only)

Business requirements:

- MBA 507 for MGT 325 (fall or spring)
- MBA 690 for MGT 446 (fall or spring)

Please note, D grades are not awarded at the graduate level.

## ACADEMIC STANDING

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

For the graduation portion of the program students can be

**Students must have CGPA of 3.0 to graduate**

A student is placed on academic probation if:

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

A student may be dismissed from the program if:

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

## CURRICULUM

Code	Title	Credits
<b>Required Courses</b>		
FYS 101	Explorations of Academic Writing and Special Topics	3
ENG 101	Writing about Literature	3
RST 101	Introduction to Religious Studies and Theology	3
PHI 101	Introduction to Philosophy	3
One course from each of Breadth of Knowledge (Fields 1 to 7)		21
College Core Capstone - senior year		3
One course from each of the six knowledge and skills attributes		
<b>Common Body of Business Knowledge</b>		

MAT 105	Finite Mathematics	3
Select one of the following:		3-4
MAT 106	Calculus for the Non-Sciences	
MAT 111	Calculus I	
MAT 115	Calculus for Business	
ENG 389	Business Communication	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 Corporate Finance	3
ISB 101	Management Technology	3
MGT 101	Introduction to Management	3
MKT 201	Principles of Marketing	3
Business International Requirement		6
Arts and Sciences Elective		3
<b>Accounting Courses at the Undergraduate Level</b>		
ACC 301	Intermediate Accounting I	3
ACC 302	Intermediate Accounting II	3
ACC 303	Cost Accounting	3
ACC 307	Accounting Information Systems	3
LAW 371	Business and Commercial Law	3
LAW 372	Business Organizations and Commercial Paper	3
<b>Accounting courses taken in 4th year as graduate courses</b>		
MBA 507	Operations Planning and Control	3
MBA 690	Strategic Management and Leadership	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 751	Seminar in Accounting Theory	3
<b>Graduate Portion- courses taken in 5th year</b>		
MBA 502	Leadership in Organizational Behavior	3
MBA 508	Corporate Finance	3
MBA Finance Elective		3
MBA 630	Marketing Strategy	3
MBA 641	Human Resource Management	3
MBA 726	Advanced Auditing	3
MBA 729	Not-for-Profit Accounting	3
Two MBA Electives		6
Total Credits		150-151

- Objective B: Apply current principles of accounting to the measurement and reporting of financial accounting information;
- Objective C: Apply taxation regulations in the measurement and reporting of information to governmental entities;
- Objective D: Explain the processes/principles related to providing assurance as to the integrity of the reporting process.

### Learning Goal 2

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

Students will:

- Objective A: Explain the budgeting process and analyze business decisions related to the budgets prepared;
- Objective B: Apply concepts related to accounting system controls.

## COURSES

### MBA Courses Taken In 4th Year

**MBA 507 Operations Planning and Control 3 Credits**

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.

**Prerequisite:** MBA 503.

**Offered:** fall, spring & summer.

**MBA 690 Strategic Management and Leadership 3 Credits**

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. Pre-requisites: All foundation last or second last semester in program

**Offered:** fall, spring, and summer

**MBA 715 Basic Taxation 3 Credits**

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

**Prerequisite:** MBA 701 offered: fall eve & day

**MBA 716 Advanced Taxation 3 Credits**

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

**Prerequisite:** MBA 715

**Offered:** spring eve & day

**MBA 721 Advanced Financial Reporting 3 Credits**

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

**Prerequisite:** MBA 712

**Offered:** fall day & eve

**MBA 725 Auditing Theory and Practice 3 Credits**

Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation. Pre-requisite: MBA 712

**Offered:** spring day & eve

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

Graduates will know how financial information is measured and reported to external users.

Students will:

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

**MBA 726 Advanced Auditing** 3 Credits

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

**Prerequisite:** MBA 725 Offered; fall day & summer eve

**MBA 751 Seminar in Accounting Theory** 3 Credits

Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.

**Prerequisite:** MBA 712

**Offered:** fall day & eve

**MBA Courses Taken in 5th Year****MBA 502 Leadership in Organizational Behavior** 3 Credits

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 508 Corporate Finance** 3 Credits

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. Pre-requisites: MBA 503, MBA 505

**Offered:** fall, spring, & summer

**MBA 630 Marketing Strategy** 3 Credits

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. Pre-requisites: MBA 506, MBA 508

**Offered:** fall, spring, & summer

**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, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective. Prerequisite: MBA 502 offered: fall & spring

**MBA 726 Advanced Auditing** 3 Credits

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

**Prerequisite:** MBA 725 Offered; fall day & summer eve

**MBA 729 Not-for-Profit Accounting** 3 Credits

Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances. Pre-requisite: MBA 712

**Offered:** spring day

**\*Students are required to complete one MBA Finance Elective and two MBA electives. MBA electives should be 600 level courses for a list of MBA elective available course descriptions please visit courses page in the MBA program.**

## MS in Forensic Accounting

*The Master of Science in Forensic Accounting is being discontinued. Students will not be able to enter the program after the Fall 2017 semester.*

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

In the current reporting environment, forensic accountants are in great demand for their accounting, auditing, legal, and investigative skills. Forensic accounting skills have become crucial in untangling the complicated accounting maneuvers that have muddled financial statements. **By helping companies prevent and detect fraud, the forensic accountant's role can easily evolve into a key component in the corporate governance system.**

\*Applicants to this master's program must hold or expect to hold a bachelor's degree in accounting prior to the start of classes.

### Students in the Forensic Accounting Program will learn:

- How to use the tools to both detect and prevent possible future fraudulent behavior by those developing and using financial data.
- What types of fraud are most common, and use their knowledge of criminal behavior to conduct interviews with employees of companies and other people involved in the possible fraud. Forensic accountants also help in other legal matters, such as bankruptcy or divorce proceedings.
- How to use ethical decision-making skills to meet the challenges of the professional and business environment.

The program will provide students with the ability to obtain the additional 30 credit hours to be eligible for licensure as Certified Public Accountants

(NYS CPA) as well as being able to obtain other certification such as a **Certified Fraud Examiner (CFE)**.

For more information on the MS Forensic Accounting visit the degree webpage (<https://www.canisius.edu/academics/programs/forensic-accounting>).

## ADMISSION

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 MSF Admissions Committee takes a holistic approach in evaluating an application for admission. The committee takes into consideration the undergraduate QPA (and any graduate QPA) and the scores on the Graduate Management Admission Test (GMAT). The Graduate Record Exam (GRE) will not be accepted. Following guidelines are suggested for those considering applying. The candidate should have a total of at least 1100 points based on this formula: 200 times the undergraduate QPA (4.0 system) + the GMAT. A minimum score of 500 is recommended on the GMAT.

Applicants should plan to take the GMAT at the earliest opportunity. Information is available online about the GMAT (<http://www.mba.com>).

*Each applicant must submit:*

1. a completed application form,
2. an official transcript of all college work,
3. other information as requested by the Admissions Committee.
4. A resume
5. An official score on the GMAT to be submitted by the Graduate Management Admission Council.

## ACADEMIC STANDING

### MSF

**A student is placed on academic probation if:**

1. After completion of six hours of course work, the student's cumulative grade point average is 2.80 or lower,  
OR
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is less than 3.00.

**A student may be dismissed from the program if:**

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.80,  
OR
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 3.00. 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.

To graduate, a student must have a cumulative grade point average of at least a 3.00.

## CURRICULUM

Code	Title	Credits
<b>Required Courses</b>		
MSF 701	Fraud Examination: Detection and Deterrence	3
MSF 702	Financial Statement Fraud and Risk Assessment	3
MSF 703	Legal and Regulatory Environment of Forensic Accounting	3
MSF 704	Computer Forensics	3
MSF 708	White Collar Crime	3
MBA 707	Accounting Information Systems	3
MBA 716	Advanced Taxation	3
MBA 726	Advanced Auditing	3
<b>Elective Area</b>		
Recommended Courses for Substitution:		
MBA 620	Investment Management	
MBA 621	Money, Banking and the Economy	
MBA 622	Financial Institutions and Markets	
MBA 625	Advanced Corporate Finance	
MBA 627	Multinational Banking	
MBA 729	Not-for-Profit Accounting	
MBA 751	Seminar in Accounting Theory	
Other MBA courses		
<b>Capstone</b>		
MSF 755	Capstone Advanced Financial Investigations	3
Total Credits		27

## LEARNING GOALS & 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.



## COURSES

**MSF 699 Independent Study** 3 Credits  
Independent studies require an application and approval by the associate dean.

**Prerequisite:** student must complete a WSB Independent Study Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

**MSF 701 Fraud Examination: Detection and Deterrence** 3 Credits  
The course will concentrate on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigations and documentation, and fraud detection and prevention. Ethical issues in fraud examination and investigation will be covered as well as strategies and tools for fraud deterrence in organizations. MSF program only offered: fall

**MSF 702 Financial Statement Fraud and Risk Assessment** 3 Credits  
Examines the variety of ways that fraud may be perpetrated in a company's financial statements. Fraud schemes specific to areas of the financial statements will be examined in depth, including schemes related to revenue recognition, capitalization of expenses, understatement of liabilities and inadequate disclosure. Real life examples will be analyzed to identify early warning signs and techniques used to uncover fraud. Risk assessment tools and methodology will be explored and applied in a situational context.  
**Prerequisite:** MSF 701.  
**Offered:** Summer

**MSF 703 Legal and Regulatory Environment of Forensic Accounting** 3 Credits  
Familiarity with the rules of evidence and laws governing individual rights will be emphasized. Interviewing techniques, expert witness testimony and report writing will be covered. Litigation support services will be discussed including measurement of economic damages and business valuations. MSF student. offered: Spring

**MSF 704 Computer Forensics** 3 Credits  
Introduction to computer forensics technology and techniques to collect electronic evidence and protect resources from criminal activity. This hands-on course covers computer and networking concepts, computer and white-collar crimes and best practices for examining computers, digital devices, and networks.

**MSF 708 White Collar Crime** 3 Credits  
Psychological and sociological motivations of fraud perpetrators will be examined in depth. Crimes committed by 'respectable people' in positions of responsibility in private or public sector will be studied, looking at similarities and differences in behaviors. Discusses the nature of these crimes, how regulatory bodies and legal systems treat these criminals and how they seek to avoid detection and prosecution. Criminal procedure will be covered as it relates to such topics as search and seizure, due process and sentencing. The impact of this type of crime on individuals, organizations and society will be discussed. **Prerequisite:** MBA 505  
**Offered:** Summer eve

**MSF 755 Capstone Advanced Financial Investigations** 3 Credits  
Integration of legal, behavioral and technical aspects of forensic accounting investigations. Case analysis and presentations will emphasize analytical and writing skills while affording an opportunity to apply investigative procedures used in practice. Students will take part in a culminating activity such as a moot court exercise, which pulls together the data analysis, interviewing and other skills developed in the program.  
**Prerequisite:** MSF 701, MSF 703  
**Offered:** spring

## MBA COURSES

**MBA 707 Accounting Information Systems** 3 Credits  
Development, organization, and implementation of manual and electronic accounting information systems. Emphasis on flow charts and analysis, modification, and improvement of existing systems.  
**Prerequisite:** MBA 701 offered: fall eve & spring day

**MBA 716 Advanced Taxation** 3 Credits  
Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.  
**Prerequisite:** MBA 715  
**Offered:** spring eve & day

**MBA 725 Auditing Theory and Practice** 3 Credits  
Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation. Pre-requisite: MBA 712  
**Offered:** spring day & eve

**MBA 726 Advanced Auditing** 3 Credits  
Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.  
**Prerequisite:** MBA 725 Offered; fall day & summer eve

\*Students that have completed MBA 707, MBA 716, MBA 725, or MBA 726 at the undergraduate level will be allowed to substitute an MBA elective.

## MBA RECOMMENDED ELECTIVES

**MBA 620 Investment Management** 3 Credits  
This course introduces the student to the construction, management, and performance evaluation of investment portfolios. Primary topics include portfolio models, equilibrium in financial markets, market efficiency and the application of these concepts to the investment industry. Pre-requisite: MBA 508  
**Offered:** Fall evening

**MBA 621 Money, Banking and the Economy** 3 Credits  
The connection between financial markets, the economy, and the Federal Reserve will be explored. This course will examine the nature of financial markets, the determination of interest rates, banking, money and monetary policy. Emphasis will be placed on the impact of monetary policy on the macro economy. Pre-requisite: MBA 504 & MBA 508  
**Offered:** occassionally

**MBA 622 Financial Institutions and Markets** 3 Credits  
This course examines the changing world of financial services and the role that financial intermediaries and financial markets are playing in a rapidly consolidating industry with new benchmarks and success factors. Universal banking as the new model will be analyzed. Emphasis will be placed on contemporary issues as well as a review of the history of this evolving industry. Pre-requisite: MBA 508 offered: Spring evening

**MBA 625 Advanced Corporate Finance 3 Credits**

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

MBA 508

**Offered:** occasionally

**MBA 627 Multinational Banking 3 Credits**

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. Pre-requisite: MBA 508

**Offered:** summer

**MBA 729 Not-for-Profit Accounting 3 Credits**

Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances. Pre-requisite:

MBA 712

**Offered:** spring day

**MBA 751 Seminar in Accounting Theory 3 Credits**

Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.

**Prerequisite:** MBA 712

**Offered:** fall day & eve

\*For other course descriptions for electives see the MBA course page.

# SCHOOL OF EDUCATION AND HUMAN SERVICES

Jeffrey Lindauer, Ph.D., Dean; Nancy Wallace, Ph.D., Associate Dean & Director of School and Community Partnerships; Laura Moeller, Data and Credential Specialist.

## MISSION STATEMENT

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

## ACCREDITATION

All initial teacher preparation and all advanced preparation programs in the School of Education and Human Services are accredited by the Council for the Accreditation of Educator Preparation (CAEP), the standard of excellence in teacher education.

## DEGREES

### Master of Science (MS), Master of Science in Education (MSEd)

The School of Education and Human Services offers graduate-level programs leading to the master of science (MS) or the master of science in education degree in a variety of fields.

- MSEd in Adolescence Education (Grades 7-12) (Initial or Professional)
- MS in Applied Nutrition (online only)
- MSEd in Business and Marketing Education (Grades K-12) (Initial or Professional)
- MS in Childhood Education (in conjunction with Special Education)
- MS in Clinical Mental Health Counseling
- MS in Community and School Health (online only)
- MS in Counselor Education
- MSEd in Differentiated Instruction
- MS in Educational Leadership and Supervision (online only)
- MS in Educational Technologies and Emerging Media (online only, may include certification as Educational Technology Specialist)
- MS in Health and Human Performance
- MS in Health Information Technology (online only)
- MS in Higher Education and Student Affairs Administration
- MSEd in Literacy Education (available either on campus or online)
- MSEd in Physical Education (initial certification, online only)
- MS in Respiratory Care (online only)
- MSEd in Special Education (Students with Disabilities)
- MS in Sport Administration (available either on campus or online)
- MS in Sport Product Development (online only)
- MS in Teachers of the Deaf and Hearing Impaired (Deaf Education)

- MS in Teaching English to Speakers of Other Languages (TESOL) (online)
- MS in Teaching Students with Disabilities (childhood or adolescence)

## ADVANCED CERTIFICATES

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

- Bilingual Education
- Counselor Education (School or Community Mental Health Bridge, Permanent Certification)
- Education Technologies and Emerging Media (online only)
- Middle Childhood (Grades 5-6 or 7-9 Extension Only)
- School Building Leader (online only)
- School District Leader (online only)
- Teaching English to Speakers of Other Languages (TESOL)

## INSTRUCTION IN CHILD ABUSE; PREVENTION OF SCHOOL VIOLENCE; DIGNITY FOR ALL STUDENTS, FINGERPRINTING

New York State requires that all persons applying for an initial or professional certificate or license in the areas of administrative or supervisory service, classroom teaching service and school service complete two clock hours of coursework or training on the identification and reporting of suspected child abuse or maltreatment. In addition, all new candidates for certification must attend a mandatory two-hour course on the prevention of school violence and a six hour course on dignity for all students and must also submit fingerprints for law enforcement clearance.

## GRADUATION

Degrees are awarded three times a year:

- *August 31st* for students completing their degree requirements during the summer;
- *February 1st* for students completing their requirements during the fall semester;
- and at the annual commencement program in May on the date designated in the College's academic calendar.

All students, regardless of when the requirements are completed (May, August, or December), must file a Request for Diploma form with the associate dean in the School of Education and Human Services. Students should contact that office regarding the deadline dates for such requests.

## 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

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

### 1. Knowledge

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

#### Knowledge Outcomes

The competent professional:

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

### 2. Service

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

#### Service Outcomes

The competent professional:

- Is committed to diversity, equity and social justice.
- Has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human service professions.
- Demonstrates appropriate dispositions:
  - Enthusiasm toward content/subject areas

- Appreciation of social/cognitive/emotional development for all learners
- Appreciation of human diversity
- Values development of students' critical thinking
- Engages in comprehensive and collaborative planning that meets curricular goals
- Commitment to utilizing assessment information to inform decisions

### 3. Professionalism/Leadership

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

#### Professionalism Outcomes

The competent professional is:

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

### 4. Leadership

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

A competent professional:

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

## 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 maybe accepted as matriculants (master's degree candidates) in a particular program, or as non-matriculants. Except in unusual cases, non-matriculants may take no more than 9 credit hours before matriculation is required.

## ADMISSION PROCEDURES

All applicants for admission to a graduate program must submit:

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

## GRADUATE APPLICATION

### Non-Teacher Education Applicants

Admission will require a 2.70 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 2.70 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies. These requirements may include a personal interview, and the GRE, GMAT, or MAT. Canadian and other international applicants must provide a completed Certification of Finances form.

### Teacher Education Applicants

Admission for matriculants prior to fall 2015 will require a 2.70 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 2.70 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies. These requirements may include a personal interview, and the GRE, MAT, or ALST. Canadian and other international applicants must provide a completed Certification of Finances form.

Effective for fall 2015 matriculants, admission will require a 3.00 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 3.00 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies (ie. personal interview, additional coursework, etc). Applicants will also be required to complete the GRE, MAT, or ALST with scores in the top 50th percentile. Canadian and other international applicants must provide a completed Certification of Finances form.

## TRANSFER CREDITS

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

## CREDIT BY EXAMINATION

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

## 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 four transition points are:

1. program entrance
2. prior to Clinical Practice
3. after Clinical Practice
4. before graduation

Transition to each successive level requires successful performance on all measures described at the transition point. 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.

## PROBATION AND DISQUALIFICATION

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

## TIME LIMITATION

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

## TEACHER CERTIFICATION

To obtain initial teacher certification, candidates must pass the examinations required by the New York State Education Department (NYSED). These include the Educating All Students Test (EAS), the educative Teacher Performance Assessment (edTPA), and the Content Specialty Test (CST). As required by the New York State Education Department, the pass rates for Canisius College on the New York State Teacher Certification Examinations can be found on the the outcomes page of the Institutional Research and Effectiveness webpage (<https://www.canisius.edu/academics/academic-affairs/institutional-research-effectiveness/outcomes>).

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

All Canadian (Ontario) students will be required to 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.

## Counseling and Human Services

Holly Tanigoshi-D'Angelis, Chair

Faculty: James P. Donnelly, David L. Farrugia, Ann Marie C. Lenhardt, E. Christine Moll, and Michael Rutter

Degree: Master of Science

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 Clinical Mental Health Counseling;
- A Certificate of Advanced Study (CAS) in Mental Health Counseling;
- A 48-hour Master of Science (MS) degree in School Counseling; and
- A Certificate of Advanced Study (CAS) in School Counseling.

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

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

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

Upon completion of the MS degree in School Counseling and Initial Certification, a graduate must work full-time for three 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 (<http://www.oasas.ny.gov>) (OASAS).

## ADMISSION

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

### Required for Admission or within the First Semester of Study

Before beginning course work or within a candidate's first semester of study one needs to successfully complete the following:

- The Counseling and Human Services screening assessment battery which includes:
  - A written autobiography,
  - An empathy test; and
  - The Minnesota Multiphasic Personality Inventory-II (MMPI-II),
- Completion of a personal interview with the academic advisor; and
- On-going Evaluation of Counseling Candidates throughout the program of study.

It is necessary that candidates continue to show evidence of high academic performance and display professional dispositions during interactions in and out of class. Assessments, through specific "transition points," measure a candidate's growth towards one's professional identity. One's successful completion of each transition point is necessary to continue through one's graduate studies.

Candidates in both counseling programs adhere to the 2014 American Counseling Association (ACA) Code of Ethics. Candidates must declare a program major in either school counseling (SC) or clinical mental health counseling (CMHC). It is possible to be a "dual major." Interested candidates should contact their advisors.

- Master of Science Degree in Clinical Mental Health Counseling (p. 73)
- Certificate of Advanced Study in Clinical Mental Health Counseling (p. 74)
- Master of Science Degree in School Counseling (p. 75)
- Certificate of Advanced Study for Permanent Certification in School Counseling (p. 77)

# COUNSELING AND HUMAN SERVICES LEARNING GOALS & OBJECTIVES

## Learning Goal 1

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

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

## Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

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

- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

## Learning Goal 3

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

The Candidate:

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

## Learning Goal 4

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

The Candidate:

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

## Learning Goal 5

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

The Candidate:

- Applies systematic evaluative procedures

### EDC 505 Dignity for All Students Act

**0 Credits**

Dignity for All Students Workshop mandated by NYSED for the prevention of bullying in academic settings. This mandated program is embedded into EDC 567 and 603, 604 & 605.

**Offered:** fall & spring.

### EDC 510 New Interventions in Trauma Treatment within a Phase Model

**1 Credit**

This course will cover trauma theory, impact of trauma and loss, therapeutic relationship, self-care for counselors, identification and assessment of traumatized clients, and directly helping clients to manage their symptoms, resolve their trauma/loss memories, and prepare to cope effectively with future challenges. Students will learn about Progressive Counting, a new research-based technique for resolving traumatic memories. Emphasis will be placed on hands-on practice sessions. Restricted to Counseling graduate students.

**Offered:** occasionally.

**EDC 511 Opioid Use Disorder: Changing the face of Addictions Counseling** 1 Credit

This course will review recent trends and events that have contributed to the current national opioid epidemic and the subsequent impact this has had on the counseling field. Students will gain an understanding on how opioid use disorder impacts their clients physically and psychologically. Empirically based treatment interventions specific to this client population will be discussed. Students will increase their knowledgebase and understanding of opioid use disorder and the widespread impact that such an addiction creates in the lives of individuals who suffer from this addiction. Limited to Counseling graduate students.

**Offered:** occasionally.

**EDC 559 Behavioral Health Counseling** 3 Credits

Occasionally physicians choose to embed licensed counselors into a primary care practice. This course introduces students how to fully integrate one's counseling skills into a medical office.

**Prerequisites:** Minimum grade of C- in EDC 570 and EDC 573.

**Offered:** summer.

**EDC 560 Child Abuse Identification and Reporting Workshop mandated by NYSED** 0 Credits

Child Abuse Identification and Reporting Workshop mandated by NYSED.

This non-credit mandated workshop is embedded into EDC 570.

**Corequisite:** EDC 570.

**Offered:** fall & spring.

**EDC 561 Crisis and Trauma Counseling** 3 Credits

This counseling elective deals with the inevitable crisis and trauma situations one may encounter as a counselor. Students reflect upon how people deal with crises, exploring one's own crisis experiences, and start to develop professional skills in crisis intervention. The course examines relevant research on crises, resolution, and resilience. A graduate student may find this course to be emotionally challenging. It is possible that one may have to think about painful experiences, face some difficult issues, examine one's own strengths and vulnerabilities, and try out new ways of helping others.

**Offered:** fall.

**EDC 564 Gender Issues in Counseling** 3 Credits

Gender dysphoria (formerly Gender Identity Disorder) is defined by strong, persistent feelings of identification with the opposite gender and discomfort with one's own assigned sex that results in significant distress or impairment. This course introduces students to the issues, symptoms, diagnosis and counseling treatment related to gender dysphoria.

**Prerequisites:** minimum grade of C- in EDC 570, 573, and 597.

**Offered:** Fall

**EDC 565 Youth in the Justice System** 1 Credit

The purpose of this course is to examine youth in the juvenile justice system. Students will be exposed to the theories that help professionals understand the development of delinquency within the context of individuals, families and communities. Understanding the mechanisms that contribute to delinquency is important for counseling in the educational and mental health settings. This course will focus on some of the most pressing issues that face the juvenile justice system and counseling professionals who work within this system. The course is designed for school counselors and mental health counselors interested in working in juvenile justice settings or students interested in working with youth populations who may experience contact with the justice system.

**Offered:** occasionally.

**EDC 566 School Violence Prevention and Intervention Workshop** 0 Credits

School Violence Prevention and Intervention NYSED mandated workshop.

This workshop is embedded into EDC 576.

**Corequisite:** EDC 576.

**Offered:** fall & spring.

**EDC 567 Principles of School Counseling** 3 Credits

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

**Prerequisite:** Minimum grade of C- in EDC 570 (can be taken concurrently).

**Offered:** fall & spring.

**EDC 568 Principles and Practices of Mental Health Counseling** 3 Credits

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

**Prerequisite:** Minimum grade of C- in EDC 570.

**Offered:** fall & spring.

**EDC 569 Introduction to Equine Assisted Psychotherapy** 3 Credits

This course will provide an introduction to the emerging field of Equine Assisted Psychotherapy (EAP). Emphasis is placed on understanding the model through theory, role definition, activity design and processing techniques. Students will gain a solid understanding of how Equine-Assisted Psychotherapy can be an effective intervention modality.

**Offered:** summer.

**EDC 570 Introduction to Professional Counseling and Ethics** 3 Credits

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

**Corequisite:** EDC 560.

**Offered:** fall & spring.

**EDC 571 Psychological and Educational Assessment** 3 Credits

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

**Prerequisite:** Minimum grade of C- in EDC 570 (can be taken concurrently).

**Offered:** fall & spring.

**EDC 572 Career Counseling** 3 Credits

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

**Prerequisite:** Minimum grade of C- in EDC 570 (can be taken concurrently).

**Offered:** fall & spring.

**EDC 573 Counseling Theories** 3 Credits

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

**Prerequisite:** Minimum grade of C- in EDC 570 (can be taken concurrently).

**Offered:** fall & spring.

**EDC 574 Group Counseling** 3 Credits

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

**Prerequisite:** Minimum grade of C- in EDC 570 (can be taken concurrently).

- EDC 575 Pre-Practicum Helping Skills** 3 Credits  
Application of theory, consultation and other helping skills conducted in a supervised educational environment. Completion of this course is necessary before doing any field-based practicum or internship.  
**Prerequisite:** Minimum grade of C- in EDC 570 & EDC 573.  
**Offered:** fall & spring.
- 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.  
**Prerequisite:** Minimum grade of C- in EDC 567, EDC 570, EDC 573, & EDC 575. **Corequisite:** EDC 566.  
**Offered:** fall & spring.
- 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.  
**Prerequisite:** Minimum grade of C- in EDC 568, EDC 570, EDC 573, & EDC 575.  
**Offered:** fall, spring & summer.
- EDC 579 Social and Cultural Issues in Counseling** 3 Credits  
A broad range of diversity issues in counseling including ethnic, racial, gender, disability, and sexual orientation are discussed. The focus is on developing sensitivity and counseling skills that are applicable to all clients.  
**Prerequisite:** Minimum grade of C- in EDC 570.  
**Offered:** fall & spring.
- EDC 581 Grief Counseling** 3 Credits  
This is an elective course to educate the counselor about the grief response in individuals and families when faced with disappointment and loss, especially when the loss entails death.  
**Offered:** occasionally.
- EDC 585 Chemical Dependency and Rehabilitation** 3 Credits  
This course reviews the history of drug abuse and characteristics of drug dependence and chemical abuse treatment modalities, including strategies for prevention, intervention and rehabilitation.  
**Offered:** spring.
- EDC 586 Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency** 3 Credits  
The primary goal of this class is to examine the physiological and psychological issues intrinsic to the etiology, assessment, prevention, and treatment of substance abuse. Emphasis is placed on clinical diagnosis/evaluation, assessment skill enhancement, treatment, ethical and psychological issues in recovery, family systems treatment, and information pertaining to self-help groups.  
**Offered:** fall.
- EDC 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.  
**Offered:** summer.
- EDC 589 Family and Couples Counseling** 3 Credits  
The course outlines the characteristics of normal and troubled families. There is an emphasis on the theories and techniques of family counseling, including the works of Minuchin, Satir, Bowen and Haley. Solution Focused approaches and other post-modern theories are also discussed.  
**Prerequisite:** Minimum grade of C- in EDC 570.  
**Offered:** fall, spring & summer.
- EDC 590 Managing School Counseling Programs** 3 Credits  
Designed for the practicing professional school counselor. Content includes administrative and leadership practices in school counseling. Issues, challenges and opportunities within school counseling are discussed.  
**Prerequisite:** Minimum grade of C- in EDC 603 or EDC 605.  
**Offered:** Summer, online only.
- EDC 591 Counseling Older Adults** 3 Credits  
Assessment and counseling strategies, goals, and interventions regarding the psychological treatment of older adults within the American culture. Specific disorders and problems and the treatment of those concerns is discussed.  
**Offered:** occasionally.
- EDC 593 Lifespan Development** 3 Credits  
Human growth and development are the primary topics for this class. It includes individual and family development within various domains (cognitive, career, socio-economic) across the lifespan. Theoretical perspectives for understanding child, adult and family development are discussed and applied to counseling.  
**Offered:** fall, spring & summer.
- EDC 595 Advanced Couples Counseling** 3 Credits  
This course is designed to provide students an in-depth exposure to the thinking, practice and methods of couples counseling. Students will increase in competency and comfort in navigating the complex world of relationships through applying systems thinking and delving into tools and strategies used in couples counseling, exploring approaches and issues unique to couples and couples counseling and engaging in experiential interaction and self reflection. This course will build upon core learning offered in Counseling Theories (EDC 573) and Family and Couples Counseling (EDC 589).  
**Prerequisite:** Minimum grade of C- in EDC 589.  
**Offered:** spring.
- EDC 597 Psychopathology** 3 Credits  
This course provides an in-depth investigation of human abnormality. Students learn the current DSM categories of disorders, depression and considerations for dealing with crisis situations.  
**Prerequisite:** Minimum grade of C- in EDC 570.  
**Offered:** fall & spring.
- EDC 598 Case Formulation, Treatment Planning, and Psychopharmacology** 3 Credits  
This course teaches students to integrate information from clinical interviews, behavioral observations, and test results to establish DSM-IV multi-axial diagnoses and to develop person-centered biopsychosocial counseling plans. Major categories of psychotropic medications will be discussed.  
**Prerequisite:** Minimum grade of C- in EDC 597.  
**Offered:** fall & spring.
- EDC 599 Independent Study** 1-3 Credits  
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.  
**Prerequisite:** permission of the instructor, department chair, & associate dean.

**EDC 600 Clinical Mental Health Internship Full time 6 Credits**

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

**Prerequisite:** Minimum grade of C- in EDC 577, EDC 597, and EDC 598.

**EDC 601 Clinical Mental Health Internship Part time I 3 Credits**

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

**Prerequisite:** Minimum grade of C- in EDC 577, EDC 597, and EDC 598.

**EDC 602 Clinical Mental Health Internship Part time II 3 Credits**

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

**Prerequisite:** Minimum grade of C- in EDC 577, EDC 597, and EDC 598.

**EDC 603 School Counseling Internship Full Time 6 Credits**

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

**Prerequisite:** Minimum grade of C- in EDC 576, EDC 597. **Corequisite:** EDC 505 & 606

**EDC 604 School Counseling Internship Part Time I 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. Must be followed by EDC 605.

**Prerequisite:** Minimum grade of C- in EDC 576, EDC 597. **Corequisite:** EDC 505

**EDC 605 School Counseling Internship Part time II 3 Credits**

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

**Prerequisite:** Minimum grade of C- in EDC 604.

**EDC 606 Counselor Preparation Comprehensive Examination 0 Credits**

Students must pass The Counselor Preparation Comprehensive Exam to graduate. Students planning to take the Comprehensive Exam must register for this course to have the exam available.

**Prerequisite:** Minimum grade of C- in EDC 576, EDC 577.

**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:** Minimum grade of C- in EDC 571.

## Clinical Mental Health Counseling (MS)

The Clinical Mental Health Counseling program prepares graduates to work in settings serving clients diagnosed along a continuum of mental and emotional disorders. Our graduates advocate for and promote mental health and wellness. Our graduates are knowledgeable in the principles and practices of diagnosis, treatment, referral and prevention and often work in interdisciplinary teams with other health professionals (e.g., psychiatrists, social workers, MDs). Mental Health Counselors work with individuals, couples, families, or groups in settings that include the following:

- Mental health counseling agencies

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

The **Clinical Mental Counseling Program** is a “license qualifying education program” within New York State leading towards licensure as a “licensed mental health counselor” (LMHC). Please see the New York State Mental Health Counseling website (<http://www.op.nysed.gov/prof/mhp/mhcbroch.htm>) for more information. More information can be found at the Clinical Mental Counseling Program (<https://www.canisius.edu/academics/programs/clinical-mental-health-counseling>) website (<https://www.canisius.edu/academics/programs/clinical-mental-health-counseling>).

## CURRICULUM

Code	Title	Credits
<b>Core Courses</b>		
EDC 560	Child Abuse Identification and Reporting Workshop mandated by NYSED (done with EDC 570)	0
EDC 570	Introduction to Professional Counseling and Ethics	3
EDC 571	Psychological and Educational Assessment	3
EDC 572	Career Counseling	3
EDC 573	Counseling Theories	3
EDC 574	Group Counseling	3
EDC 575	Pre-Practicum Helping Skills	3
EDC 579	Social and Cultural Issues in Counseling	3
EDC 589	Family and Couples Counseling	3
EDC 593	Lifespan Development	3
EDC 597	Psychopathology	3
EDC 615	Research Techniques	3
<b>Mental Health Counseling Courses required for Master's Degree</b>		
EDC 568	Principles and Practices of Mental Health Counseling	3
EDC 577	Agency Practicum	3
EDC 598	Case Formulation, Treatment Planning, and Psychopharmacology	3
EDC 585 or EDC 586	Chemical Dependency and Rehabilitation Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	3
Select one of the following:		6
EDC 600	Clinical Mental Health Internship Full time (full time)	9
EDC 601 & EDC 602	Clinical Mental Health Internship Part time I and Clinical Mental Health Internship Part time II	
Three electives		9
Total Credits		60

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

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

**The Candidate:**

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.



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

### Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

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

### Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society.

Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

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

### Learning Goal 4

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

The Candidate:

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

### Learning Goal 5

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

The Candidate:

- Applies systematic evaluative procedures.

## Certificate of Advanced Study in Clinical Mental Health Counseling

The Certificate of Advance Study in Clinical Mental Health Counseling is a course of study (15 to 21 credit hours) for candidates who already have a Master's degree in counseling, but do not meet the required coursework and experience for the NYS mental health-counseling license. In order to qualify for this "bridge program", candidates should have Master's degrees in school counseling, mental health counseling, college counseling, or other general counseling degrees. More information can be found at the program website (<https://www.canisius.edu/academics/programs/clinical-mental-health-counseling>).

## CURRICULUM

Code	Title	Credits
EDC 568	Principles and Practices of Mental Health Counseling	3
Choose one of the following:		3
EDC 585	Chemical Dependency and Rehabilitation	
EDC 586	Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	
EDC 598	Case Formulation, Treatment Planning, and Psychopharmacology	3
Internship (choose one of the following):		6
EDC 600	Clinical Mental Health Internship Full time	
EDC 601 & EDC 602	Clinical Mental Health Internship Part time I and Clinical Mental Health InternshipPart time II	
Total Credits		15

Please note that additional coursework may be required based of the curriculum of the student's master's to meet New York State Office of Professions licensing requirements.

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

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

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

### Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

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

### Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society.

Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

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

### Learning Goal 4

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

The Candidate:

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

### Learning Goal 5

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

The Candidate:

- Applies systematic evaluative procedures.

## School Counseling (MS)

The Counselor Education Program prepares graduates to work with students ranging from pre-kindergarten through high school, 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, personal and social development of all pre-K-12 students by understanding how to design and implement comprehensive school counseling programs that include time for individual counseling, group counseling, classroom guidance, as well as family and teacher consultations within the school setting.

Upon completion of the MS degree in Counseling Education 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. More information can be found at program website (<https://www.canisius.edu/academics/programs/school-counseling>).

## CURRICULUM

Code	Title	Credits
<b>Core Courses</b>		

EDC 560	Child Abuse Identification and Reporting Workshop mandated by NYSED (completed in EDC 570)	0
EDC 505	Dignity for All Students Act (mandated by NYSED and completed in EDC 600 or EDC 604)	0
EDC 570	Introduction to Professional Counseling and Ethics	3
EDC 571	Psychological and Educational Assessment	3
EDC 572	Career Counseling	3
EDC 573	Counseling Theories	3
EDC 574	Group Counseling	3
EDC 575	Pre-Practicum Helping Skills	3
EDC 579	Social and Cultural Issues in Counseling	3
EDC 589	Family and Couples Counseling	3
EDC 593	Lifespan Development	3
EDC 597	Psychopathology	3
EDC 615	Research Techniques	3
<b>School Counseling Courses Required for Master's Degree</b>		
EDC 566	School Violence Prevention and Intervention Workshop (mandated by NYSED and completed in EDC 576)	0
EDC 567	Principles of School Counseling	3
EDC 576	School Practicum	3
Select one of the following:		6
EDC 603	School Counseling Internship Full Time (full time)	
EDC 604 & EDC 605	School Counseling Internship Part Time I and School Counseling Internship Part time II	
Elective		3
Total Credits		48

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

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

#### The Candidate:

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

- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

### Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

#### The Candidate:

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

### Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society.

Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

#### The Candidate:

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

### Learning Goal 4

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

#### The Candidate:

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

### Learning Goal 5

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

#### The Candidate:

- Applies systematic evaluative procedures.

# Certificate of Advanced Study for Professional Certification in School Counseling

The Certificate of Advance Study for Professional Certification in School Counseling is a course of study (12 credit hours) for candidates who already have a Master's degree in counseling and are seeking New York State Education Department professional certification. More information can be found at the program website (<https://www.canisius.edu/academics/programs/school-counseling>).

## CURRICULUM

### Courses required for Certificate of Advanced Study for Professional Certification in School Counseling

Code	Title	Credits
EDC 590	Managing School Counseling Programs	3
Select a substance abuse prevention course:		3
EDC 585	Chemical Dependency and Rehabilitation	
EDC 586	Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency	
EDC 587	School Based Prevention and Intervention Programs	
Two electives		6
Total Credits		12

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

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

#### The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

### Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

#### The Candidate:

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

### Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society.

Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

#### The Candidate:

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

### Learning Goal 4

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

#### The Candidate:

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

### Learning Goal 5

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

#### The Candidate:

- Applies systematic evaluative procedures.



# Educator Preparation

## PROGRAMS IN THE FIELD OF EDUCATION

Canisius College offers graduate educator preparation programs for candidates seeking their first certification and those looking to add additional academic credentials. The Initial Certification programs are taken by candidates seeking their first license. The Professional Certification programs are taken by candidates who earned initial certification in an undergraduate program. Those seeking to pursue counseling or educational leadership would take one of the programs listed under Other School Professional Programs.

## GRADUATE INITIAL PREPARATION PROGRAMS

Childhood Education Grades 1-6 (p. 79)

Adolescence Education Grades 7-12 (p. 82)

Business and Marketing Education K-12 (p. 100)

Physical Education - Initial Certification K-12 (p. 102)

## GRADUATE PROFESSIONAL CERTIFICATION PROGRAMS

Differentiated Instruction (p. 91)

Education Technologies and Emerging Media (p. 97)

Literacy (p. 93)

Physical Education - Advanced Certification (p. 105)

Teachers of the Deaf and Hearing Impaired (p. 109)

TESOL/Bilingual Degrees & Certificates (p. 112)

Teaching Students with Disabilities - Childhood (p. 87)

Teaching Students with Disabilities - Adolescence (p. 89)

Special Education - Advanced (p. 85)

## GRADUATE OTHER SCHOOL PROFESSIONAL PROGRAMS

School Counseling-MS (p. 75)

School Counseling-Advanced Certificate for Permanent Certification (p. 77)

Educational Leadership (p. 115)

## COURSES

The list below includes only the Teacher Education classes (subject code - EDU), many of which are used for multiple graduate programs. For courses in specific areas of education, please look at the course list on the program page.

### 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.

**Corequisite:** EDU 595 & EDU 596.

### EDU 507 Performance Assessment Support 0 Credits

This course will provide support for those completing performance assessments. Field placement and mentoring will be provided as needed with guidelines for acceptable support.

**EDU 556 Assessment for Instructional Decision Making 3 Credits**  
Emphasizes the empirical basis for various models of assessment. Analyzes formal and informal assessment strategies including standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation. Highlights use of assessment to promote decisions in planning, teaching, and evaluating for instructional program improvements.

**Offered:** Summer.

### EDU 570 Pre-Student Teaching 3 Credits

Preparation for student teaching. Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the childhood level. Addresses objectives, curriculum, strategies, materials and evaluation necessary for teaching science. Emphasizes content, inquiry skills, problem solving and scientific attitude highlighting the NY State Standards. Classroom experience required.

### EDU 572 Teaching Social Studies Integrating English Language Arts 3 Credits

Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content while integrating standards in English Language Arts. Emphasizes historic, geographic, economic, political and social concepts highlighting the New York State Standards in SS and ELA.

**Offered:** spring.

### EDU 595 Child Abuse Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 596 Prevention of School Violence Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 597 Dignity for All Students Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 598 Student Teaching Seminar 2 Credits

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

### EDU 599 Independent Study 3-6 Credits

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of the instructor, department chair, & associate dean.

### EDU 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.

### EDU 628 Teaching Math & Science: Supporting STEM Education 3 Credits

Examines inclusive methods and strategies across all mathematical strands and science disciplinary core ideas. Highlights research-based curricular guidelines for STEM education aligned with the New York State's Mathematics, Science and Technology standards. Emphasizes problem solving, inquiry skills and assessment practices.

**Offered:** fall.



**EDU 699 Independent Study** 1-3 Credits  
Independent studies require an application and approval by the associate dean.

## Early Childhood Extension (Birth-Grade 2)

### CURRICULUM

Students enrolled or certified in childhood education may obtain an extension to teach at the early childhood level (birth to grade 2) by taking two additional courses. Students seeking the early childhood extension will be required to pass both the CST exam in early childhood and the CST exam for childhood education.

Code	Title	Credits
EDCH 502	Emergent Literacy	3
EDY 509	Developmentally Appropriate Curriculum in Early Childhood Classrooms	3

## Childhood Education (Grades 1-6)

Chair (fall): Michele Marable, PhD  
Chair (spring): Barbara Burns, PhD  
Degree: Master of Science in Education

*Please note that we are phasing out this program and will not accept new students after fall 2017. Students interested in Childhood Education may pursue either Special Education (Childhood) or TESOL.*

### PROGRAM DETAILS

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

Canisius has developed a new, clinically-rich Childhood education program designed to provide you with the practical experience and knowledge you need to open the door to a new career in education.

This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning.

With our clinically-rich practicums, you will gain real world experience through field placements and student teaching in diverse educational settings. This in-depth training will provide you with the professional background to build your resume and allow you to enter your first classroom with confidence.

Prepare to succeed. The new curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare you for the new NYS certification tests (<http://www.nystce.nesinc.com>) and edTPA (<http://www.canisius.edu/academics/academic-schools/school-of-education/>

teacher-cert-changes.dot) assessments. Our focus is to provide you with the best possible teacher preparation to enable you to meet all certification requirements and become a transformational teacher.

As a graduate of this program, you will have the opportunity to earn your initial teaching certification as you earn your master's degree, allowing you to teach in New York State. Canadian students (<http://www.canisius.edu/admissions/grad-admissions/canadian>) will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students.

### Classes begin in the Fall and Spring semesters.

More information can be found at the program (<https://www.canisius.edu/academics/programs/childhood-education-masters>) website (<http://www.canisius.edu/grad-childhood-education>).

### CURRICULUM

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

Code	Title	Credits
EDU 505	Foundations of Education	3
EDCH 502	Emergent Literacy	3
EDCH 509	Literacy and the Arts in the Elementary Classroom (30 hours of classroom participation)	3
EDCH 540	Childhood Learning and Development	3
EDCH 515	Assessment for Instruction <sup>1</sup>	3
or EDU 556	Assessment for Instructional Decision Making	
EDU 628	Teaching Math & Science: Supporting STEM Education	3
EDCH 546	Elementary Social Studies Instruction <sup>2</sup>	3
or EDU 572	Teaching Social Studies Integrating English Language Arts	
EDU 570	Pre-Student Teaching	3
EDCH 593	Student Teaching: Childhood	9
EDU 598	Student Teaching Seminar	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
SPE 541	Inclusive Strategies	3
EDU 615	Research Methods	3
Total Credits		39

<sup>1</sup> After fall 2017, EDCH 515 will be replaced by EDU 556.

<sup>2</sup> Beginning fall 2018, EDCH 546 will be replaced by EDU 572.

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

Certification examination requirements can be found here: <http://www.highered.nysed.gov/tcert/certificate/certexam.html>.

**Note:** fingerprinting is also required.

### Early Childhood

Candidates wishing to obtain an extension to teach birth to grade 2 must add an early childhood extension (p. 79).

## Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 82).

## LEARNING GOALS & OBJECTIVES

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

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

Teacher candidates will:

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

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

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

Teacher candidates will:

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

### Learning Goal 3 (SERVICE)

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

Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

## Learning Goal 5 (LEADERSHIP)

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

Teacher candidates will:

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

## COURSES

### EDCH 502 Emergent Literacy

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 Literacy and the Arts in the Elementary Classroom

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 in the areas of reading, writing, speaking and listening, 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 593 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.

**Prerequisite:** required coursework and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

**EDCH 594 Student Teaching Seminar 0 Credits**

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

**EDCH 599 Independent Study 3 Credits**

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of the instructor, department chair, & associate dean.

**EDCH 615 Action Research in Education 3 Credits**

The purpose of this course is to enable teacher candidates to develop an understanding of the action research process that will inform and transform their classroom practice. The focus of the course will encompass those skills necessary for examining one’s own practice to make informed data driven decisions. Candidates will engage in an action research project related to an area of interest in their own teaching. They will examine the problem by critically analyzing current literature in the field to formulate a research question. The course develops skills and engage candidates all phases of the research process from project inception to the presentation of findings. 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.

# Childhood Education and Special Education (MSEd)

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program combines the Childhood (1-6) program with the Teaching Students with Disabilities: Childhood program to prepare new candidates to gain *Certification in Childhood Education (Grades 1-6) and Special Education (SWD 1-6)*.

## CURRICULUM

Code	Title	Credits
EDU 505	Foundations of Education	3
EDCH 509	Literacy and the Arts in the Elementary Classroom	3
EDCH 540	Childhood Learning and Development	3
SPE 570	Standards Based Assessment <sup>1</sup>	3
or EDU 556	Assessment for Instructional Decision Making	
SPE 541	Inclusive Strategies	3
SPE 580	Classroom Management	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
EDU 628	Teaching Math & Science: Supporting STEM Education	3
EDU 572	Teaching Social Studies Integrating English Language Arts	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
EDU 570	Pre-Student Teaching	3
SPE 593	Student Teaching	9
<b>Total Credits</b>		<b>54</b>

<sup>1</sup> After fall 2017, EDCH 515 will be replaced by EDU 556.

### Early Childhood

Candidates wishing to obtain an extension to teach birth to grade 2 must add an early childhood extension (p. 79).

### Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 82).

## LEARNING GOALS & OBJECTIVES

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

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

Teacher candidates will:

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

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

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

Teacher candidates will:

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

### Learning Goal 3 (SERVICE)

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

Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

### Learning Goal 5 (LEADERSHIP)

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

Teacher candidates will:

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

## Middle Childhood Extension CURRICULUM

Students enrolled or certified in childhood education or adolescence education may obtain an extension to teach in the middle childhood grades.

### Childhood teacher candidates seeking middle school extension

Students in childhood education who also hold a bachelor's degree, or the equivalent study of 30 credit hours in one of the adolescence content areas, may obtain an extension to teach grades 7-9 by taking the two courses below. Students seeking the upward extension for grades 7-9 will be required to pass the CST Exam in their content area, in addition to the CST for childhood education. Students interested in this option are encouraged to consult with admissions to verify completion of the appropriate credit hours in content areas.

### Adolescence teacher candidates seeking middle school extension

Students in adolescence education must complete the two courses listed below to extend their 7-12 certification to include grades 5-6.

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

## 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.

**Offered:** summer.

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

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

**Offered:** summer.

## Adolescence Education (MSEd)

Chair (fall): Michele Marable, PhD

Associate Chair (fall): Lorrei DiCamillo, EdD

Chair (spring): Barbara Burns, PhD

Degree: Master of Science in Education

## PROGRAM DETAILS

The adolescence education program provides the education necessary for teacher certification in grades 7-12. Canisius offers certification in 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). More information can be found at program (<https://www.canisius.edu/academics/programs/adolescence-education-masters>) website (<http://www.canisius.edu/grad-adolescence-education/courses--curriculum.dot>).

## CURRICULUM

### Required Courses for Initial Certification in Adolescence Education

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy (includes 30 hours of field experience)	3
EDU 505	Foundations of Education	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
SPE 536	Differentiating Instruction for Diverse Adolescent Learners	3
EDAD 572	Pedagogical Strategies and Methods	3
EDAD 573	Applied Content: Literacies and Methods	3
EDAD 593	Student Teaching: Adolescence	9
EDAD 594	Student Teaching Seminar	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
EDU 615	Research Methods	3
Total Credits		33

### Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

Certification examination requirements can be found here: <http://www.highered.nysed.gov/tcert/certificate/certexam.html>.

Note: fingerprinting is also required.

### Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 82).

## LEARNING GOALS & OBJECTIVES

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

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

Teacher candidates will:

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

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

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

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

Teacher candidates will:

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

### Learning Goal 3 (SERVICE)

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

Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

### Learning Goal 5 (LEADERSHIP)

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

Teacher candidates will:

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



## COURSES

### EDAD 502 Foundations of Adolescent Literacy 3 Credits

The theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. This course focuses on three strands of literacy teaching for adolescent students: Strategies for developing reading and writing skills in all secondary content areas, methods for teaching reading and writing in inquiry projects and problem based learning and pedagogical practices for integrating critical literacy in all secondary classrooms. Includes language acquisition and literacy development by native English speakers and students who are English Language learners. Also includes skill in developing the listening, speaking, reading, and writing skills of all students. 30 hours of field experience required.

### EDAD 534 Assessment of Student Learning 3 Credits

This course focuses on impacting student learning using contemporary practices of assessment and assessment-driven instructional planning. Varied assessment measures, especially authentic assessments based on real world tasks will be emphasized. A range of assessment tools to measure and document student learning and growth will be used to drive subsequent instructional planning.

**Offered:** fall only.

### EDAD 535 Learning and Human Development: Adolescence 3 Credits

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, cognition, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 - 12.

**Offered:** fall only.

### EDAD 572 Pedagogical Strategies and Methods 3 Credits

This course focuses on traditional and contemporary methods of teaching dialogical, collaborative lessons. The use of multimodal and digital tools for developing content area lessons and units will be emphasized. Individual Sections focus on specific content areas.

### EDAD 573 Applied Content: Literacies and Methods 3 Credits

This course combines theory and reflective practice to integrate and apply curricular, instructional, and evaluative skills in unit planning (aligned with state/national subject-specific standards). Methods for culturally relevant teaching as well as content-specific topics will be emphasized. Fifty (50) hours of field experience will be required. Individual sections focus on specific content areas.

### EDAD 593 Student Teaching: Adolescence 9 Credits

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

**Prerequisite:** successful completion of required education courses and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

### EDAD 594 Student Teaching Seminar 0 Credits

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

### EDAD 599 Independent Study 3-6 Credits

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of the instructor, department chair, & associate dean.

## Adolescence Education and Special Education (MSEd)

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

This program prepares new candidates *to gain Certification in both Adolescence (Grades 7-12) and Special Education (SWD 7-12).*

## CURRICULUM

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 573	Applied Content: Literacies and Methods ((Choose the appropriate course based on content area))	3
SPE 536	Differentiating Instruction for Diverse Adolescent Learners	3
SPE 570 or EDU 556	Standards Based Assessment <sup>1</sup> Assessment for Instructional Decision Making	3
SPE 580	Classroom Management	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
EDU 570	Pre-Student Teaching	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
SPE 693	Student Teaching	9
Total Credits		54

<sup>1</sup> After fall 2017, SPE 570 will be replaced by EDU 556.

### Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 82).

## LEARNING GOALS & OBJECTIVES

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

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

Teacher candidates will:

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

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

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

Teacher candidates will:

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

### Learning Goal 3 (SERVICE)

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Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

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

Teacher candidates will:

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

## Special Education

Chair (fall): Michele Marable, PhD

Chair (spring): Barbara Burns, PhD

Degree: Master of Science

## PROGRAM DETAILS

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

The graduate programs in Special Education include pathways to achieve course requirements and to earn a New York State Certification Master of Science Degree in Special Education. The program leads to initial and/or professional teacher certification. The program leads to initial teacher certification. Practica and research opportunities are available throughout the program.

Canisius offers several options for graduate students interested in working with children and youth with disabilities. Click the links below to learn more about each program:

- Special Education (Childhood) (p. 87)  
This program is appropriate for candidates who have completed the requirements for Initial Childhood Certification but who plan to secure Special Education Certification at the graduate level.
- Special Education (Adolescence) (p. 89)  
This program is appropriate for candidates who have completed the requirements for Initial Adolescence Certification but who plan to secure Special Education Certification at the graduate level.
- Childhood Education (Grades 1-6) and Special Education (Grades 1-6) (p. 81)  
This program is appropriate for candidates with no prior certification who are seeking both Initial Childhood Certification and Special Education Certification at the graduate level.
- Adolescence Education (Grades 7-12) and Special Education (Grades 7-12) (p. 84)  
This program is appropriate for candidates with no prior certification who are seeking both Initial Adolescence Certification and Special Education Certification at the graduate level.

## COURSES

SPE 536 Differentiating Instruction for Diverse Adolescent Learners

3 Credits

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

- 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.
- 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 592 Student Teaching** 4.5 Credits  
Student teaching with a placement in classrooms serving students with disabilities (in grades 1-6). Placement is appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.
- SPE 593 Student Teaching** 9 Credits  
Includes one placement in classrooms serving students with disabilities (in grades 1-6) and one placement in classrooms in childhood general education (grades 1-6). Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.
- SPE 595 Clinical-Research Seminar in Autism Spectrum Disorder 1-6 Credits**  
Clinical-Research Seminar in Autism Spectrum Disorder provides graduate students with advanced clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.
- SPE 599 Independent Study** 3 Credits  
Independent studies require an application and approval by the associate dean.  
**Prerequisite:** permission of the instructor, department chair, & associate dean.
- SPE 631 Reading and Writing Process for Students with Learning and Behavioral Disorders** 3 Credits  
This course is designed for candidates seeking certification in childhood/adolescent special education and provides a thorough investigation of the reading and writing process; content focuses on research-based interventions, methods, and strategies for students with mild disabilities, at-risk youth, and English Language Learners. Candidates will develop lesson plans in reading and writing across the content areas, use and develop formal and informal assessments, and develop curricular accommodations for students with diverse learning needs. Other topics include: Direct Instruction, fluency, decoding, oral language and vocabulary development, comprehension strategies, Curriculum Based Measures to evaluate writing, rubrics, New York State Assessment expectations in reading and writing, procedural facilitators, strategic writing instruction, developing appropriate goals and objectives for student Individualized Education Plans, adapting expository text, determining readability and making accommodations, and designing and implementing developmentally appropriate reading/writing lesson plans in a 25 hour supervised 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 640 Learning and Behavioral Disabilities (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 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 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 650 Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs** 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 researchbased 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 Behavior 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 692 Student Teaching 4.5 Credits**

Student teaching with a placement in classrooms serving students with disabilities (in grades 7-12). Placement is appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

**SPE 693 Student Teaching 9 Credits**

Includes one placement in classrooms serving students with disabilities (in grades 7-12) and one placement in classrooms in childhood general education (grades 7-12). Placements are appropriate with the level of certification and include high-needs schools or schools serving socio-economically disadvantaged students.

**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.

## Special Education (Childhood)

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

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

## CURRICULUM

Code	Title	Credits
SPE 570	Standards Based Assessment <sup>1</sup>	3
or EDU 556	Assessment for Instructional Decision Making	
SPE 580	Classroom Management	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3

SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDY 509	Developmentally Appropriate Curriculum in Early Childhood Classrooms	3
EDU 615	Research Methods	3
Take one of the following (in consultation with program director)		3
EDU 570	Pre-Student Teaching	
Special Education Elective		
SPE 592	Student Teaching	4.5
Total Credits		34.5

<sup>1</sup> After fall 2017, SPE 570 will be replaced by EDU 556.

### Early Childhood

Candidates wishing to obtain an extension to teach birth to grade 2 must add an early childhood extension (p. 79).

### Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 82).

## LEARNING GOALS & OBJECTIVES

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

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

**Teacher candidates will:**

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

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

**Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.**

**Teacher candidates will:**

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



### Learning Goal 3 (SERVICE)

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

Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

### Learning Goal 5 (LEADERSHIP)

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

Teacher candidates will:

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

## COURSES

#### 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 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 640 Learning and Behavioral Disabilities (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

This course is designed for candidates seeking certification in childhood/ adolescent special education and provides a thorough investigation of the reading and writing process; content focuses on research-based interventions, methods, and strategies for students with mild disabilities, at-risk youth, and English Language Learners. Candidates will develop lesson plans in reading and writing across the content areas, use and develop formal and informal assessments, and develop curricular accommodations for students with diverse learning needs. Other topics include: Direct Instruction, fluency, decoding, oral language and vocabulary development, comprehension strategies, Curriculum Based Measures to evaluate writing, rubrics, New York State Assessment expectations in reading and writing, procedural facilitators, strategic writing instruction, developing appropriate goals and objectives for student Individualized Education Plans, adapting expository text, determining readability and making accommodations, and designing and implementing developmentally appropriate reading/writing lesson plans in a 25 hour supervised practicum experience.

#### SPE 650 Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs 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 researchbased 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 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.

#### EDY 509 Developmentally Appropriate Curriculum in Early Childhood Classrooms 3 Credits

Emphasizes research-supported practice for enhancing children's physical, cognitive, social, emotional and behavioral development within the framework of the New York State Standards. Focuses on developmentally appropriate learning opportunities. Requires 10 hours of field placement: PreK/K.



**EDCH 615 Action Research in Education 3 Credits**

The purpose of this course is to enable teacher candidates to develop an understanding of the action research process that will inform and transform their classroom practice. The focus of the course will encompass those skills necessary for examining one's own practice to make informed data driven decisions. Candidates will engage in an action research project related to an area of interest in their own teaching. They will examine the problem by critically analyzing current literature in the field to formulate a research question. The course develops skills and engage candidates all phases of the research process from project inception to the presentation of findings. 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.

**EDCH 593 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.

**Prerequisite:** required coursework and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

## Special Education (Adolescence)

The Special Education Master of Science Degree Program at Canisius is designed for those dedicated to meet the needs of students with disabilities, placing a strong emphasis on theory, research and practicum experience. The curriculum enables candidates to develop an understanding of etiology, related psychological and social factors and techniques proven effective for teaching students with diverse learning needs.

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

## CURRICULUM

Code	Title	Credits
SPE 570	Standards Based Assessment <sup>1</sup>	3
or EDU 556	Assessment for Instructional Decision Making	
SPE 580	Classroom Management	3
SPE 644	Collaborative Practices on a Transdisciplinary Team	3
SPE 631	Reading and Writing Process for Students with Learning and Behavioral Disorders	3
SPE 640	Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions	3
SPE 649	Transition Issues for Adolescents with Disabilities	3
SPE 650	Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs	3
SPE 652	Functional Curriculum for Students with Severe Disabilities and ASD	3
EDU 615	Research Methods	3
Choose one of the following options (in consultation with the program director)		3
EDU 570	Pre-Student Teaching	
Special Education Elective		
SPE 692	Student Teaching	4.5
<b>Total Credits</b>		<b>34.5</b>

<sup>1</sup> After fall 2017, SPE 570 will be replaced by EDU 556.

## Middle Childhood

Candidates wishing to obtain an extension to teach grades 5-6 (thus enabling candidates to teach middle childhood grades 5-9 as well as adolescence grades 7-12) must add a middle childhood extension (p. 82).

## LEARNING GOALS & OBJECTIVES

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

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

Teacher candidates will:

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

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

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

Teacher candidates will:

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

### Learning Goal 3 (SERVICE)

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

Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

## Learning Goal 5 (LEADERSHIP)

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

Teacher candidates will:

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

## COURSES

### SPE 536 Differentiating Instruction for Diverse Adolescent Learners 3 Credits

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

### 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 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 631 Reading and Writing Process for Students with Learning and Behavioral Disorders 3 Credits

This course is designed for candidates seeking certification in childhood/adolescent special education and provides a thorough investigation of the reading and writing process; content focuses on research-based interventions, methods, and strategies for students with mild disabilities, at-risk youth, and English Language Learners. Candidates will develop lesson plans in reading and writing across the content areas, use and develop formal and informal assessments, and develop curricular accommodations for students with diverse learning needs. Other topics include: Direct Instruction, fluency, decoding, oral language and vocabulary development, comprehension strategies, Curriculum Based Measures to evaluate writing, rubrics, New York State Assessment expectations in reading and writing, procedural facilitators, strategic writing instruction, developing appropriate goals and objectives for student Individualized Education Plans, adapting expository text, determining readability and making accommodations, and designing and implementing developmentally appropriate reading/writing lesson plans in a 25 hour supervised practicum experience.

### SPE 640 Learning and Behavioral Disabilities (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 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 650 Intellectual Disabilities and Autism Spectrum Disorders: Etiology & Educational Needs 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 researchbased 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 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.

**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.

## Differentiated Instruction

Program Director: Barbara Burns

Faculty: Katelyn Mazurkiewicz, Lynn O'Connor, Kara Schwabel, Patrick Wirth

Degree: Master of Science in Education

## INTRODUCTION

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

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

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

The experience you gain in this program will seamlessly translate into the classroom and beyond, as you go forth in making your mark in differentiating yourself as an educator and change agent in the classroom, school, community and the world. More information can be found at the program website (<https://www.canisius.edu/academics/programs/differentiated-instruction>).

## CURRICULUM

### Program Details

Code	Title	Credits
<b>Required Core Courses</b>		
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
EDDI 500	Dimensions of Learning	3

### Elective Courses

Select three of the following (or approval from the program director to transfer in non-program electives):		9
EDDI 530	Differentiated Instruction in Mathematics K-12	3
EDDI 575	Enhancing the Differentiated Classroom through Creativity	3
EDDI 556	Art Integration in the Differentiated Classroom	3
EDDI 585	Integrating Technology in the Differentiated Classroom	3

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1 (Knowledge – Observed in Writing)

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

Candidates will:

- Demonstrate recognition of how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further demonstrate understanding of issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.
- Express how different characteristics interact with the domains of human development and use this knowledge to describe the varying abilities and behaviors of individuals with gifts and talents, understanding how families and communities contribute to the development of individuals with gifts and talents.

### Learning Goal 2 (Knowledge – Observed Skills and Dispositions)

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

Candidates will:

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

- Develop long-range plans anchored in both general and special curricula. They systematically translate shorter-range goals and objectives that take into consideration an individual's abilities and needs, using differentiated instructional strategies.
- Collaborate with families, other educators, and related service providers, enhancing comprehensive articulated program options across educational levels and engagement of individuals with gifts and talents in meaningful learning activities and interactions.

### Learning Goal 3 (Service)

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

Candidates will:

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

### Learning Goal 4 (Professionalism)

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

Candidates will:

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

### Learning Goal 5 (Leadership)

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

Candidates will:

- Use the results of assessments to adjust instruction and to enhance ongoing learning progress, understanding the process of identification, legal policies, and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and

placement for individuals with gifts and talents, including those from culturally and linguistically diverse backgrounds.

## COURSES

### EDDI 500 Dimensions of Learning

3 Credits

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

**Offered:** every fall.

### EDDI 505 Introduction to Differentiated Instruction

3 Credits

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

**Offered:** every fall.

### EDDI 510 Introduction to Gifted Education and Collaboration

3 Credits

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

**Offered:** every fall.

### EDDI 515 Identification and Assessment of Students in Gifted Education

3 Credits

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

**Offered:** every spring.

### EDDI 520 Curriculum Development for Gifted Students

3 Credits

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

**Offered:** every spring.

**EDDI 530 Differentiated Instruction in Mathematics K-12 3 Credits**

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

**Offered:** once a year.

**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. The use of Smartboard technology will also be utilized.

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

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

**Offered:** once a year.

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

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

**Offered:** once a year.

**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 near the end of the program. Students will have the opportunity to discuss and reflect on the practicum experiences in on-campus seminars.

**Corequisite:** EDDI 615.

**EDDI 615 Action Research for a Differentiated Classroom 3 Credits**

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

**Corequisite:** EDDI 600.

## Literacy

**Program Directors:**

Mary E. Shea, Director of Graduate Literacy Programs (Fall 2017);

Rosemary K. Murray, Director of Literacy Center (Fall 2017);

Dr. Kelly Harper, Interim Director of Graduate Literacy Programs (Spring 2018)

*This program is transitioning to an online-only format. The traditional (on-campus) format will be discontinued after the 2017-18 academic year.*

## INTRODUCTION

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 masters 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). More information can be found at the Literacy Program website (<https://www.canisius.edu/academics/programs/literacy-education>).

## ADMISSIONS REQUIREMENTS

- Free Online Application (<https://go.applycanisius.org>) - The application includes a 300 word essay.
- Official Bachelor's Degree Transcript. Unofficial or in progress transcripts are acceptable to begin the admissions review process. Applicants for the Fall 2016 semester and beyond will be expected to have a 3.0 undergraduate GPA. Applicants with less than a 3.0 undergraduate GPA will undergo additional review.
- Test Scores. All applicants will be required to submit Graduate Records Examination (GRE), Millers Analogies Test (MAT), OR Academic Literacy Skills Test (ALST), test scores.
- Two Letters of Recommendation. Letters can be personal, professional or academic references.
- Evidence of teaching certification (not required for initial certification candidates in the on-campus program)
- Candidates seeking initial certification in the on-campus program should provide additional transcripts as needed to document prerequisites for the area of certification.
- Canadian and other international applicants must provide a completed Certification of Finances form.

## RESIDENCY REQUIREMENT FOR THE ONLINE PROGRAMS

In the curriculum, a summer residency is noted for two courses. This residency is completed in two very full weeks on the Canisius campus and in surrounding schools. These dates are generally in July, but are subject to change. The exact dates are available when the summer schedule is published.

## CURRICULUM

### Online Curriculum for Professional Certification in Literacy, Birth – Grade 6

#### Program Details

Code	Title	Credits
<b>Required Core Courses</b>		
EDR 502	Foundations of Literacy	3
EDR 509	Teaching Literacy with Diverse Population	3
EDR 510	Creating a Literate Environment	3
EDR 515	Measurement and Statistics	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3



EDR 616	Research in Reading	3
<b>Additional Courses</b>		
EDR 501	Reading and Writing in the Content Areas	3
EDR 508	Emergent Literacy	3
EDR 610	Diagnosis for Birth-6	3
EDR 612	Practicum I: Birth-Grade 6 (Requires on-campus residency in summer.)	3
EDR 603	Advanced Practicum: Birth-Grade 6 (Requires on-campus residency in summer.)	3
<b>Optional</b>		
To Add Grade 5-12 Certification:		0-9
EDR 504	Adolescent Literacy	
EDR 606	Internship Practicum: Grades 5-12	
Total Credits		33-42

## Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

- CST: Content Specialty Test (*Literacy*)

## Completion of Graduation Portfolio Requirement

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

## CURRICULUM

*This program is transitioning to an online-only format. The traditional (on-campus) format will be discontinued after the 2017-18 academic year.*

### On-Campus Curriculum for Professional Certification in Literacy, Birth – Grade 6 Program Details

Code	Title	Credits
<b>Required Core Courses</b>		
EDR 502	Foundations of Literacy	3
EDR 509	Teaching Literacy with Diverse Population	3
EDR 510	Creating a Literate Environment	3
EDR 515	Measurement and Statistics	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 616	Research in Reading	3
<b>Additional Courses</b>		
EDR 501	Reading and Writing in the Content Areas	3
EDR 508	Emergent Literacy	3
EDR 601	Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum	6
EDR 603	Advanced Practicum: Birth-Grade 6	3
<b>Optional</b>		
To Add Grade 5-12 Certification:		0-9
EDR 504	Adolescent Literacy	
EDR 606	Internship Practicum: Grades 5-12	
Total Credits		33-42

## Required Certification Exams for Initial Certification

New York State Teachers Certification Exams (NYSTCE)

- CST: Content Specialty Test (*Literacy*)

## Completion of Graduation Portfolio Requirement

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

## CURRICULUM

### Online Professional Certification in Literacy, Grades 5 - 12

#### Program Details

Code	Title	Credits
<b>Required Core Courses</b>		
EDR 502	Foundations of Literacy	3
EDR 509	Teaching Literacy with Diverse Population	3
EDR 510	Creating a Literate Environment	3
EDR 515	Measurement and Statistics	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 616	Research in Reading	3
<b>Additional Courses</b>		
EDR 503	Reading in the Secondary School	3
EDR 504	Adolescent Literacy	3
EDR 611	Diagnosis for Grades 5-12	3
EDR 613	Practicum I: Grades 5-12 (Requires on-campus residency in summer.)	3
EDR 604	Advanced Practicum: Grades 5-12 (Requires on-campus residency in summer.)	3
Total Credits		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.

## CURRICULUM

*This program is transitioning to an online-only format. The traditional (on-campus) format will be discontinued after the 2017-18 academic year.*

### On-Campus Professional Certification in Literacy, Grades 5 - 12

#### Program Details

Code	Title	Credits
<b>Required Core Courses</b>		
EDR 502	Foundations of Literacy	3

EDR 509	Teaching Literacy with Diverse Population	3
EDR 510	Creating a Literate Environment	3
EDR 515	Measurement and Statistics	3
EDR 600	Literacy Curriculum and the Role of the Reading Specialist	3
EDR 616	Research in Reading	3
<b>Additional Courses</b>		
EDR 503	Reading in the Secondary School	3
EDR 504	Adolescent Literacy	3
EDR 602	Grade 5-12: Diagnosis and Diagnostic Teaching Clinical Practicum	6
EDR 604	Advanced Practicum: Grades 5-12	3
Total Credits		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.

## LEARNING GOALS & 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.

## COURSES

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

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

### EDR 502 Foundations of Literacy 3 Credits

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

**Offered:** spring online, summer on-campus.

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

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

**Offered:** fall, online only.

### EDR 504 Adolescent Literacy 3 Credits

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

**Offered:** fall, online only.

### EDR 508 Emergent Literacy 3 Credits

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

**Offered:** fall online; spring on-campus.

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

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

**Offered:** fall on-campus, spring online.

### EDR 510 Creating a Literate Environment 3 Credits

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

### EDR 515 Measurement and Statistics 3 Credits

Descriptive and inferential statistical methods, quantitative and qualitative methods, research models, procedures for designing research studies and ethical principles will be studied. Candidates will also analyze literacy research studies that incorporate the various statistical procedures studied.  
**Offered:** fall, spring, & summer; online only.

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

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

**Offered:** fall & spring, online only.

### EDR 601 Birth-Grade 6: Diagnosis and Diagnostic Teaching Clinical Practicum 3-6 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.

**Prerequisite:** EDR 501, EDR 502, EDR 508, & EDR 509.

**Offered:** fall on-campus.

### EDR 602 Grade 5-12: Diagnosis and Diagnostic Teaching Clinical Practicum 3-6 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.

**Prerequisite:** EDR 502, EDR 503, EDR 504, & EDR 509.

**Offered:** fall on-campus.

### EDR 603 Advanced Practicum: Birth-Grade 6 3 Credits

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

**Prerequisite:** EDR 601.

**Offered:** spring on-campus.

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

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

**Prerequisite:** EDR 602.

**Offered:** spring on-campus.

**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.

**Offered:** fall & spring, on-campus only.

**EDR 610 Diagnosis for Birth-6** 3 Credits

Candidates will explore theories and conduct in-depth literacy assessments, using both formal and informal age-appropriate measures. Candidates will examine administrative procedures and the interpretation of results for multiple assessment instruments, including diagnostic and achievement tests, reading inventories, observations, and anecdotal records. A case report will be completed.

**Prerequisite:** EDR 501, EDR 502, EDR 508, & EDR 509.

**Offered:** summer online.

**EDR 611 Diagnosis for Grades 5-12** 3 Credits

Candidates will explore theories and conduct in-depth literacy assessments, using both formal and informal age-appropriate measures. Candidates will examine administrative procedures and the interpretation of results for multiple assessment instruments, including diagnostic and achievement tests, reading inventories, observations, and anecdotal records. A case report will be completed.

**Prerequisite:** EDR 502, EDR 503, EDR 504, & EDR 509.

**Offered:** summer online.

**EDR 612 Practicum I: Birth-Grade 6** 3 Credits

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.

**Prerequisite:** EDR 610.

**Offered:** summer on-campus.

**EDR 613 Practicum I: Grades 5-12** 3 Credits

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.

**Prerequisite:** EDR 611.

**Offered:** summer on-campus.

**EDR 616 Research in Reading** 3 Credits

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

**Prerequisite:** EDR 515.

**Offered:** fall, spring, & summer; online only.

## Education Technologies and Emerging Media

**Director:** Dr. Ronald H. Kotlik

### Degree Options:

Master of Science or

Advanced Certificate

## INTRODUCTION

The Education Technologies and Emerging Media programs are innovative and fully online. These programs are designed to inspire K-12 teachers how to use technology in the classroom in a purposeful way to enrich and enhance learning and motivate their students.

## 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 2.70.
3. Evidence of teaching certification complete or in progress is required if seeking NY State certification.
4. Submission of two (2) letters of recommendation.

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

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

## MISSION STATEMENT

The mission of the Education Technologies and Emerging Media programs is to prepare educators to find, utilize, and assess the purposeful use of technology for teaching and learning. The goal of the program is to inspire teachers to use technology in inspiring ways. More information can be found at the program website (<https://www.canisius.edu/academics/programs/education-technologies-emerging-media>).

## CURRICULUM

### Program Details

The program offers two graduate degrees and one certificate option:

### Master's Degree in Education Technologies

Leads to New York State certification as an Educational Technology Specialist. Focuses on the purposeful use of technology for teaching and learning. A major emphasis is on the application of technologies for content

literacy. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. (33 credits)

## Master's Degree in Education Technologies

Not leading to New York State certification. Designed for those who will deliver online courses and programs both within a formal educational setting and in training environments outside of education. Students are given the opportunity to apply major projects and papers to their current work or desired professional goals. (33 credits)

## Education Technologies Advanced Certificate

Not leading to New York State certification. Enhances the instructional strategies of instructors in higher education, primary and secondary school teachers, and trainers outside of education. The four courses required may be completed in as little as 16 weeks. (12 credits)

## Program Features

1. Learn about iPad technology, Chromebooks, Google Apps for Education, Screencasting, Flipped Classroom, Quizlet, and more
2. All grades levels and content areas welcomed
3. Fully online
4. Master's degree or Certificate program
5. Complete your practicum requirements for New York State certification in your local area
6. Eight week classes allow you to complete the program in as little as 15 months

## Online Master's Degree

Code	Title	Credits
<b>Required Courses</b>		
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Educational Multimedia Design and Emerging Technology	3
EDT 504	Integrating Technology in the Differentiated Classroom	3
EDT 505	Integrating Technology and Emerging Media into the Content Areas	3
EDT 506	Research Methods: New Literacies	3
EDT 507	Transformational Leadership and Technology	3
EDT 508	Technology for Social Change	3
<b>Elective</b>		
Select one of the following:		3
OTT 501	Introduction to eLearning	
OTT 502	eLearning Course Development	
OTT 503	Technologies for eLearning	
OTT 504	Evaluating eLearning	
<b>Practicum Courses</b>		
Select one of the following:		6
EDT 510	Integrated Master's Project (No NYS Certification)	
EDT 511	College Supervised Fieldwork in Education Technologies (NYS Certification)	
<b>Total Credits</b>		<b>33</b>

## Online Education Technologies Certificate

Code	Title	Credits
EDT 501	Learning with Technology	3
EDT 502	Instructional Design Theories and Models	3
EDT 503	Educational Multimedia Design and Emerging Technology	3
EDT 504	Integrating Technology in the Differentiated Classroom	3
<b>Total Credits</b>		<b>12</b>

For more information on the program please go to <http://www.canisius.edu/education-technologies/>.

## 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.

## 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.

**Offered:** every spring, online only.

### 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.

**Offered:** occasionally, online only.

### 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.

**Offered:** occasionally, online only.

### 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.

**Offered:** occasionally, online only.

### 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.

**Offered:** fall & spring, online only.

### 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.

**Offered:** fall & spring, online only.

### 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.

**Offered:** fall & summer.

### 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.

**Offered:** fall & summer, online only.

### EDT 505 Integrating Technology and Emerging Media into the 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.

**Offered:** fall & spring, online only.

**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.

**Offered:** spring & summer; online only.**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.

**Offered:** spring, online only.**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.

**Offered:** spring, online only.**EDT 510 Integrated Master's Project****6 Credits**

Students investigate and research an academic topic in Education Technologies and then apply that research to an actual education setting. Students will develop a comprehensive thesis paper and a multi-media presentation piece. For candidates not seeking a New York State certification.

**Prerequisite:** permission of program director.**Offered:** fall, spring, & summer; online only.**EDT 511 College Supervised Fieldwork in Education Technologies****6 Credits**

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

**Prerequisite:** permission of program director.**Offered:** fall, spring, & summer; online only.**EDT 599 Independent Study****3 Credits**

Independent studies require an application and approval by the associate dean.

**Prerequisite:** permission of program director & associate dean.

## Business & Marketing Education

**Program Director:** Michele Marable**Degree:** Master of Science in Education

### Canisius is Transforming Education

Canisius has developed a new, clinically-rich Adolescence education program designed to provide you with the practical experience and knowledge you need to open the door to a new career in education.

The business and marketing education program is designed to develop, extend, and enhance the professional competencies of business and

marketing education teachers. Completion of the program provides a master of science in education degree and satisfies the requirements for eligibility to apply for permanent/professional certification to teach business and marketing in New York State.

This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning. With our clinically-rich practicums, you will gain real world experience through field placements and student teaching in diverse educational settings. This in-depth training will provide you with the professional background to build your resume and allow you to enter your first classroom with confidence.

Prepare to succeed. The new curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare you for the new NYS certification tests (<http://www.nystce.nesinc.com>) and edTPA (<http://www.canisius.edu/academics/academic-schools/school-of-education/teacher-cert-changes.dot>) assessments. Our focus is to provide you with the best possible teacher preparation to enable you to meet all certification requirements and become a transformational teacher.

As a graduate of this program, you will have the opportunity to earn your initial teaching certification as you earn your master's degree, allowing you to teach in New York State. Canadian students (<http://www.canisius.edu/admissions/grad-admissions/canadian>) will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students.

Classes begin in the Fall & Spring semesters.

## CURRICULUM

### Required Courses for Business and Marketing Education Candidates

Code	Title	Credits
EDAD 502	Foundations of Adolescent Literacy	3
EDAD 534	Assessment of Student Learning	3
EDAD 535	Learning and Human Development: Adolescence	3
EDAD 572	Pedagogical Strategies and Methods	3
EDU 505	Foundations of Education	3
EDU 597	Dignity for All Students Workshop	0
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EMC 552	Human Growth and Development: Middle Childhood	3
EMC 553	Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood	3
EDAD 573	Applied Content: Literacies and Methods	3
EDAD 593	Student Teaching: Adolescence	9
EDAD 594	Student Teaching Seminar	0

## LEARNING GOALS & OBJECTIVES

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

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

Teacher candidates will:

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

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

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

Teacher candidates will:

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

### Learning Goal 3 (SERVICE)

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

Teacher candidates will:

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

### Learning Goal 4 (PROFESSIONALISM)

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

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

### Learning Goal 5 (LEADERSHIP)

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

Teacher candidates will:

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

## COURSES

### EDAD 502 Foundations of Adolescent Literacy 3 Credits

The theoretical and practical approaches to teaching skills of literacy in a variety of disciplines will be addressed. This course focuses on three strands of literacy teaching for adolescent students: Strategies for developing reading and writing skills in all secondary content areas, methods for teaching reading and writing in inquiry projects and problem based learning and pedagogical practices for integrating critical literacy in all secondary classrooms. Includes language acquisition and literacy development by native English speakers and students who are English Language learners. Also includes skill in developing the listening, speaking, reading, and writing skills of all students. 30 hours of field experience required.

### EDAD 534 Assessment of Student Learning 3 Credits

This course focuses on impacting student learning using contemporary practices of assessment and assessment-driven instructional planning. Varied assessment measures, especially authentic assessments based on real world tasks will be emphasized. A range of assessment tools to measure and document student learning and growth will be used to drive subsequent instructional planning.

Offered: fall only.

### EDAD 535 Learning and Human Development: Adolescence 3 Credits

This course focuses on understanding the learning process, both as it develops in the adolescent learner and as it exists in the social setting of the classroom. Topics will include influential learning theories and developmental approaches, cognition, information processing, problem-solving, motivation and classroom management. Skills in applying this understanding to real-life situations will be stressed. Research findings are integrated with each topic. Emphasis is upon grades 7 - 12.

Offered: fall only.

### EDAD 572 Pedagogical Strategies and Methods 3 Credits

This course focuses on traditional and contemporary methods of teaching dialogical, collaborative lessons. The use of multimodal and digital tools for developing content area lessons and units will be emphasized. Individual Sections focus on specific content areas.

### EDAD 593 Student Teaching: Adolescence 9 Credits

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

**Prerequisite:** successful completion of required education courses and an overall QPA of 3.0. Some school districts may require tuberculosis or other health tests.

### EDU 505 Foundations of Education 3 Credits

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

**Corequisite:** EDU 595 & EDU 596.

### EDU 595 Child Abuse Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 596 Prevention of School Violence Workshop 0 Credits

NYSED requirement for teacher certification.

### EDU 597 Dignity for All Students Workshop 0 Credits

NYSED requirement for teacher certification.

**EDU 598 Student Teaching Seminar 2 Credits**

Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

**SPE 536 Differentiating Instruction for Diverse Adolescent Learners 3 Credits**

This course focuses on educating adolescents regardless of their social and cultural backgrounds, language proficiencies, differences in ability and special needs. Social and emotional issues pertaining to an inclusive classroom and school will be discussed in addition to addressing the knowledge, skills and strategies for planning, managing, coordinating and evaluating inclusive teaching and learning environments. Attention will be given to collaboration with parents, specialists, agencies and community organizations as well as laws and policies that serve diverse learners.

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

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

**Offered:** summer.

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

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

**Offered:** summer.

## Physical Education (Initial Certification)

**Program Director:** Clancy M. Seymour, Ed.D.

**Degree:** Master of Science

### Canisius is Transforming Education

Canisius has developed a new, clinically-rich physical education program designed to provide you with the practical experience and knowledge you need to open the door to a new career in education.

This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning.

With our clinically-rich practicums, you will gain real world experience through field placements and student teaching in diverse educational settings. This in-depth training will provide you with the professional background to build your resume and allow you to enter your first classroom with confidence.

Prepare to succeed. The new curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare you for the new NYS certification tests (<http://www.nystce.nesinc.com>) and edTPA (<http://www.canisius.edu/academics/academic-schools/school-of-education/teacher-cert-changes.dot>) assessments. Our focus is to provide you with

the best possible teacher preparation to enable you to meet all certification requirements and become a transformational teacher.

As a graduate of this program, you will have the opportunity to earn your initial teaching certification as you earn your master's degree, allowing you to teach in New York State. Canadian students will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students. More information about our program is available at the program website (<https://www.canisius.edu/academics/programs/physical-education-initial-certification>).

## Classes begin in the Fall & Spring semesters.

### Prerequisite Information

Based upon evaluation of undergraduate transcripts, a program will be developed to ensure completion of undergraduate courses needed to meet New York State requirements for teaching physical education. These courses include: individual games, team games, dance/gymnastics, human anatomy & physiology w/lab, kinesiology, exercise physiology, and CPR/first aid/lifeguard/water safety certification (US) or Health elective (Canadian).

In addition to the physical education prerequisites described above, completion of 3 credit hours in a foreign language is required for teacher certification in New York State. Two full years of foreign language in high school will also meet this requirement.

## CURRICULUM

### Prerequisites for Physical Education

Code	Title	Credits
BIO 114 & 114L	Human Biology: Introduction to Human Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory	4
HED 321	Lifeguard, C.P.R., First Aid, WSI	3
HED 337	Exercise Principles and Applications	3
KIN 235	Kinesiology	3

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

Two 3 credit courses from the following:		6
PED 203	Net, Target and Fitness Activities	
PED 204	Invasion Games	
PED 207	Dance and Gymnastics	
PED 305	Outdoor Curriculum and Cooperative Activities	

### Required courses for Initial Certification in K-12 Physical Education:

Code	Title	Credits
EDU 505	Foundations of Education	3
EDU 595	Child Abuse Workshop	0
EDU 596	Prevention of School Violence Workshop	0
EDU 597	Dignity for All Students Workshop	0
PEG 511	Movement Education and Elementary Activities	3
PEG 541B	Teaching Methods in Physical Education Lab	3
PEG 554	Adapted Physical Education	3
PEG 560	Motor Development	3
PEG 571	Assessment in Physical Education	3



PEG 580	Concepts of Teaching Sport Skills	3
PEG 584	Capstone in Teaching Physical Education	3
PEG 593	Student Teaching	9-12
PEG 594	Student Teaching Seminar	0
SPE 541	Inclusive Strategies	3

## LEARNING GOALS & OBJECTIVES

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

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

Students will:

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

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

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

Students will:

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

### Learning Goal 3 (SERVICE)

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

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

### Learning Goal 4 (PROFESSIONALISM)

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

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

### Learning Goal 5 (LEADERSHIP)

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

Students will:

- Demonstrate dispositions essential to becoming effective professionals.

## COURSES

PEG 506 Early Field Experience Elementary Physical Education 0 Credits

The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Prerequisite:** signature of program director. **Restriction:** permission of program director.

**Offered:** fall & spring.

PEG 507 Early Field Experience Secondary Physical Education 0 Credits

The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Prerequisite:** signature of program director. **Restriction:** permission of program director.

**Offered:** fall & spring.

PEG 508 Early Field Experience Health 0 Credits

The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator.

**Prerequisite:** signature of program director. **Restriction:** permission of program director.

**Offered:** fall & spring.

PEG 511 Movement Education and Elementary Activities 3 Credits

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

**Restriction:** limited to physical education graduate students.

**Offered:** spring.

PEG 525 School Health 3 Credits

Students explore the most prevalent health and safety issues of schoolaged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services. A mandatory 50 participation hours at a local school must be completed for a passing grade in this course.

**Restriction:** must be in the physical education initial certification program.

**Offered:** spring.

PEG 526 School Health Curriculum 3 Credits

Students will practice strategies and methodologies needed for effectively teaching health education. Students will participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.

**Restriction:** must be in the physical education initial certification program.

**Offered:** fall.



- PEG 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. Service-Learning required.  
**Restriction:** must be in the physical education initial certification program.  
**Offered:** fall.
- PEG 560 Motor Development** 3 Credits  
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.  
**Restriction:** must be in the physical education initial certification program.  
**Offered:** fall.
- PEG 571 Assessment in Physical Education** 3 Credits  
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.  
**Restriction:** must be in the physical education initial certification program.  
**Offered:** spring.
- PEG 580 Concepts of Teaching Sport Skills** 3 Credits  
The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.  
**Restriction:** must be in the physical education initial certification program.  
**Offered:** spring.
- PEG 584 Capstone in Teaching Physical Education** 3 Credits  
The course is designed to synthesize learning from the program and capture current issues related to the physical education profession. Students will analyze, debate, and evaluate special topics through directed research of content and theory.  
**Restriction:** must be in the physical education initial certification program.  
**Offered:** summer online.
- PEG 593 Student Teaching** 9-12 Credits  
Seven-week student teaching experience in an elementary school, Grades 1-6, and in a high school, Grades 7-12, culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.  
**Prerequisite:** permission of program director. **Corequisite:** EDU 597 & PEG 594. **Restriction:** must be in the physical education initial certification program.  
**Offered:** fall & spring.
- PEG 594 Student Teaching Seminar** 0 Credits  
Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.  
**Prerequisite:** permission of program director. **Corequisite:** EDU 597 & PEG 593. **Restriction:** physical education initial certification graduate students only.  
**Offered:** fall & spring.
- PEG 609 Health and Cultural Awareness** 3 Credits  
A multicultural perspective of health, wellness and healing. Focus on health issues and concerns that ethnic minority populations face in the United States. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores traditional healing theories and practices of cultures across the world and their use among our ethnic populations today.
- PEG 611 Movement Education and Physical Activity** 3 Credits  
The course is designed as a practical and theoretical introduction into movement education and physical activity lesson planning. This course will facilitate an understanding of how physical educators can contribute to their school by being knowledgeable physical educators. Particular emphasis on: low organizational games and lessons and developmentally appropriate activities.  
**Offered:** every spring.
- PEG 612 Principles and Foundations of Holistic Health** 3 Credits  
An alternative and complimentary perspective on health and well-being. Focus on the most effective holistic approaches to illness and today's prevention and treatment opportunities. A comparison of holistic modalities to conventional medical practices.
- PEG 614 Healthy Behaviors and Alternative Medicine** 3 Credits  
Theory and content related to various topics in the field. May include topics such as reflexology, acupuncture, aromatherapy, meditation, massage, and herbal remedies.
- 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 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 630 Physical Education for the Exceptional Individual** 3 Credits  
Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities.

**PEG 632 Recreational Activities for Individuals with Special Needs 3 Credits**  
Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration.

**PEG 635 Administrative Principles of Physical Education/Athletics 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.

**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 644 Health and Nutrition 3 Credits**  
This course emphasizes basic nutritional principles and concepts, their application to personal health and relationship between food and its use by the human body for energy, regulation, structure, and optimal health. Discussion of issues in nutrition during various stages of the life cycle and specific chronic diseases.

**PEG 645 Performance Enhancements and Interventions: Sports Psychology 3 Credits**  
Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.

**PEG 646 Sport in Society 3 Credits**  
A sociological inquiry into North American Sport as a social institution. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.

**PEG 650 Analysis of Curriculum and Teaching 3 Credits**  
The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education.

**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 660 Advanced Human Growth and Motor Development 3 Credits**  
The course is designed to study motor development across the lifespan. Special interest will be focused on early environmental influences on development. Students will study early environmental influences on motor development and will learn about factors such as nutrition, parents, alcohol, smoking, coaches and the many other environmental factors that effect the child's early development and review how their behaviors in and out the classroom influence a child's development.

**PEG 670 Advanced Teaching Methods in Physical 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**  
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 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.

## Online Physical Education (Professional Certification)

Program Director: Timothy Sawicki

Degree: Master of Science

### INTRODUCTION

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

The Department of Kinesiology offers a Master of Science degree program in Physical Education which meets the New York State requirements for professional certification for 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. The program is designed for individuals wishing to become a physical education professional or permanently certify themselves as a physical educator. More information is available at the program website (<https://www.canisius.edu/academics/programs/physical-education-online>).

### ADMISSION/GRADUATION

Applicants must meet the general requirements for admission to graduate work in the School of Education and Human Services. Student performance and progress toward program completion will be assessed regularly in terms of established competencies. A GPA of 3.00 (B) on a four point scale is required for graduation. A grade of F earns 0 credits.

## CURRICULUM

### On-line Physical Education

#### Master of Science Degree/Professional Certification

The program is designed for individuals wishing to become a physical education professional or permanently certify themselves as a physical educator. This program is ideal for 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.

Code	Title	Credits
<b>Core Research</b>		
PEG 615	Statistics in Physical Education/Health	3
PEG 680	Research Methods in Physical & Health Education	3
PEG 684	Capstone in Teaching Physical Education and Health	3
<b>Teaching Sequence</b>		
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
<b>Electives</b>		
Select three of the following: <sup>1</sup>		9
PEG 609	Health and Cultural Awareness	
PEG 611	Movement Education and Physical Activity	
PEG 612	Principles and Foundations of Holistic Health	
PEG 614	Healthy Behaviors and Alternative Medicine	
PEG 616	International Health Perspectives	
PEG 618	Controversial Issues in Health and Society	
PEG 620	Leadership In Physical Education and Athletics	
PEG 630	Physical Education for the Exceptional Individual	
PEG 632	Recreational Activities for Individuals with Special Needs	
PEG 640	Social Psychology of Sport and Physical Activity	
PEG 645	Performance Enhancements and Interventions: Sports Psychology	
PEG 646	Sport in Society	
PEG 651	Coaching Theory and Techniques	
PEG 681	Legal Aspects in Physical Education and Athletics	
PEG 687	Contemporary Issues in PE/Athletics	
<b>Total Credits</b>		<b>30</b>

<sup>1</sup> 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).

## LEARNING GOALS & OBJECTIVES

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

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

#### Advanced PE Teachers:

- Come to understand disciplinary content knowledge, the application of content knowledge to teaching physical education, and modes of inquiry that form the bases for physical education programs and instruction
- Use their knowledge of students to make every student feel important. They communicate through a humane, sensitive approach that each child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
- Have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.

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

Candidates in the Advanced Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

#### Advanced PE Teachers:

- Accomplished teachers of physical education create and sustain a welcoming, safe, and challenging environment in which students engage in and enjoy physical activity. They establish an orderly atmosphere with established protocols and expectations conducive to providing maximum learning for all students.

### Learning Goal 3 (SERVICE)

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

#### Advanced PE Teachers:

- Model and promote behavior appropriate in a diverse society by showing respect for and valuing all members of their communities and by having high expectations that their students will treat one another fairly and with dignity.
- Create advocates for physical education by providing opportunities for family involvement and the involvement of the broader community in the physical education program.

### Learning Goal 4 (PROFESSIONALISM)

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

#### Advanced PE Teachers:

- Participate in a wide range of reflective practices that foster their creativity, stimulate personal growth, contribute to content knowledge and classroom skill, and enhance professionalism.

## Learning Goal 5 (LEADERSHIP)

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

Advanced PE Teachers:

- Do not work in isolation but function as members of a large learning community. Recognizing that their responsibilities extend beyond their own classrooms, they contribute purposefully to enhancing instructional programs and improving the professional culture of their field.

## COURSES

The following physical education classes are divided into 500-level, which are on-campus, initial certification and 600-level, which are on-line, professional certification.

### PEG 506 Early Field Experience Elementary Physical Education 0 Credits

The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Prerequisite:** signature of program director. **Restriction:** permission of program director.

**Offered:** fall & spring.

### PEG 507 Early Field Experience Secondary Physical Education 0 Credits

The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Prerequisite:** signature of program director. **Restriction:** permission of program director.

**Offered:** fall & spring.

### PEG 508 Early Field Experience Health 0 Credits

The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator.

**Prerequisite:** signature of program director. **Restriction:** permission of program director.

**Offered:** fall & spring.

### PEG 511 Movement Education and Elementary Activities 3 Credits

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

**Restriction:** limited to physical education graduate students.

**Offered:** spring.

### PEG 525 School Health 3 Credits

Students explores the most prevalent health and safety issues of schoolaged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services. A mandatory 50 participation hours at a local school must be completed for a passing grade in this course.

**Restriction:** must be in the physical education initial certification program.

**Offered:** spring.

### PEG 526 School Health Curriculum 3 Credits

Students will practice strategies and methodologies needed for effectively teaching health education. Students will participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.

**Restriction:** must be in the physical education initial certification program.

**Offered:** fall.

### PEG 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. Service-Learning required.

**Restriction:** must be in the physical education initial certification program.

**Offered:** fall.

### PEG 560 Motor Development 3 Credits

Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.

**Restriction:** must be in the physical education initial certification program.

**Offered:** fall.

### PEG 571 Assessment in Physical Education 3 Credits

This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.

**Restriction:** must be in the physical education initial certification program.

**Offered:** spring.

### PEG 580 Concepts of Teaching Sport Skills 3 Credits

The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.

**Restriction:** must be in the physical education initial certification program.

**Offered:** spring.

### PEG 584 Capstone in Teaching Physical Education 3 Credits

The course is designed to synthesize learning from the program and capture current issues related to the physical education profession. Students will analyze, debate, and evaluate special topics through directed research of content and theory.

**Restriction:** must be in the physical education initial certification program.

**Offered:** summer online.

### PEG 593 Student Teaching 9-12 Credits

Seven-week student teaching experience in an elementary school, Grades 1-6, and in a high school, Grades 7-12, culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.

**Prerequisite:** permission of program director. **Corequisite:** EDU 597 &

PEG 594. **Restriction:** must be in the physical education initial certification program.

**Offered:** fall & spring.



- PEG 594 Student Teaching Seminar** 0 Credits  
Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.  
**Prerequisite:** permission of program director. **Corequisite:** EDU 597 & PEG 593. **Restriction:** physical education initial certification graduate students only.  
**Offered:** fall & spring.
- PEG 609 Health and Cultural Awareness** 3 Credits  
A multicultural perspective of health, wellness and healing. Focus on health issues and concerns that ethnic minority populations face in the United States. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores traditional healing theories and practices of cultures across the world and their use among our ethnic populations today.
- PEG 611 Movement Education and Physical Activity** 3 Credits  
The course is designed as a practical and theoretical introduction into movement education and physical activity lesson planning. This course will facilitate an understanding of how physical educators can contribute to their school by being knowledgeable physical educators. Particular emphasis on: low organizational games and lessons and developmentally appropriate activities.  
**Offered:** every spring.
- PEG 612 Principles and Foundations of Holistic Health** 3 Credits  
An alternative and complimentary perspective on health and well-being. Focus on the most effective holistic approaches to illness and today's prevention and treatment opportunities. A comparison of holistic modalities to conventional medical practices.
- PEG 614 Healthy Behaviors and Alternative Medicine** 3 Credits  
Theory and content related to various topics in the field. May include topics such as reflexology, acupuncture, aromatherapy, meditation, massage, and herbal remedies.
- 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 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 630 Physical Education for the Exceptional Individual** 3 Credits  
Principles and objectives of programming for exceptional individuals in physical activity. Diagnostic techniques, activity modifications, contraindicated activities and causes of disabilities.
- PEG 632 Recreational Activities for Individuals with Special Needs** 3 Credits  
Development of community recreational facilities and equipment for the handicapped from childhood through old age. Emphasis on promotion, organization and administration.
- PEG 635 Administrative Principles of Physical Education/Athletics** 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.
- 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 644 Health and Nutrition** 3 Credits  
This course emphasizes basic nutritional principles and concepts, their application to personal health and relationship between food and its use by the human body for energy, regulation, structure, and optimal health. Discussion of issues in nutrition during various stages of the life cycle and specific chronic diseases.
- PEG 645 Performance Enhancements and Interventions: Sports Psychology** 3 Credits  
Educates professionals in learning theoretical constructs and implementing related counseling interventions with athletes. Investigates the application of sport psychology/counseling strategies across many different fields and domains, such as physical education, counseling and sport administration.
- PEG 646 Sport in Society** 3 Credits  
A sociological inquiry into North American Sport as a social institution. Sport is examined as a microcosm of the larger society and how it reflects the dominant ideology of the time. Institutional interconnections between family, politics, economics and religion bring the role of sport in society into focus. Topics such as social stratification, prejudice, discrimination and collective behavior are discussed.
- PEG 650 Analysis of Curriculum and Teaching** 3 Credits  
The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education.
- 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 660 Advanced Human Growth and Motor Development** 3 Credits  
The course is designed to study motor development across the lifespan. Special interest will be focused on early environmental influences on development. Students will study early environmental influences on motor development and will learn about factors such as nutrition, parents, alcohol, smoking, coaches and the many other environmental factors that effect the child's early development and review how their behaviors in and out the classroom influence a child's development.



**PEG 670 Advanced Teaching Methods in Physical 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  
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 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.

## Teachers of the Deaf and Hearing Impaired

Degree: Master of Science

### INTRODUCTION

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 in a variety of educational and service settings. 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 graduates of accredited deaf education programs in 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 students who are deaf or hard of hearing, 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.

Applicants must pass the Educating All Students Test (EAS) prior to starting instructional practicum experiences and must demonstrate completion of New York State approved workshops in child abuse, school violence and Dignity for all Students (DASA) seminars. Additionally, interns must complete the Teacher Performance Assessment edTPA while completing student teaching.

### MISSION STATEMENT

The mission of the Deaf Education Program is to follow a Comprehensive Philosophy. Graduate Interns are prepared to teach and serve children and youth who are deaf or hard of hearing in a variety of educational settings using a variety of communication modes and philosophies.

### CURRICULUM

#### Program Details

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

Code	Title	Credits
<b>Core Courses</b>		
EDD 532	Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners	3
EDD 533	Introduction to Speech and Hearing Science	3
EDD 534	Introduction to Speech, Hearing, and Audiology	3
EDD 535	Introduction to Audiology and Assistive Devices	3
EDD 536	Language Theories and Strategies I	3
EDD 537	Language Theories and Strategies II	3
EDD 539	Instructional Practicum	3
EDD 542	Oral/Aural Developmental Skills and Methods of Teaching Speech with Practicum	4
EDD 545	Teach Literacy Deaf /HH Person	3
EDD 548	The Deaf or Hard of Hearing Child-0-8 Years: Methods and Partnerships	3
EDD 550	Theory, Research and Assessment of Deaf Learners	3
EDD 551	Sign Communication I	1
EDD 555	Psychology/Counseling of Deaf and Hard of Hearing Persons	3

EDD 556	Student Teaching I	4.5
<b>Capstone Courses</b>		
EDD 557	Student Teaching II	4.5
EDD 600	American Sign Language I	3
EDD 601	American Sign Language II	3
EDD 603	Professional Seminar/Portfolio	3
EDD 607	Current Topics of Deaf Education Professionals	2
Total Credits		58

## LEARNING GOALS & OBJECTIVES

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

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

Candidates will:

- Know the incidence and prevalence figures for individuals who are deaf and hard of hearing as well as the sociocultural, historical, and political forces unique to deaf education
- Know the cognitive and language development of individuals who are deaf and hard of hearing as well as the current theories of the development of spoken and signed languages.
- Know the effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing
- Know the influence of experience, educational placement, cultural identity, language, family communication and culture on all developmental domains
- Know the visual tools and organizers that support content mastery and retention as well as the specialized terminology used in assessing individuals who are deaf or hard of hearing
- Know the importance of early intervention to language development and
- the effects of sensory input on the development of language and learning
- Know spoken and visual communication modes along with the components of linguistic and non-linguistic communication

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

Candidates in the Deaf Education Program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Candidates will:

- Provide activities to promote print literacy, content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community
- Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
- Prepare individuals who are deaf or hard of hearing to use interpreters, facilitate independent communication in all contexts and provide access to incidental language experiences.
- Design a classroom environment that maximizes opportunities for visual and/or auditory learning, meets developmental and learning needs

as well as well as provide balance among explicit instruction, guided instruction, peer learning, and reflection

- Apply strategies to facilitate cognitive and communicative development as well first and second language teaching strategies to the instruction of the individual.
- Implement strategies for developing spoken language in orally communicating students, sign language proficiency in signing students while implementing strategies for stimulating and using residual hearing
- Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community; use and manage specialized assistive technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing
- Plan instruction to address academic content standards, integrate language instruction into academic areas and plan and implement transitions across service continuums
- Administer assessment tools to collect and analyze spoken, signed, or written communication samples and develop specialized assessment procedures that allow for alternative forms of expression

### Learning Goal 3 (SERVICE)

Candidates in the Deaf Education Program will demonstrate willingness to use their skills to benefit and serve society.

Within the contexts of their work, Candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Candidates will:

- Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing
- Develop successful inclusion experiences
- Provide families with support to make informed choices regarding communication modes, philosophies, and educational options

### Learning Goal 4 (PROFESSIONALISM)

Candidates in the Deaf Education 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 have optimal opportunities to learn and grow.

Candidates will:

- Develop and enrich cultural competence relative to the Deaf community.
- Increase proficiency and sustain a life-long commitment to maintaining instructional language competence
- Know services, organizations, and networks that support individuals who are deaf or hard of hearing

### 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, organizations, and the wider community

Candidates will:

- Know model programs for individuals who are deaf or hard of hearing
- Know the roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing

- Know professional resources and organizations relevant to the field of education of individuals who are deaf or hard of hearing.

## COURSES

### EDD 532 Curriculum/Methods of Teaching Subject Areas to Deaf and Hard of Hearing Learners 2-3 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, preK-12th grade; teaching in the public school in the inclusionary setting, in the resource room, in the self-contained room, or in settings as an itinerant teacher with particular consideration of the New York State Learning Standards as they are used to plan curriculum/methods for teaching subject areas. This course covers the Individual Education Plan (IEP), the Individual Transition Plan (ITP), the multidisciplinary team, the law, classroom and behavior management, collaborative partnerships, educational services, vocational issues, curriculum adaptations, differentiated instruction and children who are deaf or hard of hearing with additional disabilities.

**Offered:** fall.

### 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.

**Offered:** fall online.

### EDD 534 Introduction to Speech, Hearing, and Audiology 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.

**Offered:** fall.

### 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.

**Offered:** spring online.

### 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.

**Offered:** fall.

### 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.

**Offered:** spring.

### EDD 539 Instructional Practicum 1-3 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.

**Offered:** spring.

### EDD 545 Teach Literacy Deaf /HH Person 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.

**Offered:** fall.

### 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.

**Offered:** fall online.

### 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.

**Offered:** fall.

### 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.

**Offered:** spring online.

### EDD 556 Student Teaching I 2-6 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.

**Offered:** spring.

### EDD 557 Student Teaching II 2-6 Credits

Eight weeks of student teaching in a public school program serving students who are deaf or hard of hearing in Western New York.

**Offered:** spring.

### 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.

**Offered:** fall.

### 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.

**Prerequisite:** EDD 600.

**Offered:** spring.

### 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.

**Offered:** spring.

### EDD 607 Current Topics of Deaf Education Professionals 2 Credits

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

**Offered:** spring.

## TESOL/Bilingual Degrees & Certificates

**Director:** Kristin A. Kurtzworth-Keen

**Degree:**

- Master of Science

**Certificates:**

- Advanced Certificate in TESOL Education

- Bilingual Education Extension Certificate

## ADMISSION

To be considered for admission to Canisius College's TESOL programs, candidates are required to submit the items below:

- Completion of a Graduate Admissions Application
  - **For the master's degree** - submission of one (1) official undergraduate transcript showing **completion of a bachelor's degree** from an accredited institution of higher learning with a minimum 3.0 cumulative grade point average
  - **For the Advanced Certificate** - submission of one (1) official transcript showing **completion of a master's degree** from an accredited institution of higher learning
- Evidence of teaching certification complete or in progress
- Evidence of completion of 12 credit hours of college/university level credit in a language other than English
- Submission of two (2) letters of recommendation

Applications for candidates with less than a 3.0 cumulative undergraduate GPA will be reviewed by the program director for an admissions decision and may include additional requirements (e.g., personal interview, GRE, etc.).

## ACADEMIC STANDING

Admission will require a 3.0 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 3.0 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies. These requirements may include a personal interview, and the GRE, GMAT, or MAT. Canadian and other international applicants must provide a completed Certification of Finances form.

## TRANSFER CREDIT

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

## MISSION STATEMENT

The School of Education and Human Services, in concert with our candidates, school partners, alumni and the community, seeks to prepare highly competent professional and socially committed teachers who value the Jesuit traditions of *cura personalis*, social justice and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical and professional knowledge, use their gifts in the service of others, and demonstrate professionalism and leadership in their field. More information can be found at the program website (<https://www.canisius.edu/academics/programs/tesol>).

## PROGRAM DETAILS

### Academic Standards

New York State TESOL Standards:

1. *Language:* Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to

help English Language Learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

2. *Culture*: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
3. *Planning, Implementing, and Managing Instruction*: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
4. *Assessment*: Candidates demonstrate understanding of issues and concepts of assessments and use standards-based procedures with ELLs.
5. *Professionalism*: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

## CURRICULUM

### Master of Science

Total credit hours: 30

Code	Title	Credits
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Bilingual/Multilingual Education	3
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 588	College Supervised Fieldwork in TESOL	3
EDR 515	Measurement and Statistics	3
EDR 616	Research in Reading	3
<b>Elective Courses</b>		
Select two of the following:		6
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	
TESL 586	Methods of Teaching the Subject Areas in the Native Language	
EDR 501	Reading and Writing in the Content Areas	
EDR 504	Adolescent Literacy	
EDR 508	Emergent Literacy	
Total Credits		30

## CURRICULUM

### Online Advanced Certificate in TESOL

Total credit hours: 18

Code	Title	Credits
<b>Required Courses</b>		
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 588	College Supervised Fieldwork in TESOL	3
TESL 590	Foundations of Bilingual Education	3
Total Credits		18

## CURRICULUM

### Online Bilingual Education Extension

Total credit hours: 15

Code	Title	Credits
<b>Required Courses</b>		
TESL 584	Curriculum, Assessment, & Methods of Teaching Native Language Arts	3
TESL 585	Methods and Materials of Teaching English to Speakers of Other Languages	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation Assessment in Bilingual/TESOL Education	3
TESL 590	Foundations of Bilingual Education	3
Total Credits		15

## COURSES

### TESL 510 Spanish for Educators: Basic Communication for the Bilingual Classroom (Level 1) 3 Credits

Spanish for Educators (Level 1) Communication for the Bilingual Classroom enables K-12 teachers to enhance communication with English language learners, their families and community members. This course is for all educators and school personnel (PK-12) with minimal to intermediate Spanish language skills. The topics covered and materials presented in this course will support Spanish language acquisition and address issues of language diversity in the bilingual classroom. Throughout the coursework, language instruction will focus on high frequency vocabulary for basic conversational Spanish and common phrases for effective communication in the school and with families. Opportunities for practice and application are provided with practical classroom situations to connect Spanish speaking language skills with everyday situations encountered in the classroom. No registration restrictions-course is open to other majors including under grad. Offered in Summer Sessions.



**TESL 511 Spanish for Educators: Reporting to Parents and Guardians (Level 2) 3 Credits**

Spanish for Educators (Level 2) Reporting to Parents and Guardians enables K-12 teachers to enhance communication with the families of native Spanish speaking students by focusing on the procedures for reporting. This course is for all educators and school personnel (PK-12) with minimal to intermediate Spanish language skills. The topics covered and materials presented in this course will support Spanish language acquisition and address issues of language diversity in the bilingual classroom. Throughout the coursework, language instruction will focus on high frequency vocabulary to demonstrate proficiency in basic writing skills and conversational Spanish to enhance professional communication with families and guardians of native Spanish speaking students. Opportunities for practice and application are provided with practical classroom situations to connect Spanish language skills with the procedures for reporting to parents. No registration restrictions-course is open to other majors including undergrad. Offered in Summer Sessions.

**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. Note that 10 hours of field work are required.

**Offered:** fall online.

**TESL 582 Theory and Practice of Bilingual/Multilingual Education 3 Credits**

This course will introduce the candidate to a survey of theories and research relevant to the teaching and learning of English as a second/foreign language that have been established as effective. Current research and theoretical advances are described and evaluated. Candidates will have an opportunity to investigate theory informing best practice. Course participants will have opportunities to examine literacy theories and engage in practices that promote biliterate outcomes in K-12 schools serving diverse student populations. This includes, but is not limited to, language immigration status, gender identities, culture, and economic backgrounds. Candidates will research and observe the theory and practice of teaching ELLs through a limited field experience. They will also be required to interview a TESOL administrator. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Note that 10 hours of field work are required.

**Offered:** spring, online only.

**TESL 583 Linguistics, Literacy, & Second Language Acquisition 3 Credits**

This course will introduce the core disciplines of linguistics; this includes the scientific study of language components as they apply to all aspects of literacy learning (e.g., phonetics, phonology, morphology, syntax, and semantics). Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals as well as how languages around the world construct words, figurative language, and sentences. In this course, language phenomenon, scientific bases, terminology on linguistics, multi-relational aspects and other related areas are discussed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are all discussed throughout the course. Linguistics knowledge and language teaching methods are treated as integrated topics. Primary course goals are to provide candidates with the necessary information on language as a dynamic system, domains related to language, and creating an intellectual background for language and language teaching. An expected outgrowth of the study of linguistics is that students will realize the relationship between understanding specific structures in a language and effective language teaching. In addition, this course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes language acquisition, production, and comprehension. The course will also examine English language structures--the language of the dominant society--and enhance language awareness. A field experience will be required; candidates will observe examples of student speech. Note that 10 hours of field work are required.

**Offered:** online only.

**TESL 584 Curriculum, Assessment, & Methods of Teaching Native Language Arts 3 Credits**

This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the 'Post-Method' Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks.

**Offered:** spring, online only.

**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. Note that 10 hours of field work are required.

**Offered:** online only.

**TESL 586 Methods of Teaching the Subject Areas in the Native Language 3 Credits**

This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges.

**Offered:** online only.

**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. Note that 10 hours of field work are required.

**Offered:** online only.

**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.

**Prerequisite:** approval of program director.

**Offered:** online only.

**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. Note that 10 hours of field work are required.

**Offered:** online only.

**TESL 591 Assessment Strategies for Limited English Proficient Students with Disabilities 3 Credits**

This course will develop competencies in appropriate multidisciplinary assessment techniques for limited English proficient children (LEP) with disabilities. Students will learn formal and informal assessment strategies for LEP children and their families. Course content will include using data to plan appropriate Individualized Education program goals, objectives, and present level of performance (PLEP) statements. Students will ways to ensure reliable and valid assessment results for LEP students and will learn ways to collect and use qualitative data as an assessment tool.

**Offered:** occasionally, online only.

**TESL 620 Research Project in TESOL 3 Credits**

This course is the second in a research-design sequence that begins with EDR 616: Research Methods in Reading. Both EDR 616 and TESL 620 will familiarize TESOL candidates with procedures for conducting rigorous and well-controlled research in the field. This experience will prepare candidates to be more discriminating consumers of research, especially that which is reported in TESOL professional journals.

**Prerequisite:** approval of program director.

**Offered:** occasionally, online only.

## Educational Leadership and Supervision

**Program Director:** Anne Marie Tryjankowski

**Instructors:** Nancy Wellenzohn, David Lilleck, Darlyna Miktuk, Jason Zwara, Robert Bennett, Joleen Reinholz

**Degree:** Master of Science

## INTRODUCTION

Leading a school organization is one of the most demanding and rewarding careers. School leaders are expected to possess sophisticated decision-making skills that incorporate expertise in data analysis, research-based instruction and learning, analysis of political trends and mandates, and the study of the impact of the community on education. 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. More information can be found at the program website (<https://www.canisius.edu/academics/programs/educational-leadership-and-supervision>).

## COURSE OFFERINGS

All of the required courses for the SBL and the SDL are taught in an on-line format. Some required courses and electives are taught on-campus as necessary. All courses required for certification are offered every semester. Electives required for the MS are offered each semester, but not all electives are offered every semester. Internship placements are coordinated with the candidate and take place at a site in the candidate's local geographic area.

## ADMISSION REQUIREMENTS

The applicant must submit the following:

- Free Online Application (<https://www.canisius.edu/admissions/apply-canisius>)
- Bachelor's Degree Transcript. Unofficial transcripts are acceptable to begin the admissions review process. Applicants for the Fall 2016 semester and beyond will be expected to have a 3.0 undergraduate GPA, as required by New York state law. Applicants with less than a 3.0 undergraduate GPA will undergo additional review.
- Master's Degree Transcript. Unofficial transcripts are acceptable to begin the admissions review process, however, your official transcript must indicate the conferral of a master's degree from an accredited institution of higher education, with a minimum 3.0 cumulative grade point average.
- Test Scores. All applicants will be required to submit Graduate Records Examination (GRE), Millers Analogies Test (MAT), OR Academic Literacy Skills Test (ALST) test scores.
- Submission of a Verification of Teaching/Pupil Personnel Experience Form (PDF) ([https://www.canisius.edu/sites/default/files/%2A/eda\\_ver\\_teach\\_form\\_1\\_0.pdf](https://www.canisius.edu/sites/default/files/%2A/eda_ver_teach_form_1_0.pdf)) or NYS Professional Certification which

requires three (3) years of successful full-time teaching and/or pupil personnel service experience in Pre K-12 schools.<sup>1</sup>

- Submission of three (3) Recommendation Forms (PDF) ([https://www.canisius.edu/sites/default/files/%2A/eda\\_recommendation\\_form\\_1\\_0.pdf](https://www.canisius.edu/sites/default/files/%2A/eda_recommendation_form_1_0.pdf)) or letters of recommendation from professional educators, one of whom must be a certified school administrator familiar with the applicant's work as a professional educator.
- An applicant may be required to meet with the program director or designee.
- Canadian and other international applicants must provide a completed Certification of Finances form.

<sup>1</sup> These forms are available in the Office of the School of Education and Human Services and on the program web site (<https://www.canisius.edu/academics/programs/educational-leadership-and-supervision>).

## CURRICULUM

### School Building Leader (SBL)

Required courses for New York State License as a School Building Leader (SBL) (18 credit hours of course work plus internship):

Code	Title	Credits
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
Total Credits		26

### School District Leader (SDL)

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

Code	Title	Credits
<b>Required courses for New York State License as a School Building Leader (SBL)</b>		
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
<b>Required courses for New York State License as a School District Leader (SDL)</b>		
EDA 640	School Business Administration	3
EDA 660	The Administrator & Pupil Personnel Services	3
Total Credits		32

### Master of Science in Educational Leadership

Code	Title	Credits
<b>Required courses for New York State License as a School Building Leader (SBL)</b>		
EDA 600	Theory in Educational Administration	3
EDA 610	School Law	3
EDA 620	Supervision for the Improvement of Instruction	3
EDA 625	Instructional Program Design	3
EDA 630	School Personnel Administration	3
EDA 650	The Principalship	3
EDA 690	The Administrative Internship	8
EDA 690L	Internship Lab	0
<b>Required courses for New York State License as a School District Leader (SDL)</b>		
EDA 640	School Business Administration	3
EDA 660	The Administrator & Pupil Personnel Services	3
<b>Educational Leadership Electives</b>		
Select three electives. Students may elect to declare a content concentration as described below <sup>1</sup>		9
Total Credits		41

<sup>1</sup> Candidates may choose not to declare a concentration but may select any of the concentration courses to satisfy the elective requirement.

### Concentration: Emerging Issues in Educational Leadership

Code	Title	Credits
Select three of the following: 9		
EDA 655	School & Community Relations	
EDA 657	Development Of Urban Teachers	
EDA 661	Emerging Issues in School Leadership	
TESL 590	Foundations of Bilingual Education	
Total Credits		9

### Concentration: Educational Technologies and Emerging Media

Code	Title	Credits
Select three of the following: 9		
EDA 656	Technology Tools For The Administrator	
EDT 501	Learning with Technology	
EDT 502	Instructional Design Theories and Models	
EDT 503	Educational Multimedia Design and Emerging Technology	
EDT 504	Integrating Technology in the Differentiated Classroom	
Total Credits		9

### Concentration: Athletics Administration

Code	Title	Credits
PEG 620	Leadership In Physical Education and Athletics	3
PEG 635	Administrative Principles of Physical Education/ Athletics	3
PEG 681	Legal Aspects in Physical Education and Athletics	3
Total Credits		9

### Concentration: Instructional Leadership

Code	Title	Credits
Select three of the following: 9		
EDA 657	Development Of Urban Teachers	
EDA 658	Advanced Clinical Instructional Supervision	
EDDI 505	Introduction to Differentiated Instruction	
EDDI 585	Integrating Technology in the Differentiated Classroom	
TESL 590	Foundations of Bilingual Education	
Total Credits		9

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.

More information on the program can be found at <http://www.canisius.edu/grad-educational-leadership-supervision/>.

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1 (Knowledge – Observed in Writing)

Candidates 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.

## COURSES

#### EDA 600 Theory in Educational Administration 3 Credits

This course is designed as an introductory course in school administration. The course is intended to give 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 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. Required for SBL, SDL and Master's degree.

**Offered:** fall, spring, & summer; online only.

#### 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. 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 acts of school law is emphasized. Topics include, but are not limited to, student residency, attendance and discipline; freedom of speech; search and seizure; FERPA; IDEA; LRE; and employee rights. Required for SBL, SDL and Master's degree. **Offered:** fall, spring, & summer; online only.

#### EDA 620 Supervision for the Improvement of Instruction 3 Credits

This course will focus on the critical role of effective instructional supervision in the development of positive school culture. Candidates will examine staff development, observation techniques, and formative and summative teacher evaluation. Supervision techniques will be explored, including: mentoring and peer coaching, as well as clinical supervision. Required for SBL, SDL and Master's degree.

**Offered:** fall online, spring online & summer on-campus.

#### 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. Additional attention will be focused on 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. Required for SBL, SDL and Master's degree.

**Offered:** fall, spring, & summer; online only.

#### EDA 630 School Personnel Administration 3 Credits

This course is designed to provide candidates with an overview of school personnel leadership, including the myriad of duties and responsibilities of the office of human resources. Candidates gain the knowledge, skills, and attributes involved in leading both professional and non-professional staff. Issues 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. Required for SBL, SDL and Master's degree.

**Offered:** fall, spring, & summer; online only.

#### 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. Required for SDL and Master's degree.

**Offered:** fall, spring, & summer; online only.



- 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. Required for SBL, SDL and Master's degree.  
**Offered:** fall, spring, & summer; online only.
- 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 mandates involved in maintaining a desirable relationship between schools and community stakeholders. The course 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. Elective course.  
**Offered:** fall.
- 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 and information systems to enrich curriculum and instruction. 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. Elective course.  
**Offered:** spring, online only.
- 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. Elective course.  
**Offered:** summer, online only.
- 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. Elective course.  
**Offered:** fall, online only.
- EDA 660 The Administrator & Pupil Personnel Services** 3 Credits  
This course provides the necessary background and basic understanding of the quantitative and qualitative dimensions of pupil personnel services (PPS) found in schools/districts today. The role of the building/district administrator will be reviewed. 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. 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. Required for SDL and Master's degree.  
**Offered:** fall, spring, & summer; online only.
- EDA 661 Emerging 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. 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, and The impact of current educational and social movements. Elective course.  
**Offered:** spring.
- EDA 690 The Administrative Internship** 1-8 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. 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.  
**Prerequisite:** permission of program director required. **Corequisite:** EDA 690L.  
**Offered:** fall, spring & summer.
- EDA 690L Internship Lab** 0 Credits  
EDA 690L provides candidates an opportunity to expand their knowledge and skills in strategic, instructional, organizational, and contextual leadership.  
**Prerequisite:** permission of program director required. **Corequisite:** EDA 690.  
**Offered:** fall, spring & summer.
- EDA 699 Independent Study** 1-4 Credits  
A thesis, research paper, or major project which provides the opportunity to investigate school or district administration of particular interest to the student.  
**Prerequisite:** permission of program director & associate dean required.  
**Offered:** fall, spring & summer.

## Higher Education and Student Affairs Administration

Program Director: Sandra M. Estanek

**Faculty:** Kevin L. Ahuna, Robert A. Bonfiglio, Kristin E. Finn, Jennifer Herrmann, Terri L. Mangione, Cha Ron Sattler-Leblanc, Brian P. Smith, Kim Vanderlinden

**Degree:** Master of Science

## INTRODUCTION

The Higher Education and Student Affairs Administration master's program (formerly known as College Student Personnel Administration) at Canisius College is a full time cohort-based course of study that prepares graduates for careers in student affairs administration in both private and public institutions of higher education. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies.

The course of study consists of 36 credit hours taken over two academic years. The HESAA program combines the in-class education of graduate coursework with the experiential learning of required internships to achieve its mission. Graduate assistantships are also available, which provide additional experience.

HESAA students are charged a single program fee, which includes tuition, books, membership in a national professional association and the cost of attendance at 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 life-long professional development and the value of professional relationships. HESAA students progress through the academic program together, taking all of their coursework as a cohesive group, thus developing strong team building skills and effective work groups. More information can be found at the program website (<https://www.canisius.edu/academics/programs/college-student-personnel-administration>).

## ADMISSION

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

## MISSION STATEMENT

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

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

1. be prepared to enter the student affairs profession as practitioners in multiple administrative sub-fields (residence life, student activities, career services, etc.).
2. be able to use the foundations of theory and practical experience to make sound and ethical professional decisions.

3. be prepared to participate as professionals in the education of the whole student, consistent with the Jesuit value of *cura personalis* ("care for the person"), regardless of the institutional context of their work.
4. understand the value of contributing to their profession through participation in professional associations, and through activities such as presentations and publications and serving in leadership positions.

## PROGRAM DETAILS

The HESAA master's program at Canisius College is a full time cohort based course of study that prepares graduates for careers in student affairs administration at both private and public institutions of higher education. The course of study consists of 36 credit hours taken over two academic years. The program is grounded in a theory-to-practice philosophy based in Jesuit pedagogy and student affairs professional competencies. The HESAA program is compliant with the standards of the Council for the Advancement of Standards in Higher Education.

CAS standards require all master's students to complete two different internships. The HESAA program requires each internship to be at least 225 clock hours. Graduate assistantships do not count as internships. Typically, HESAA students complete the hours for their first internship during the summer between their first and second year of study, although they complete the reflection paper and receive course credit in the fall semester of their second year. This allows students to accept internships at institutions across the United States and around the world. The second internship is typically done during the students' second year of coursework at Canisius and other institutions around the Western New York region.

HESAA students have a choice of two possible ways to demonstrate their ability to analyze and synthesize their master's coursework during their second year of study. Students may choose to do an independent research project (i.e., master's thesis). For students who do not choose this option, there is the option to take a comprehensive examination (written and oral) and an elective course.

One feature of the HESAA program is unique to Canisius College. Embedded in the graduate tuition full time students pay is the cost of attending one of the two national conferences (ACPA or NASPA) as a group each year of the students' program. This includes the cost of association membership, conference registration, hotel, and travel. Meals are not included. First year students attend conference sessions and volunteer at conference events and activities. They write reflective papers on their experience, connecting it to their coursework. This paper is an element of the assessment process. Second year students participate in job placement activities as well as attend conference sessions and activities.

## CURRICULUM

Code	Title	Credits
HESA 501	Introduction to Student Affairs Administration	3
HESA 510	History of Higher Education in the United States	3
HESA 520	The American College Student	3
HESA 530	Methods of Research	3
HESA 535	Assessment and Applied Research	3
HESA 570	Introduction to Counseling for Student Affairs	3
HESA 640	Diversity in Higher Education	3
HESA 665	Legal Issues in Higher Education	3
HESA 677	Capstone Seminar	3
HESA 680	Internship I	3
HESA 681	Internship II	3

## LEARNING GOALS & OBJECTIVES

### HESAA Learning Goal #1 [KNOWLEDGE]

Provide students in the HESAA program with knowledge of higher education consistent with the ACPA/NASPA Professional Competencies at the Foundation level.

Graduates of the HESAA program will:

1. Understand the operations and governance of both public and private colleges and universities.
  - ACPA/NASPA Competency #3
2. Understand current issues and challenges in higher education.
  - ACPA/NASPA Competency #3
3. Demonstrate the ability to connect the history of higher education in the United States to contemporary issues and challenges.
  - ACPA/NASPA Competency #10
4. Understand and be able to apply laws that affect all sectors of higher education.
  - ACPA/NASPA Competencies #3 and #5

### HESAA Learning Goal #2 [KNOWLEDGE]

Provide students in the HESAA program with knowledge of student identity, development, and diversity consistent with the ACPA/NASPA Professional Competencies at the Foundation level.

Graduates of the HESAA program will:

1. Know and demonstrate the ability to apply relevant research on student identity and development.
  - ACPA/NASPA Competency #8
2. Know and demonstrate the ability to apply relevant research on diverse student populations.
  - ACPA/NASPA Competencies #7 and #8

### HESAA Learning Goal #3 [SKILLS]

Develop practical skills necessary for successful entry-level professionals in higher education and student affairs.

Graduates of the HESAA program will:

1. Know and demonstrate the ability to apply basic research methods in professional practice.
  - ACPA/NASPA Competency #2
2. Know and demonstrate the ability to apply relevant counseling theories and techniques in working with diverse individuals and groups.
  - ACPA/NASPA Competency #1
3. Demonstrate written and oral communication skills necessary to be an effective professional.
  - a. ACPA/NASPA Competency #4
4. Demonstrate ethical use of up-to-date technological resources.
  - a. ACPA/NASPA Competencies #4 and #9

### HESAA Learning Goal #4 [DISPOSITIONS]

Graduate ethical professionals formed in the context of Jesuit values.

Graduates of the HESAA program will:

1. Understand the values of Jesuit higher education and their relevance to professional practice in all context.
  - ACPA/NASPA Competencies #7 and #10
2. Demonstrate the ability to apply professional ethical standards.
  - ACPA/NASPA Competency #6
3. Demonstrate good collegueship and the capacity for leadership.
  - ACPA/NASPA Competencies #4 and #5
4. Demonstrate the capacity for self-awareness and reflection.
  - ACPA/NASPA Competency #6

## COURSES

Courses taken in the first year are numbered in the 500s and courses taken in the second year are numbered in the 600s.

#### HESA 501 Introduction to Student Affairs Administration 3 Credits

An introduction to student affairs as a profession, specific job responsibilities and competencies, types of institutions of higher education, current issues, and professional ethics. Also includes a focus on connecting student affairs practice to the mission of the institution. Introduction to higher education research and writing.

Offered: every fall

#### HESA 510 History of Higher Education in the United States 3 Credits

Students will examine the development and governance of colleges and universities in the United States, including the role of faculty, the rise of student affairs, the role of state and federal government, and the changing understanding of diversity. Emphasis is placed on locating current issues within their historical context.

Offered: every spring.

#### HESA 520 The American College Student 3 Credits

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

Offered: every fall.

#### HESA 530 Methods of Research 3 Credits

The nature of social science inquiry with specific implications for higher education. Introduction to research design and ethics. Introduction to both quantitative and qualitative methods of research.

Offered: every fall.

#### HESA 535 Assessment and Applied Research 3 Credits

Applies methods of research learned in HESA 530 to practical issues of assessment. Students will learn to write literature reviews, conduct applied research, and present findings.

Prerequisite: HESA 530

Offered: every spring.

#### HESA 570 Introduction to Counseling for Student Affairs 3 Credits

Provides a working knowledge of counseling theories and techniques to address the needs of students within the context of higher education. Introduction to mental health disorders and exposure to preventative and communication strategies to assist college-aged students.

Offered: every spring.

**HESA 599 Independent Study** 3 Credits

Independent studies require an application and approval by the associate dean.

**Restriction:** permission of the instructor, department chair, and associate dean.

**HESA 640 Diversity in Higher Education** 3 Credits

This class is designed to increase students' understanding and appreciation of diverse populations, diversity-related issues, and their impact on college communities. Students will explore how they can work to build inclusive communities within institutions of higher education.

**HESA 665 Legal Issues in Higher Education** 3 Credits

An examination of the many ways federal, state, and local laws affect higher education administration. Issues include differences between public and private higher education, First Amendment issues, affirmative action, the requirements of federal laws such as FERPA, Clery, and Title IX, and other relevant case law. Includes an introduction to risk management.

**Offered:** every fall.

**HESA 677 Capstone Seminar** 3 Credits

Designed to provide graduating HESAA students with the opportunity to discuss current issues in higher education with a goal toward making the transition from being graduate students to becoming full-time professionals. Includes practical skills such as financial management.

**Offered:** every spring.

**HESA 680 Internship I** 3 Credits

The first of two required internship experiences intended to broaden the student's understanding of the profession and help them to gain practical experience in specific jobs. Each internship requires 225 hours of supervised experience. Permission of the program director is required.

**Prerequisite:** successful completion of first year coursework. **Restriction:** permission of the HESAA program director.

**Offered:** every fall.

**HESA 681 Internship II** 3 Credits

The second of two required internship experiences intended to broaden the student's understanding of the profession and help them to gain practical experience in specific jobs. Each internship requires 225 hours of supervised experience. Permission of the program director is required.

**Prerequisite:** HESA 680 **Restriction:** permission of the HESAA program director.

**Offered:** every spring.

**HESA 690 Special Topics** 3 Credits

**Offered:** not currently offered

**HESA 699 Independent Research** 3 Credits

An original thesis research project or major assessment project that provides the opportunity to investigate a higher education topic of particular interest to the student. Under the direction of a thesis adviser, students will present and defend a research proposal, conduct a study using research methodology, locate that study in a literature review, and present their findings in a thesis format. Note: Students may also choose to fulfill the HESA 699 requirement through a comprehensive examination (written and oral) and by successfully completing a three-credit graduate elective course at Canisius College, chosen by the student and approved by the HESAA program director.

**Prerequisite:** successful completion of first year coursework. **Restriction:** permission of the HESAA program director based on successful presentation of proposal.

**Offered:** every spring.

# Professional Studies

## INTRODUCTION

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

## MISSION STATEMENT

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

## MASTER'S DEGREE PROGRAMS

- MS in Health Information Technology (p. 133)
- MS in Applied Nutrition (p. 124)
- MS in Community and School Health (p. 126)
- MS in Health and Human Performance (p. 128)
- MS in Respiratory Care (p. 131)

For more information, contact Dr. Dennis Koch, Director, Office of Professional Studies at 716-888-8292. For admissions assistance, contact the Graduate Admissions Office at 716.888-2545, or toll free at 1.800.950.2505, or [GradAdmissions@canisius.edu](mailto:GradAdmissions@canisius.edu).

The following classes contribute to more than one program within the Office of Professional Studies.

**ALH 500 Health Care Systems** 3 Credits

This course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables students to understand the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings, and societal values on the evolving health care delivery system in the United States.

**Offered:** every fall, online only.



- ALH 501 Health Promotion and Disease Prevention** 3 Credits  
This course 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.  
**Offered:** summer & fall, occasionally spring; online only.
- ALH 502 Nutrition** 3 Credits  
This introductory course presents the principles of nutrition including all nutrients, their sources, and their requirements. Carbohydrates, protein, fat, vitamins, minerals, and water are discussed. Additional topics include food labeling and government food-regulatory agencies, energy balance, and food safety and security. The use of dietary guides, nutrient charts, and computerized diet analysis programs for the planning and evaluation of a healthy diet are also presented.  
**Offered:** fall, spring, & summer; online only.
- ALH 503 Medical Nutrition Therapy** 3 Credits  
This course will explore the application of nutrition principles to the treatment and prevention of diseases. This treatment can range from changes in diet to providing specialized therapies such as intravenous or tube feeding. Topics discussed will include lifestyle strategies and therapeutic nutrient intervention to correct nutritional insufficiencies, promote optimal health, and prevent, manage, or correct medical problems.  
**Offered:** fall & spring, online only.
- ALH 507 Clinical Health Behavior Change** 3 Credits  
This course will explore health behavior theories to facilitate the adoption of healthful behaviors to various groups. It will include motivational interviewing, practice of nonverbal, active listening, goal assessment and group counseling. It will also explore the evaluation of nutrition education interventions.  
**Offered:** every spring, online only.
- ALH 520 Exercise Prescription** 3 Credits  
This course presents a comprehensive overview of the human body's responses to acute and chronic exercise. An understanding of the processes involved in prescribing safe and effective therapeutic exercise for healthy individuals as well as geriatric populations, pregnant women, children, and patients with chronic conditions including heart and lung disease, diabetes, and obesity will be reviewed. In the course, environmental and legal considerations in the prescriptive process will be discussed. Consideration will also be given to behavior change principles and the role of motivation in prescribing appropriate exercises for a variety of clients.  
**Offered:** every fall, online only.
- ALH 522 Fitness Psychology** 3 Credits  
This course will cover topics such as eating disorders among athletes, female athlete triad, and weight management. It will provide students with skills to counsel athletes as well as sports teams. The course will also cover performance enhancement, motivation, and stress management of athletes. Students will develop an understanding of behavioral change theory as it relates to sports psychology.  
**Offered:** every spring, online only.
- ALH 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.  
**Offered:** fall, spring, & summer; online only.
- ALH 540 Program Planning in Healthcare** 3 Credits  
This course is designed to provide students with an overview of models, strategies, interventions and assessment techniques to use in designing, planning, initiating and evaluating public health programs that address the most important health issues affecting our communities at the local, state, national and international levels. As a foundation for exploration and discussion, the socio-ecologic framework (individual/behavioral, environmental/social/community and policy levels) of interventions will all be studied.  
**Offered:** every spring, online only.
- ALH 582 Functional Conditioning** 3 Credits  
This course provides an overview of the physiological responses and adaptations to resistance training. Training theories and methodology for program design for different populations will also be discussed.  
**Offered:** every spring.
- ALH 599 Independent Study** 1-3 Credits  
Independent studies require an application and approval by the associate dean.  
**Prerequisite:** permission of the instructor, department chair, & associate dean.  
**Offered:** occasionally.
- ALH 602 Cardiopulmonary Pathophysiology** 3 Credits  
Details the functions of the cardiovascular and respiratory systems emphasizing normal function, pathophysiology, initiation and progression of disease and current treatment. special reference will be made to the role of exercise as a therapeutic modality.  
**Prerequisite:** an introductory course in anatomy and physiology.  
**Offered:** every fall, online only.
- ALH 621 Cardiopulmonary Pharmacodynamics** 3 Credits  
This course provides study of the current medications used in the treatment of congestive heart failure, coronary artery disease, arrhythmias, angina and hypertension, asthma and COPD. The effects of these medications during acute and chronic exercise and cardiac emergency medications will also be covered.  
**Prerequisite:** ALH 602.  
**Offered:** every fall, online only.
- ALH 622 Sports and Fitness Nutrition** 3 Credits  
This course will focus on understanding the specific role of energy and nutrients in fitness and athletic performance. Additional topics will include the role of fluid and electrolytes, ergogenic aids, and special diets in physical activity. Tools for assessing body position (body fat, muscle mass), unique dietary concerns across the lifespan and in special population groups (heart disease, diabetes, obesity) and the effect of diet on endurance will be explored.  
**Offered:** every fall, online only.
- ALH 631 Research Methods in Allied Health** 3 Credits  
An intermediate graduate-level course designed to familiarize students with the elements of research methods with special emphasis on experimental and quasi-experimental research techniques most commonly used in the allied health professions. The course also examines issues that deal with ethical aspects of human experimentation. Special emphasis will be placed on preparing the student to be able to critically analyze and interpret research literature. By the end of the course, the student are expected to complete the majority of a viable research proposal. By the end of the course students will be able to properly read and critique scientific literature.  
**Offered:** fall, spring, & summer; online only.



**ALH 632 Data Analysis and Statistics** 3 Credits

An intermediate graduate-level course designed to familiarize students with the elements of data analysis and statistics. Students will learn methods of numerical and graphical summary and interpretation of data such as descriptive statistics, scatterplots, linear and non-linear correlation and regression, t-tests, and analysis of variance/covariance. Students will also be able use statistical software to enter and analyze data using the proper statistical tools.

**Offered:** fall, spring, & summer; online only.

**ALH 645 Teaching Technology for Health Leaders** 3 Credits

This course presents an overview of instructional design tools, teaching techniques and strategies, evaluation of learner competencies, maintenance of training records, and measurement of training program effectiveness.

**Prerequisite:** HIT 515, HIT 525, HIT 535, HIT 545, HIT 555.

**Offered:** every spring, online only.

**ALH 689 Master's Project** 3 Credits

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

**Prerequisite:** permission of program director.

**Offered:** fall, spring & summer.

**ALH 699 Masters Project II** 3 Credits

Continues ALH 689 with an approved thesis proposal by collecting and analyzing data, and culminates in an approved written thesis.

**Prerequisite:** ALH 689 & permission of program director.

**Offered:** fall, spring & summer.

**ALH 700 Continuing Master's Project/Thesis** 1 Credit

This course is a continuation of ALH 689 or ALH 699, and is ONLY required for students who do not complete their Master's Project/Thesis in the allotted time (16 weeks).

**ALH 731 Research Methods and Statistics in Allied Health** 6 Credits

An intermediate graduate-level course designed to familiarize students with the elements of research and intermediate statistics with special emphasis on experimental and quasi-experimental research techniques commonly used in allied health professions. Students will learn about descriptive statistics, correlation, experimental designs and the fundamentals of statistical inference using t-tests, analysis of variance/covariance, and regression analysis. Students will learn to read and evaluate scientific literature. The course also examines issues that deal with ethical aspects of human experimentation. Special emphasis will be placed on preparing the student to be able to critically analyze and interpret research literature.

**Offered:** summer, fall, & spring.

## Applied Nutrition

**Program Director:** Margaret Garfoot, MS, RD, CDN

**Faculty:** Khalid Bibi, PhD, HFS; Rachel Darr, PhD, MS, RD, CSSD; Dennis Koch, PhD, HFS; Soghra Nayeed Ali-Sayeed, MS, RD, CNSC, CDN; Devorah Lucas, DBH, CDE; Garry Ladd, DHSc; Dan Smith, PhD, CRC, NCC, LMHC, BCC; Sheryl Warren, MS, RD; Elizabeth Tanner, MS, RD, CDN.

**Degree:** Master of Science

## INTRODUCTION

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

Graduates of the master's in applied nutrition program will be qualified to assume leadership, management or administrative roles. In addition, graduates will be able to:

- Conduct and comprehend dietetic research
- Apply current research to practice
- Evaluate nutritional programs
- Apply many other acquired skills

The program will provide students with the opportunity to build theoretical knowledge and specialize in two specialty areas:

- Obesity and Eating Disorders
- Fitness and Sports Nutrition

## ADMISSION

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

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

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

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

## ACADEMIC STANDING

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-. More information can be found at the program website (<https://www.canisius.edu/academics/programs/applied-nutrition>).

## CURRICULUM

Total credit hours = 33. Every student must complete seven courses (21 credits) of the core curriculum and four courses (12 credits) within a specialty track.

## Pre-requisite

ALH 502 Nutrition (3 credits) - This may be required for non-RD students. Studies nutrition principles, behavior, and counseling, as well as clinical applications of nutrition as it relates to health, clinical exercise physiology, and cardiac rehabilitation. This will be in addition to the required courses in the program.

Code	Title	Credits
<b>Core Courses</b>		
ALH 503	Medical Nutrition Therapy	3
NTR 505	Advanced Nutrition	3
ALH 507	Clinical Health Behavior Change	3
NTR 603	Nutrition Seminar	3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3
ALH 689	Master's Project <sup>1</sup>	3
<b>Specialty Track</b>		
Select one of the specialty tracks below		12
<b>Total Credits</b>		<b>33</b>

<sup>1</sup> Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

### Specialty Track 1: Obesity and Eating Disorders

Code	Title	Credits
ALH 501	Health Promotion and Disease Prevention	3
NTR 510	Adult and Pediatric Obesity	3
NTR 512	Eating Disorders in Children and Adults	3
NTR 612	Sociology of Nutrition	3
<b>Total Credits</b>		<b>12</b>

### Specialty Track 2: Fitness and Sports Nutrition

Code	Title	Credits
ALH 520	Exercise Prescription	3
ALH 522	Fitness Psychology	3
NTR 536	Exercise Physiology	3
ALH 622	Sports and Fitness Nutrition	3
<b>Total Credits</b>		<b>12</b>

## LEARNING GOALS & OBJECTIVES

### LEARNING GOAL 1 (KNOWLEDGE – OBSERVED IN WRITING)

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

Students will have the opportunity to:

- Understand the dynamic nature of nutrition and the complex biochemical factors that influence health status.

- Understand and be able to apply behavior change principles as they apply to health settings.
- Demonstrate a working knowledge of the basic principles of nutrition and how they relate to overall health and exercise performance.
- Understand the factors influencing obesity and the metabolic consequences of obesity and its relationship to chronic disease.
- Understand the factors influencing the development of eating disorders and eating disorder sequelae.
- Demonstrate an understanding of the general principles of fitness psychology as they apply to exercise professionals.

### LEARNING GOAL 2 (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)

Candidates in the Applied Nutrition program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will have the opportunity to:

- Understand and evaluate educational programs and prevention and treatment interventions toward improving the health status of target population groups.
- Acquire the skills necessary to interpret, design and/or conduct applied nutrition and fitness research.
- Create and/or evaluate a comprehensive and coherent educational and/or instructional nutrition tool, care plan or program using appropriate technologies.
- Prescribe safe and effective exercise for a variety of populations, including healthy clients and special populations (e.g., pregnant women, elderly, children, etc.).
- Create an appropriate sports specific exercise prescription for an athlete.

### LEARNING GOAL 3 (SERVICE)

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

Students will have the opportunity to:

- Describe the ethical principles of respect for persons, beneficence, and justice, both within the context of research and within the larger context of professional practice.
- Understand moral and ethical implications of media influences and policy decisions that affect the health and well-being of consumers: patients, clients, and the community at large.
- Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the local community, and show utility of such resources in developing health promotion and disease prevention programs to benefit society.

## LEARNING GOAL 4 (PROFESSIONALISM)

Candidates in the Applied Nutrition program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of sound evidence-based knowledge, skills, and attitudes for effective performance ensuring that all patients, clients and/or consumers have optimal opportunities to learn and grow.

Students will have the opportunity to:

- Write a research proposal that demonstrates an understanding of research design by incorporating appropriate consideration of ethical issues and controlling threats to internal and external validity.
- Use statistics as a tool for evaluating data and drawing inferences, and for judging the strength and quality of data used in research in health professions.

## LEARNING GOAL 5 (LEADERSHIP)

Candidates in the Applied Nutrition program will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on patients, clients, organizations, and the community at large.

Students will have the opportunity to:

- Understand and evaluate potential moral and legal consequences of decision-making relative to the health and welfare of patients and clients
- Understand, anticipate, and assess emerging trends and initiatives in order to promote best practices in health care and effective educational strategies with the goal of improving the health and well being of patients, clients, and the community at large.
- Understand, anticipate, and assess emerging trends and initiatives in order to promote best practices in health care and effective educational strategies with the goal of improving the health and well being of patients, clients, and the community at large.

## COURSES

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 122).

### NTR 505 Advanced Nutrition 3 Credits

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

**Prerequisite:** ALH 502, unless student is a Registered Dietician (RD).

**Offered:** every fall, online only.

### NTR 510 Adult and Pediatric Obesity 3 Credits

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

**Prerequisite:** ALH 502, unless student is a Registered Dietician (RD).

**Offered:** every spring, online only.

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

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

**Prerequisite:** ALH 502, unless student is a Registered Dietician (RD).

**Offered:** every spring, online only.

### NTR 536 Exercise Physiology 3 Credits

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

**Offered:** every summer, online only.

### NTR 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.

**Prerequisite:** permission of program director.

**Offered:** fall, spring, & summer; online only.

### NTR 612 Sociology of Nutrition 3 Credits

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

**Offered:** every fall, online only.

## Community and School Health

**Program Director:** Garry Ladd, DHSc

**Faculty:** Khalid Bibi, PhD, HFS; Dennis Koch, PhD, HFS; Kathy Hassey, MEd, RN, BSN; Arvela Heider, PhD; Ann Farrell, RN, MS, Med, NCSN; Sheryl Warren, MS, RD; Melva Visher, MA, RHIA; Dan Smith, PhD, CRC, NCC, LMHC, BCC.

**Degree:** Master of Science

## INTRODUCTION

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

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

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

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

- Nursing /Healthcare Administration.
- School, Corporate, and Public Health Education and Wellness Programming.
- Healthcare Management and Leadership.
- Health Policy Application.

## ADMISSION

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

To qualify for admission, all students must:

- Complete the graduate admissions application.
- Submit one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.70.
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Community and School Health at Canisius College. The statement may be submitted in the essay section of the graduate application.
- Complete a phone or face-to-face interview with the program director or a department representative.

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

## PROGRAM DETAILS

### Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more

than 2 grades below B-. More information can be found at the program (<https://www.canisius.edu/academics/programs/community-school-health>) website (<http://www.canisius.edu/community-school-health>).

## CURRICULUM

Total credit hours = 33. Each student must complete all of the courses in the curriculum, including a guided elective selected with his or her academic advisor.

Code	Title	Credits
ALH 500	Health Care Systems	3
ALH 501	Health Promotion and Disease Prevention	3
CSH 520	Leadership Initiatives in Community and School Health	3
CSH 530	State of the Nation's Child	3
ALH 540	Program Planning in Healthcare	3
CSH 550	Health Impacts on Academic Success K-12	3
CSH 670	Health Care and Public Policy	3
	Guided Elective	3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3
ALH 689	Master's Project <sup>1</sup>	3
Total Credits		33

<sup>1</sup> Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

## LEARNING GOALS & OBJECTIVES

### Learning GOAL 1 (KNOWLEDGE – OBSERVED IN WRITING)

**Candidates in the CSH program will have the opportunity to demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field. ALL COURSES Students will have the opportunity to:**

- Understand and promote continual and sustainable programs surrounding health education, physical education, health services, nutrition services, counseling, psychological and social services, health promotion, and family and community involvement.
- Understand how community and school (district) policies protect the health, welfare, and safety of its populations.
- Understand how communities and school districts are governed and how policy establishes the foundation for administrative roles, responsibilities, and initiatives.

### LEARNING GOAL 2 (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)

**Candidates in the CSH program will have the opportunity to demonstrate professional skills and dispositions necessary for successful performance in their field. ALL COURSES Students will have the opportunity to:**

- Demonstrate leadership initiative in community and school health programs and policies.



- Collaboratively develop and articulate their perceptions and understanding of community and school health programs and policies during class discussions and presentations.
- Respond to community and school health-related interests and needs by building and sustaining productive relationships with community and school partners.

### LEARNING GOAL 3 (SERVICE)

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

Students will have the opportunity to:

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

### LEARNING GOAL 4 (PROFESSIONALISM)

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

Students will have the opportunity to:

- Act with integrity and fairness to ensure community and school (district) accountability for every adult and student's academic and social success while modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.

### LEARNING GOAL 5 (LEADERSHIP)

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

Students will have the opportunity to:

- Understand and evaluate potential moral and legal consequences of health-related decision making in communities and schools (districts) and will promote social justice to ensure that individual community member and student needs address all aspects of health throughout the lifespan.
- Understand, anticipate, and assess emerging trends and initiatives in order to adapt community and school (district)-based leadership strategies in an effort to improve individual and community health and well-being.

## COURSES

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 122).

#### CSH 520 Leadership Initiatives in Community and School Health 3 Credits

This course is designed to expand the student's knowledge of a variety of leadership concepts and explore how these concepts can be integrated into community and school health settings. Students will examine organizational systems and structures, leadership styles, change theory, conflict and power, and coalition building.

Offered: every fall, online only.

#### CSH 530 State of the Nation's Child 3 Credits

An exploratory course on the national and statewide issues of poverty, child welfare, and youth at risk impacting the nation's children.

Offered: every fall, online only.

#### CSH 550 Health Impacts on Academic Success K-12 3 Credits

This course addresses the growing number of health issues unique to the school age child K-12. Topics such as expanding chronic health problems and diseases linked to teen lifestyle choices will be explored and discussed.

Offered: every spring, online only.

#### CSH 670 Health Care and Public Policy 3 Credits

This course expands the student's knowledge of the U.S. healthcare system and fosters understanding of the process of public policy development. Political policy debates related to school health are discussed.

Offered: every spring, online only.

## Health and Human Performance

Program Director: Dennis Koch, PhD, HFS

Faculty: Khalid Bibi, PhD, HFS; Rachel Darr, MS, RD, CSSD, CDN; Patrick Gannon, PharmD; Garry Ladd, DHSc; Daniel Smith, PhD, CRC, NCC, LMHC, BCC; Melva Visher, MA, RHIA; Mark Warner, MS; Sheryl Warren, MS, RD; Devorah Lucas, DBH, RDN, CDE; Rachel Darr, PhD, MS, RD, CSSD, CDN.

Degree: Master of Science

## INTRODUCTION

The Master of Science degree program in Health and Human Performance at Canisius College trains students in the areas of rehabilitative and preventive health, and gives students options to specialize in cardiac rehabilitation, health promotion, or strength and conditioning.

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. For out-of-town students, **all face-to-face courses required for graduation can be completed in 1 semester** in Buffalo, and the rest of the curriculum can be completed from anywhere.

The curriculum will provide students with appropriate course work and field experiences to prepare for the American College of Sports Medicine (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 2.70.
- Submit one (1) official undergraduate transcript from each institution attended with the degree posted from the degree-granting institution.
- Submit two (2) letters of recommendation.
- Provide evidence of sufficient college-level coursework in the areas of anatomy and physiology and exercise physiology. Students who do not meet prerequisites may be required to complete additional coursework.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Health and Human Performance at Canisius College. The statement may be submitted in the essay section of the graduate application.
- Complete a phone or face-to-face interview with the program director or a department representative.

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

## PROGRAM DETAILS

### Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-. More information can be found at the program website (<https://www.canisius.edu/academics/programs/health-human-performance>).

## CURRICULUM

Total credit hours = 34 or 35, depending on specialty track chosen. Every student must complete 19 credit hours of core courses, each of the courses in one (1) of the specialty tracks, and 6 credit hours of internship or thesis.

Code	Title	Credits
<b>Core Courses</b>		
ALH 502	Nutrition	3
HHP 506	Epidemiology	1
ALH 520	Exercise Prescription	3
HHP 521	Exercise Testing	3
ALH 582	Functional Conditioning	3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3

### Specialty Track

Select one of the specialty tracks listed below	9-10
<b>Additional Requirements</b>	
Select one of the following:	6
ALH 689 & ALH 699	Master's Project and Masters Project II <sup>1</sup>
HHP 603 & HHP 604	Internship I and Internship II
<b>Total Credits</b>	<b>34-35</b>

<sup>1</sup> Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

## SPECIALTY TRACK 1: CARDIAC REHABILITATION

Code	Title	Credits
HHP 601	Electrocardiography and Clinical Stress Testing	4
ALH 602	Cardiopulmonary Pathophysiology	3
ALH 621	Cardiopulmonary Pharmacodynamics	3
<b>Total Credits</b>		<b>10</b>

## SPECIALTY TRACK 2: HEALTH PROMOTION

Code	Title	Credits
ALH 501	Health Promotion and Disease Prevention	3
ALH 507	Clinical Health Behavior Change	3
ALH 540	Program Planning in Healthcare	3
<b>Total Credits</b>		<b>9</b>

## SPECIALTY TRACK 3: STRENGTH AND CONDITIONS

Code	Title	Credits
ALH 522	Fitness Psychology	3
HHP 583	Advanced Movement Analysis	3
ALH 622	Sports and Fitness Nutrition	3
<b>Total Credits</b>		<b>9</b>

## LEARNING GOALS & OBJECTIVES

### LEARNING GOAL 1: (KNOWLEDGE – OBSERVED IN WRITING)

Degree candidates in the M.S. program in Health and Human Performance program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will have the opportunity to:

- Have a thorough understanding of how to obtain and evaluate a potential client's health status through a medical history, risk stratification, and other pre-exercise evaluations.
- Demonstrate a working knowledge of basic principles of nutrition and how they relate to exercise performance and health.
- Demonstrate an understanding of the pathophysiology of common cardiovascular and pulmonary diseases.
- Understand the mechanisms through which commonly used medications used to treat cardiovascular and pulmonary diseases work to ameliorate symptoms.
- Understand and be able to apply behavior change principles as they apply to health settings.
- Understand and promote continual and sustainable programs surrounding health education, physical education, health services, nutrition services, counseling, psychological and social services, health promotion, and family and community involvement.
- Demonstrate an understanding of the general principles of fitness psychology as they apply to exercise professionals.

### LEARNING GOAL 2: (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)

Degree candidates in the M.S. program in Health and Human Performance program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will have the opportunity to:

- Prescribe safe and effective exercise for a variety of populations, including healthy clients, and special populations (i.e. pregnant, elderly, child, disease populations, etc.).
- Create an appropriate sport-specific exercise prescription for an athlete.
- Use standardized exercise protocols to measure body composition, aerobic fitness, muscular strength, muscular endurance, flexibility, muscular power, agility, and speed.
- Understand 12-lead electrocardiography to be able to identify heart rate, rhythm, electrical axis, and any signs of hypertrophy, injury, ischemia or infarction.
- Understand and be able to apply behavior change principles as they apply to health settings.
- Critique an individual's fundamental movement patterns during physical activity, and prescribe appropriate corrective steps for correcting deficiencies, if necessary.

### Learning Goal 3: (SERVICE)

Degree candidates in the M.S. program in Health and Human Performance 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 have the opportunity to:

- Describe the ethical principles of respect for persons, beneficence, and justice, both within the context of research and within the larger context of professional practice.
- Understand and mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the local community.
- Understand moral and ethical implications of policy options and political strategies.
- Model *cura personalis*, (care for the person) in a professional setting by treating colleagues and clients with dignity, compassion, and respect.

### LEARNING GOAL 4: (PROFESSIONALISM)

Degree candidates in the M.S. program in Health and Human Performance 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 have the opportunity to:

- Write a research proposal that demonstrates an understanding of principles of research design by incorporating appropriate consideration of ethical issues and controlling threats to internal and external validity.
- Use statistics as a tool for evaluating data and drawing inferences, and for judging the strength and quality of data used in research in health professions.
- Demonstrate dependability, preparedness, confidence, and responsibility in a professional setting.

### LEARNING GOAL 5: (LEADERSHIP)

Degree candidates in the M.S. program in Health and Human Performance 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 have the opportunity to:

- Apply concepts of epidemiology to evaluate the potential impact of health and lifestyle decisions on health status improve individual and community health.

- Understand and anticipate the potential impact of their professional performance on individual clients or research subjects.

## COURSES

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 122).

### HHP 506 Epidemiology 1-2 Credits

The study of the distribution and determinants of health related states or events in a population and applications to control specific health problems. Emphasis will be placed on discussing evidence for the role of lifestyle choices in determining long-term health and chronic disease risk.

**Offered:** every fall, online only.

### HHP 521 Exercise Testing 3 Credits

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

**Offered:** every spring.

### HHP 583 Advanced Movement Analysis 3 Credits

In this course, students will learn how to perform functional movement screens to evaluate movement patterns. Students will also learn how to interpret and analyze movement patterns to identify muscular weaknesses/ imbalances as well as areas where flexibility limits proper execution of a movement. Finally, students will learn to customize an exercise/stretching routine to address the limitations of the athlete to both improve their athletic performance and reduce the risk of injury.

**Prerequisite:** ALH 582.

**Offered:** every spring.

### HHP 601 Electrocardiography and Clinical Stress Testing 3-4 Credits

This course is designed to present the theoretical principles of electrocardiography. Topics include a review of cardiac physiology including the normal sequence of cardiac muscle depolarization and repolarization, determination of heart rate and rhythm, electrical axis and the diagnosis of cardiac rhythm in 12-lead ECG. Special emphasis will be placed on myocardial ischemia, myocardial infarction, treatment and clinical evaluation. Pharmacological interventions and the impact of the ECG, as well as exercise will be discussed. There will also be a laboratory component in which students will gain hands-on practical experience in ECG electrode placement and clinical stress testing, culminating in a practical exam in which students are expected to run an ECG stress test.

**Offered:** every spring.

### HHP 603 Internship I 3 Credits

A supervised part-time internship in clinical and non-clinical exercise programs or in clinical exercise testing laboratories. Includes clinical exercise testing, exercise prescription and/or exercise leadership experiences. Requires students to complete a minimum of 120 hours.

**Prerequisite:** permission of program director & associate dean.

**Offered:** fall, spring & summer.

### HHP 604 Internship II 3 Credits

Continues HHP 603.

**Prerequisite:** HHP 603 & permission of program director.

**Offered:** fall, spring & summer.

## Respiratory Care

Program Director: Arthur Taft, PhD, RRT, FAARC;

**Faculty:** Claire Aloan, MS, RRT; Patrick Gannon, PharmD; Margaret Garfoot, MS RD, CDN; Garry Ladd, DHS; Daniel Smith, PhD, CRC, NCC, LMHC, BCC; Christina Weatherby, MS, RRT; Leah Macvie, MS; Ray Mueller, MS.

**Degree:** Master of Science

## INTRODUCTION

The online Master of Science degree program in Respiratory Care (MSRC) is designed for Registered Respiratory Therapists looking to strengthen their career and become an expert in the field.

The MSRC program is offered in a fully online format, structured to fit the busy lifestyle of working students. The 33 credit hour master's program may be completed in as little as 1 year with full-time study. The MSRC consists of 5 core courses and 6 specialty track courses. The program provides students with the opportunity to select one of the specialty areas below:

- Respiratory Therapeutics
- Respiratory Care Education

Students in the online Master's Degree in Respiratory Care program can expect to prepare for clinical practice, undergo leadership training in management, supervision, education and research, develop skills to formulate appropriate questions, organize and test hypotheses, and apply research results to practice, among other acquired skills. More information can be found at the Respiratory Care program's website (<https://www.canisius.edu/academics/programs/respiratory-care>).

## ADMISSION

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

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

- Complete the graduate admissions application.
- Submit one (1) official undergraduate transcript showing completion of a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.70.
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide evidence of current licensure as a Registered Respiratory Therapist.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Respiratory Care. The statement may be submitted in the essay section of the graduate application.
- Complete a phone or face-to-face interview with the program director or a department representative.

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

## PROGRAM DETAILS

### Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If

the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-.

## CURRICULUM

Total credit hours = 33

Every student must complete 21 credit hours of core courses and each of the courses in one (1) of the specialty tracks (12 credits).

Code	Title	Credits
<b>Core Courses</b>		
ALH 501	Health Promotion and Disease Prevention	3
RES 512	Pulmonary Function Testing	3
RES 618	Pulmonary and Cardiac Rehabilitation	3
ALH 602	Cardiopulmonary Pathophysiology	3
ALH 621	Cardiopulmonary Pharmacodynamics	3
ALH 631	Research Methods in Allied Health	3
ALH 632	Data Analysis and Statistics	3
<b>Specialty Track</b>		
Select one of the specialty tracks listed below		12
Total Credits		33

### SPECIALTY TRACK 1: RESPIRATORY THERAPEUTICS

Code	Title	Credits
ALH 503	Medical Nutrition Therapy	3
RES 612	Advanced Cardiopulmonary Monitoring	3
RES 615	Advanced Topics in Ventilatory Support	3
ALH 689	Master's Project <sup>1</sup>	3
Total Credits		12

<sup>1</sup> Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

### SPECIALTY TRACK 2: RESPIRATORY CARE EDUCATION

Code	Title	Credits
RES 522	Adult Learning Theory	3
ALH 645	Teaching Technology for Health Leaders	3
ALH 689	Master's Project	3
ALH 699	Masters Project II <sup>1</sup>	3
Total Credits		12

<sup>1</sup> Students will receive a grace period of 1 term to complete the thesis without having to register for ALH 700. However, any student who has not completed their final thesis/project by the end of the grace period will be registered for the 1-credit hour course, ALH 700 for that semester, and then for each subsequent semester until the project/thesis is complete.

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1

Candidates in the Respiratory Care program will demonstrate content knowledge and professional knowledge necessary for successful advanced performance in respiratory therapy.

Students will:

- Assess and evaluate patient's cardiopulmonary status, to provide appropriate care by applying patient care protocols, and to evaluate the medical and cost effectiveness of their care.

### Learning Goal 2

Candidates in the Respiratory Care program will demonstrate professional skills and dispositions necessary for successful advanced performance in respiratory therapy.

Students will:

- Develop a better understanding of therapeutic techniques, medications, and medical devices to evaluate and treat patients with increasingly complex cardiopulmonary disorders.
- Develop clinical knowledge to become specialists in the areas of critical care, pulmonary function technology and cardiopulmonary diagnostics, polysomnography, and other clinical areas, as needed.

### Learning Goal 3

Candidates in the Respiratory Care program will demonstrate willingness to use their advanced skills to benefit and serve patients who utilize respiratory therapy services while maintaining an environment that offers a commitment to social justice with respect and dignity to all.

Students will:

- Model and promote dignity and respect to all patients while administering appropriate care and assistance in respiratory care.

### Learning Goal 4

Candidates in the Respiratory Care program will continuously assess and refine their professional practice as they build a large collection of research-based knowledge, skills, and attitudes for ensuring professionalism throughout their professional career as respiratory therapists.

Students will:

- Demonstrate professional educational knowledge necessary to teach at college and university based respiratory care educational programs.
- Demonstrate ability to formulate appropriate questions, organize and test hypotheses, and apply research results to the practice of respiratory care.
- Act with integrity and fairness to ensure a professional system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

## Learning Goal 5

Candidates in the Respiratory Care program will become acquire the necessary knowledge to become effective leaders in their field by developing confidence in their own decision-making with respect to their patients, the community and their peers.

### Students will:

- Demonstrate critical thinking, decision-making, and competence to perform newly expected responsibilities.
- Demonstrate leadership in the areas of management, supervision, education and research.
- Demonstrate ability to plan, develop, and deliver high quality, cost-effective health care services.

## COURSES

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 122).

### RES 512 Pulmonary Function Testing 3 Credits

A study of pulmonary diagnostic techniques, with an emphasis on pulmonary function testing and interpretation.

**Offered:** every spring, online only.

### RES 522 Adult Learning Theory 3 Credits

The concept of lifelong learning has become an increasing reality as adults continually engage in learning activities, whether through their employer, institutions of higher education, or self-directed study. This course will examine the social and psychological aspects of adult development and learning, including the various motivations of adult learners. Students will also learn various methods of training and development, as well as specific instructional practices.

**Offered:** every fall, online only.

### RES 612 Advanced Cardiopulmonary Monitoring 3 Credits

This course is an overview of invasive and noninvasive cardiopulmonary monitoring, emphasizing theory of operation and techniques. Topics include physiologic principles of hemodynamic monitoring, pulmonary artery catheter use, respiratory gas monitoring, noninvasive and minimally-invasive hemodynamic monitoring, clinical applications of hemodynamic and respiratory gas monitoring, work of breathing determinations, and respiratory muscle strength.

**Prerequisites:** ALH 602 and ALH 621.

**Offered:** every fall, online only.

### RES 615 Advanced Topics in Ventilatory Support 3 Credits

Advanced study in methods of mechanical ventilatory support. Patient assessment by advanced monitoring is stressed, with attention to patient ventilator interactions, optimization of ventilatory support, and weaning of marginal patients. New ventilation technology and modes of support are discussed.

**Prerequisite:** ALH 602 and 621

**Offered:** every spring, online only.

### RES 618 Pulmonary and Cardiac Rehabilitation 3 Credits

This course explores pulmonary/cardiac rehabilitation clinics and combines exercise training with behavioral and educational programs designed to help patients with COPD and cardiac issues control symptoms and improve day-to-day activities. We will look at the team approach--patients work closely with their doctors; nurses; respiratory, physical, and occupational therapists; psychologists, exercise specialists; and dietitians. We will also explore the differences between cardiac and pulmonary rehabilitation.

**Offered:** every spring, online only.

## Health Information Technology

Program Director: Arvela Heider, PhD

Faculty: Bonnie Sunday, MD; Raymond Mueller, MS; Heather Lindstrom, PhD; Vicki Landes, RN, BSN, MBA; Leah Macvie, MS.

Degree: Master of Science

## INTRODUCTION

The Online Master of Science in Health Information Technology is the only fully online master's degree in Western New York that allows students to sit for certification exams from organizations such as Healthcare Information, Management Systems Society (HIMSS), and The American Health Information Management Association (AHIMA).

The MS in Health Information Technology is completed entirely online and is designed for professionals who are currently working in health care, technology, health care policy, public health or related fields. The program is 38 credit hours and has no residency requirement, making it ideally suited for working professionals who need to balance work, family, and continuing education.

The program is ideal for working professionals and will prepare graduates to:

- Assume a leadership role in the emerging health care field.
- Understand increasingly complex health care operations.
- Serve others to help improve health care delivery.
- Obtain the skills needed to use health information as part of the decision-making and critical thinking necessary to work in the health care field.
- Gain marketable knowledge and skills in the health care environment.
- Work wherever health information is collected, organized and analyzed.
- Quickly contribute to the efficiency and productivity of a health care organization.
- Take certification exams from such organizations as Healthcare Information and Management Systems Society (HIMSS) and The American Health Information Management Association (AHIMA).

## ADMISSION

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. **The program starts only during the fall semester**, and the optional accelerated eight-week terms allow you to complete the program in two years by taking classes during the summer.

To qualify for admission, all students must:

- Complete the graduate admissions application.
- Complete a baccalaureate degree from an accredited institution of higher learning with a minimum GPA of 2.70.
- Submit one (1) official undergraduate transcript from each institution attended with the degree posted from the degree-granting institution.
- Submit two (2) letters of recommendation.
- Submit a current resume.
- Provide a statement of purpose of approximately 500 words explaining your motivation for pursuing the MS in Health Information Technology at Canisius College. The statement may be submitted in the essay section of the graduate application.



- Complete a phone or face-to-face interview with the program director or a department representative.

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

## PROGRAM DETAILS

### Academic Standing

Students must maintain a GPA of 3.00 to graduate from the program. If the GPA drops below 3.00, the student will be placed on academic probation. If the student does not bring his/her cumulative GPA above 3.00 by the end of the next term, the student may be dismissed from the program. A student may also be academically dismissed from the program by receiving more than 2 grades below B-. More information can be found at program website (<https://www.canisius.edu/academics/programs/health-information-technology>).

## CURRICULUM

Total credit hours = 35

Every student must complete all of the courses in the curriculum, including the professional project.

Code	Title	Credits
ALH 500	Health Care Systems	3
HIT 515	Introduction to Health Information Technology	3
HIT 525	Introduction to Information and Computer Science	3
HIT 535	Understanding EHRs	3
HIT 545	Health Management Information Systems	3
HIT 555	Networking and Health Information Exchange	3
HIT 600	Health IT Workflow	3
HIT 615	Public Health Information Technology	3
HIT 625	Health IT Security and Privacy	3
HIT 635	Planning, Management, and Leadership for Health IT	3
ALH 645	Teaching Technology for Health Leaders	3
HIT 689	Master's Project/Practicum I	1
HIT 699	Master's Project/Practicum II	1
Total Credits		35

## LEARNING GOALS & OBJECTIVES

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

Candidates in the MS Health IT program will have the opportunity in all courses to demonstrate content knowledge, pedagogical, and the professional knowledge necessary for successful performance in their professional careers.

Students will have the opportunity to:

1. Demonstrate understanding of principles of health IT in various health care settings.
2. Demonstrate the ability to use the commonly used terms in health IT include clinical vocabularies as well as terminologies related to the implementation of information systems.

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

Candidates in the MS Health IT program will have the opportunity in all courses to demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will have the opportunity to:

1. Understand adoption of health IT standards in the context of the HITECH Act.

### Learning Goal 3 (SERVICE)

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

Students will have the opportunity to:

1. Understand moral and ethical implications of use of Health IT.
2. Communicate effectively about Health IT across the full range of use that will be encountered in health care settings.

### Learning Goal 4 (PROFESSIONALISM)

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

Students will have the opportunity to:

1. Act with integrity and fairness to ensure Health IT accountability for while modeling principles of self-awareness, reflective practice, transparency, and ethical behavior.

### Learning Goal 5 (LEADERSHIP)

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

Students will have the opportunity to:

1. Understand the roles and responsibilities in Health IT, how the roles complement or overlap with one another.

Understand, anticipate, and assess emerging trends in Health IT.

## COURSES

In addition to the courses listed below, courses for this program with the Allied Health (ALH) prefix can be found on the Professional Studies page (p. 122).

### HIT 515 Introduction to Health Information Technology 3 Credits

This course traces the development of IT systems in health care and public health, beginning with the experiments of the 1960s and culminating in the HITECH Act. The course focuses on the concept of meaningful use of technology and the federally required stages of Meaningful Use.

**Offered:** every fall & spring, online only.

**HIT 525 Introduction to Information and Computer Science 3 Credits**

This course is recommended for students without an IT background providing: a basic overview of computer architecture; data organization, representation and structure; networking; and data communication. Includes basic terminology of computing.

**Prerequisite:** HIT 515.

**Offered:** every spring, online only.

**HIT 535 Understanding EHRs 3 Credits**

This course introduces students to the components, selection, use and optimization of electronic health records (“EHRs”). Policies and reports that have encouraged adoption of EHRs will be reviewed. Functionality, usability and safety issues will be emphasized. The course enables students to understand the impact of EHR adoption on health care providers and patients in the United States.

**Prerequisites:** HIT 515, HIT 525, and HIT 555.

**Offered:** every fall, online only.

**HIT 545 Health Management Information Systems 3 Credits**

This course presents general functions, purposes and benefits of health information systems in various health care settings in terms of their ability to support the requirements of a health care enterprise. Course content lays the foundation for understanding health management information systems (HMIS). Topics include HMIS: applications; planning; management; standards; and case studies.

**Prerequisite:** ALH 500 & HIT 515.

**Offered:** every summer, online only.

**HIT 555 Networking and Health Information Exchange 3 Credits**

This course involves instruction on data mobility (HISP) and other standards, Internet protocols, federations and grids, the National Health Information Network (NHIN) and other nationwide approaches, continuity of care documents, etc.

**Prerequisite:** HIT 515 & HIT 525.

**Offered:** every spring, online only.

**HIT 600 Health IT Workflow 3 Credits**

This course introduces the concepts of health IT and practice workflow redesign as instruments of quality improvement. For those focused on health care, course materials will address establishing a culture that uses IT to support improved quality and safety. Approaches to assessing patient safety issues and implementing quality management and reporting through electronic systems will be discussed. For those with IT backgrounds, the course includes fundamentals of health workflow process analysis and redesign as a necessary component of complete practice automation; includes topics of process validation and change management.

**Prerequisites:** ALH 500, HIT 515, 525, and 555

**Offered:** every summer, online only.

**HIT 615 Public Health Information Technology 3 Credits**

This course provides an overview of specialized public health applications such as registries, epidemiological databases, and bio-surveillance.

**Prerequisite:** HIT 515, HIT 525, HIT 535, HIT 545, HIT 555.

**Offered:** every summer, online only.

**HIT 625 Health IT Security and Privacy 3 Credits**

This course will focus on increasing understanding of the State and Federal health care laws and regulations regarding security and privacy. Students will learn to develop health care solutions and strategies within the limitations of these statutes. Students will demonstrate an understanding of HIPAA and how to protect its use or guard against misuse.

**Prerequisite:** HIT 515, HIT 525, HIT 535, HIT 545, HIT 555.

**Offered:** every fall, online only.

**HIT 635 Planning, Management, and Leadership for Health IT 3 Credits**

This course is intended for those preparing for leadership roles and includes the principles of leadership and effective management of teams. Emphasis on the leadership modes and styles best suited to health IT deployment. Students will receive a broad overview of project management including some distinctive characteristics of health IT projects. This unit includes several real life scenarios to illustrate the diversity of projects in health IT.

**Prerequisite:** HIT 515, HIT 525, HIT 535, HIT 545, HIT 555.

**Offered:** every spring, online only.

**HIT 689 Master’s Project/Practicum I 1 Credit**

The master’s project is designed as a rigorous scholarly activity that provides an opportunity to integrate theoretical knowledge with research and/or practical experience.

**Prerequisite:** HIT 515, HIT 525, HIT 535, HIT 545, HIT 555 & permission of program director.

**HIT 699 Master’s Project/Practicum II 1 Credit**

The master’s project is designed as a rigorous scholarly activity that provides an opportunity to integrate theoretical knowledge with research and/or practical experience.

**Prerequisite:** HIT 515, HIT 525, HIT 535, HIT 545, HIT 555 & permission of program director.

## Sport Administration SPORT ADMINISTRATION ONLINE

**Program Director:** Shawn O’Rourke

**Faculty:** Nicolas Lorgnier

**Degree:** Master of Science

### Introduction

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

The sport administration program also includes a business management core of courses in accounting, economics, statistics and management offered in the AACSB-accredited M.B.A. program of the Richard J. Wehle School of Business. More information can be found at the program website (<https://www.canisius.edu/academics/programs/sport-administration>).

### Admission

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

## CURRICULUM

### Program Details

Code	Title	Credits
<b>Sport Administration Core</b>		
MSA 520	Leadership in Sport	3
MSA 550	Strategic Sport Marketing	3
MSA 560	Moral and Ethics in Sport	3
MSA 611	Risk Management and Contract Negotiation	3

MSA 660	Sport Finance and Business	3
MSA 799	Internship in Sport Administration	6
MSA 899	Practica for International Students	0
<b>Business Management Core</b>		
MBA 503	Statistics for Managers	3
MSA 613	Organizational Behaviors	3
MBA 504	Economics for Managers	3
MBA 505	Financial Accounting	3
<b>Specialization/Concentration Area</b>		
Select any three electives:		9
MSA 530	Managing Sport Facilities	
MSA 565	Sport Communication	
MSA 621	Rule Compliance Intercollegiate Athletics	
MSA 631	Intercollegiate Athletics	
MSA 641	Professional Sport	
MSA 650	Special Events	
MSA 670	Globalization of Sport	
Total Credits		42

## On-line Sport Administration Curriculum

Code	Title	Credits
MSA 520	Leadership in Sport <sup>1</sup>	3
MSA 530	Managing Sport Facilities <sup>2</sup>	3
MSA 550	Strategic Sport Marketing <sup>1</sup>	3
MSA 560	Moral and Ethics in Sport <sup>1</sup>	3
MSA 565	Sport Communication <sup>1</sup>	3
MSA 611	Risk Management and Contract Negotiation <sup>1</sup>	3
MSA 631	Intercollegiate Athletics <sup>1</sup>	3
MSA 641	Professional Sport <sup>1</sup>	3
MSA 660	Sport Finance and Business <sup>1</sup>	3
MSA 799	Internship in Sport Administration <sup>1</sup>	6
Total Credits		33

<sup>1</sup> Required Course

<sup>2</sup> Elective Course

30 credits of required and 3 credits of elective courses

Add:

Code	Title	Credits
MSA 621	Rule Compliance Intercollegiate Athletics	3

Add:

## LEARNING GOALS & OBJECTIVES

### Learning Goal 1 (Knowledge-Observed in Writing)

Candidates in the GR Sport Management programs will demonstrate content and professional knowledge necessary for successful performance in their field.

Students will:

- Demonstrate an understanding of the common principles of sport management; sport leadership; sport operations management; event and venue management; and sport governance.

- Demonstrate an understanding of the principles of finance, and the economics of sport as they fit into national and international economies.

### Learning Goal 2 (Knowledge – Observed Skills and Dispositions)

Candidates in the GR Sport Management programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Demonstrate the ability to communicate with various public and professional audiences through written texts, oral discussions, and multi-media presentations.
- Demonstrate skill in the application of the basic principles of interpersonal and mass communications through interaction with internal and external sport publics.
- Demonstrate essential management and business related skills in the work place.
- Demonstrate skillful operation of technology and assessment related tools that may be applied to various sport management settings.

### Learning Goal 3 (Service)

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

Students will:

- Demonstrate understanding of the critical social, psychological, and philosophical base issues of the sport environment.
- Demonstrate understanding of moral and ethical implications of sport policy and strategies.

### Learning Goal 4 (Professionalism)

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

Students will:

- Learn to ask challenging, probing questions and seek thorough, well-rounded answers.
- Act with integrity and fairness to ensure a professional system of accountability for every student's academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

### Learning Goal 5 (Leadership)

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

Students will:

- Demonstrate the ability to assume leadership roles in various professional settings and work effectively with diverse groups and organizations seeking to improve the performance of those they lead.
- Understand and can anticipate and assess emerging trends and initiatives in the sport environment.

## COURSES

### **MSA 520 Leadership in Sport 3 Credits**

This course will examine the concepts relating to efficient management and leadership of the sport industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events and personnel.

### **MSA 530 Managing Sport Facilities 3 Credits**

This course is designed to provide learning experiences in the administrative tasks of planning, managing, and operating various types of athletic facilities. Financial, legal, and safety issues relevant to operating facilities will be examined. In addition, management principles and concepts as they affect program selection and scheduling of sport and fitness facilities will also be examined.

### **MSA 550 Strategic Sport Marketing 3 Credits**

A study of marketing concepts with application to sport organizations. Topics include promotions and public relations, sport consumer behavior, strategic market planning, marketing information management, marketing communications, branding and sponsorship sales.

### **MSA 560 Moral and Ethics in Sport 3 Credits**

This course helps students establish a fundamental philosophy for sport in their personal and professional life. The course addresses the decision to be involved in sports in a professional capacity, the decisions that drive actions and decision-making in professional life and the formulation of a personal ethical code.

### **MSA 565 Sport Communication 3 Credits**

A study of basic knowledge and understanding of media relations in sport. Emphasis on building and managing an effective media relations program at the intercollegiate and professional levels. Examines news releases, home town features, contest management, press conferences, statistics and publications.

### **MSA 599 Independent Study 1-3 Credits**

Independent studies require an application and approval by associate dean. **Prerequisite:** permission of the instructor, department chair, & associate dean.

### **MSA 611 Risk Management and Contract Negotiation 3 Credits**

This course is directed at understanding basic legal concepts in the sport setting. As a practical matter, the course will aid the student in recognizing how these legal concepts can be applied in the administration and management of sport programs, facilities and personnel.

### **MSA 613 Organizational Behaviors 3 Credits**

Presents existing research, theories and models explaining how individual and group behavior and processes shape the internal dynamics of organizations. Provides the foundation to understand contemporary debates concerning alternative organizational designs and management practices.

### **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 661 Guest Service Professional 3 Credits**

This course provides guidelines and best practices for providing excellent customer service that will enable frontline associates and service staff in back-up and support roles to build, maintain, and increase a loyal customer base in professional sport.

### **MSA 670 Globalization of Sport 3 Credits**

This course is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, political, economic, management and governance perspectives will be considered. Focus will be given to international football and sport leagues and teams, the globalization of sport, market dynamics, and social impact.

### **MSA 798 Internship in Sport Administration 3 Credits**

Individually structured work-related independent research guided by a faculty/staff member. The goal is to integrate student's academic experience with that of the work place. Research report required.

### **MSA 799 Internship in Sport Administration 1-6 Credits**

Individually structured work-related independent research guided by a faculty/staff member. The goal is to integrate student's academic experience with that of the work place. Research report required.

**Prerequisites:** completion of all other required courses and the signature and approval of program director.

### **MSA 899 Practica for International Students 0 Credits**

Allows the international student to learn and gain experience in the workings of a sport and/or entertainment organization in the United States.

## **Sport Product Development (MS)**

Beginning in Fall 2018, we will begin offering an online MS in Sport Product Development. Dr. Shawn O'Rourke, Chair of Kinesiology, is the Program Director and can provide additional information.



# STUDENT AFFAIRS

## Our Mission

The division of Student Affairs at Canisius College intentionally cultivates an environment where students are expected to be attentive to their experiences, reflect upon the meaning of those experiences, and develop a lifelong habit of discernment in order to encourage purposeful action.

## Our Values

The values of the Student Affairs division at Canisius College are consistent with those stated in the College's Strategic Plan, and we emphasize the following values:

- Diversity and inclusivity
- Care and respect for every person
- Spiritual development
- Healthy lifestyle
- Teamwork
- Collegiality
- Kindness
- Humor

The vice president for student affairs determines all student affairs policies and procedures for the college, subject to the approval of the president.

Assistance to students is provided by the following offices within the division of student affairs:

- ALANA (African American, Latino/a, Native American, Asian American) Student Center (p. 139)
- Athletics – Division I Intercollegiate (p. 139)
- Campus Ministry (p. )
- Counseling Center (p. )
- The Griff Center for Academic Engagement (p. )
- International Student Programs (p. )
- Public Safety (p. )
- Student Health Center (p. )
- Study Abroad Programs (p. )

## Student Life

- Student Involvement (p. )
- Club Sports and Intramurals (p. )
- New Student Orientation (p. )
- Office of Event Services (p. )
- Housing (p. 143)

## ALANA STUDENT CENTER

(ALANA = African American, Latino/a American, Asian American, Native American students) A genuine, pluralistic campus fosters respect, equality and understanding of a mosaic of cultural heritages. Such a campus recognizes the interdependence of cross-cultural student communities and the integrity of each individual. The college aims for all individuals to feel a sense of inclusion in the college's mission and activities, particularly those who have been historically marginalized in America primarily due to the color of their skin.

The ALANA Student Center (<https://www.canisius.edu/student-experience/student-support-services/alana-student-center>) assists the college in providing services for ALANA students while educating the entire student population about ALANA cultural patterns and trends in higher education. The staff assists students concerning racial perspectives, self-concept issues and participatory involvement within the framework of the campus.

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

## ATHLETICS

Canisius College conducts an extensive NCAA Division I athletics program for both men and women and is a member of the MAAC Conference and the Atlantic Hockey Conference.

### Men's Sports

- Baseball
- Basketball
- Cross-country/indoor/outdoor track
- Golf
- Ice hockey
- Lacrosse
- Soccer
- Swimming and diving

### Women's Sports

- Basketball
- Cross-country/indoor/outdoor track
- Lacrosse
- Rowing
- Soccer
- Softball
- Swimming and diving
- Volleyball

## CAMPUS MINISTRY

Campus Ministry (<https://www.canisius.edu/faith-and-service/campus-ministry>) supports the spiritual and religious life of the campus with activities open to students and staff of all faiths. Campus Ministry seeks to empower students, faculty, administrators, staff and alumni as persons of faith "for and with others" in the Catholic, Jesuit tradition.

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

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

## COUNSELING CENTER

The Counseling Center (<https://www.canisius.edu/student-experience/student-support-services/counseling-center>) is committed to developing the personal and academic potential of Canisius College students by providing comprehensive counseling services and outreach education to support the emotional and mental health of our students. Professional counseling services are available to all registered students, at no additional cost, to address concerns that may interfere with a student's academic success and personal growth. In addition to individual and group counseling, counselors are available during and after college business hours for crisis intervention and mental health emergencies. Counselors are also available for consultation and referrals to community resources.

Students who access counseling services are assured confidentiality, unless it is apparent that a student may do harm to others. A student's privacy and confidentiality are carefully guarded and protected. No information about participation in counseling becomes part of any official record. Students may schedule appointments by calling the Counseling Center at 716-888-2620. Appointments may also be scheduled in person. The Counseling Center is located in Bosch Hall Room 105, directly off the lobby of Bosch Hall. Enter via the quad side entrance of Bosch. The Counseling Center offers many educational programs and workshops throughout the academic year for the Canisius College community. Refer to the Counseling Center website for the most current information on programs and services, including online screening programs and self-help information.

## THE GRIFF CENTER FOR ACADEMIC ENGAGEMENT

The Griff Center for Academic Engagement (<https://www.canisius.edu/student-experience/student-support-services/griff-center>) represents a collaboration between the Office of Academic Affairs and the Office of Student Affairs that provides comprehensive programs, services, and resources to support student academic and career success and a transformative learning experience grounded in our Catholic, Jesuit mission. The Griff Center assists students in their academic and professional development and provides them with the support and assistance they need to become successful lifelong learners.

### Strengths

The Griff Center uses StrengthsFinder to assist students in identifying and optimizing their strengths and applying them to all aspects of their lives. StrengthsFinder is used by hundreds of colleges and universities throughout the United States and it has been determined that students who are aware of their strengths are more likely to stay in college, earn higher GPA's, and find success securing internships and jobs.

A student's Strengths experience begins by taking the StrengthsFinder online assessment, which takes 20-30 minutes to complete. The top 5 talent themes are identified and this is the first step towards developing natural talents into strengths. The Griff Center helps guide students through the different themes, helps the student develop ways to incorporate their strengths into their daily life, and build upon them as they explore academic and career goals. Stop by the Griff Center to make an appointment to learn more about this great opportunity.

### Tutoring Services (OM 315)

Tutoring services are available for all Canisius students and provide a variety of opportunities for them to achieve their own academic success. Group tutoring sessions allow students to receive academic assistance from peer and adjunct professor tutors. Tutors are available in the majority of academic

disciplines and employ various academic strategies to help address individual student needs.

### Study Zone (OM 318)

Open to all Canisius students, Study Zone provides students with an opportunity to focus on academic work in a quiet environment conveniently located near Tutoring Services where additional assistance may be sought.

### Academic Mentor Program (OM 317)

This program presents students with an opportunity to meet one-on-one with an academic mentor on a regular basis to assist with better time management, prioritization of responsibilities, study skills, and assistance needed to achieve academic success.

### Accessibility Support (OM 317)

Committed to creating equal access for all Canisius students with disabilities, Accessibility Support helps meet individual needs and oversees the administration of reasonable accommodations and proctoring exams. Academic and non-academic accommodations are determined on a case-by-case/course-by-course basis after review of a student's official documentation.

### Proctor Site (OM 317)

The Proctor Site assists in proctoring make-up exams for the campus community. Students must determine the feasibility of a make-up exam with their professor prior to making arrangements with the proctor site.

### Veterans Support (OM 320)

The Griff Center provides an environment that helps student-veterans achieve their academic and personal goals. Our staff is committed to creating a supportive and friendly atmosphere where students feel comfortable seeking assistance concerning both academic and non-academic issues. In addition, there is a lounge designated for student-veterans where they may study and relax between classes.

### Career Planning and Services: EXPLORE – EXPERIENCE – ENGAGE (OM 013)

The Griff Center is here to help students and alumni develop career plans and gain the professional skills needed in today's competitive job market.

Career development begins on day one at Canisius! The Griff Center has developed a three-point career action plan designed to help students and alumni:

- EXPLORE • Learn about their strengths and interests and how they relate to majors and careers
- EXPERIENCE • Gain experience through internships, service, and research
- ENGAGE • Network with alumni and employers to launch their career

The Griff Center provides personalized, services and programs to meet the complete career development needs of Canisius students and alumni. The Griff Center offers: Career coaching; Assistance with locating internship and job opportunities; Resume and cover letter review; Video mock interviews; On-Campus Interviews with local and national organizations; On-and Off-Campus recruiting events and professional development opportunities as well as engage in career programs and events.

### Handshake

The Griff Center is excited to provide students and alumni with free access to Handshake, a exclusive platform for Canisius students and alumni to search for full-time, part-time, volunteer, and internship opportunities as

well as engage in career programs and events. Handshake also has online resources for students' professional development.

## INTERNATIONAL STUDENT PROGRAMS

Whether you are an international student who will study on an F-1 student visa, a visiting student who will be studying abroad for one semester, or an incoming student who did not grow up in the United States, the Office of International Student Programs (<https://www.canisius.edu/global-education/international-student-programs>) is here to support you. The Office of International Student Programs (ISP) at Canisius College supports the needs and development of the global student community through advisement and cultural support, in order to assist them in achieving their academic, personal, and professional goals. Other services for international students include an extensive orientation for new students, assistance understanding immigration regulations and workshops on practical training benefits. Global Horizons, a student organization for American and international students, plans additional activities to promote cultural awareness on campus. An example of this is Global Fest, an annual event celebrating different cultures through food tasting, music, performances and crafts from around the world! International students are required to complete an online semester SEVIS registration form at the start of each semester. This form ensures that ISP properly registers them for the semester in the SEVIS (Student Exchange and Visitor Information System). All international students studying on an F-1 or J-1 visa are required by the college to purchase a health insurance plan offered by Canisius College. This plan is designed and written specifically for the health care needs of international students studying in the United States. Information about the required health insurance plan is available in the Office of International Student Programs.

## PUBLIC SAFETY

The Department of Public Safety, located in the basement of the Bosch Residence Hall, is open 24 hours a day, providing around the clock protection and services to the campus community. The department was established to protect the educational environment of Canisius College, keeping the environment free from the threat of physical harm, property damage and disruptive activity. Departmental objectives include aiding in the enforcement of federal, state and local laws; preventing crime; regulating non-criminal conduct and preserving the peace. Uniformed Public Safety Officers, all of whom are sworn peace officers, are on duty 24 hours a day, seven days a week, 365 days a year. Their primary responsibilities include patrolling the campus area on foot, on bicycles and in vehicles; security services; emergency response; and requests for assistance involving members of the campus community.

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

For a comprehensive summary of the activities and services provided by Public Safety, visit the Department of Public Safety website (<https://www.canisius.edu/student-experience/student-support-services/public-safety>).

### Crime Statistics

Canisius College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing available information on campus security and personal safety. This information includes crime prevention, public safety, law-enforcement authority, crime

reporting policies, disciplinary procedures and other important matters regarding campus security. Statistics are available from the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Canisius College, and on public property within or immediately adjacent to and accessible from the campus. Upon request, the Canisius College Advisory Committee on Campus Safety will provide all campus crime statistics as reported to the United States Department of Education. This information is available on the Public Safety website (<https://www.canisius.edu/student-experience/student-support-services/public-safety>) website (<http://www.canisius.edu/campus-life/public-safety/policy-laws-stats>). A printed copy may be obtained by calling the office of student affairs at 716-888-2130.

## STUDENT HEALTH CENTER

The Student Health Center (<https://www.canisius.edu/student-experience/student-support-services/student-health>) staff strives to provide high-quality care that is easy to access, individualized and designed to treat common sicknesses and injuries that slow down healthy college students. Staffed by doctors, a nurse practitioner and registered nurses, each visit offers an opportunity to feel better and to learn to optimize good health for success in college and beyond.

Appointments are not required but strongly encouraged. Students can schedule an appointment at myCanisiusHealth, by phone or by walking in to Student Health.

MyCanisiusHealth is a web based confidential health portal which allows students 24/7 access to schedule a Health Center appointment, locate health information and health care resources both on and off campus and receive confidential messages from Student Health medical staff. A link to myCanisiusHealth is located on the student portal page, under student services.

When Student Health is closed, students can visit one of the urgent care centers in Western New York. A list of those centers is located on myCanisiusHealth. In the event of a medical emergency on campus, students should contact Public Safety or dial 911.

Student Health does not write medical notes for missed classes or work.

Health Center appointment verifications are sent via college email from [noreply@medicat](mailto:noreply@medicat) each evening. Student Health recommends students share the email verification notice with faculty or employers if proof of a doctor's appointment is needed.

The Student Health Center web site (<https://www.canisius.edu/student-experience/student-support-services/student-health>) provides detailed information about Student Health services, hours, staff, location, health requirements, health insurance, medical notes and more.

### Health Insurance

Canisius College recommends all students have health insurance to ease the fiscal burden associated with sickness or injury. Students needing health insurance, who are US citizens, should visit [www.healthcare.gov](http://www.healthcare.gov) (<http://www.healthcare.gov>)

International students, studying on a F1 Visa, are required to purchase the international health insurance plan designed specifically for them. Information about the international student plan can be found at the Student Health Center web site.

### Accident Insurance

All full time undergraduates and full time graduate students are covered under a college sponsored accident plan. This plan works with a student's

own health insurance to help cover some of the costs associated with an accidental injury. This plan also provide an accidental death benefit. Information about the student accident injury plan can be found at the Student Health Center web site.

## Immunization Requirements for Class Attendance Measles, Mumps, Rubella

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

### Meningitis Requirement

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

### Submission Dates and Non-Compliance

Health requirements, including immunization records, must be submitted before the first day of class. Non-compliance with these health requirements results in registration cancellation, removal from college housing, and inability to register with the college for future semesters. If registration is cancelled, a student may be re-registered once the health forms are submitted and deemed complete. Canisius may charge a fee for re-registration. Compliance with these health requirements is strictly enforced across the campus.

Students who are only taking online courses are generally exempted from these requirements, although some online programs have established stricter immunization requirements prior to matriculation or course enrollment and these requirements are detailed in the program descriptions in the catalog.

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

## STUDY ABROAD PROGRAMS

Canisius College students who study abroad say it is a life-changing experience which significantly expands their personal and professional horizons. The college offers diverse study abroad opportunities in 15 countries and 23 cities. While several Canisius majors require an international experience, students of all majors should consider study abroad.

Students who study abroad:

- Get jobs. They acquire marketable skills which are sought by potential employers in this global economy. According to an article in the Huffington Post, four out of five business leaders say that if similar candidates were before them and one had study abroad experience and one didn't, they'd almost always hire the one with study abroad experience.
- Become more fluent in a foreign language when they immerse themselves in the culture and live among native speakers (however, some locations have no language requirement).

- Develop valuable life skills such as independence, flexibility, cross-cultural awareness/communication and problem-solving.
- Enhance their knowledge of global relations and deepen their knowledge of cultural and societal differences.
- Travel and meet new people and gain confidence.

Additional information about Study Abroad and other international experiences is available at the Global Opportunities website (<https://www.canisius.edu/global-education>).

## STUDENT LIFE (STUDENT INVOLVEMENT)

Campus Programming encourages and promotes involvement and enhances student learning through co-curricular programming opportunities. To help achieve this mission, Campus Programming allows students the opportunity to get involved on campus. Students may choose from a variety of clubs and organizations (<https://www.canisius.edu/student-experience/student-life-and-housing/student-involvement/clubs-and-organizations>), including the Undergraduate Student Association (USA) (<https://www.canisius.edu/student-experience/student-affairs/student-life-and-housing/student-involvement/undergraduate>) which is comprised of the entire student body and is represented by an elected group, the Student Senate. The purpose of the Senate is to assist, finance and integrate all student organizations and to represent the views of the student body to the college administration. The Commuter Student Association (CSA) (<https://www.canisius.edu/student-experience/student-life-and-housing/commuter-students>) represents all of the commuter students, and the Residence Hall Association (RHA) is the student governing body for the resident students at Canisius. Additionally, there are over 90 student clubs and organizations at Canisius. These organizations provide students with an opportunity to explore an academic subject informally yet deeply, gain familiarity with the arts or with differing cultures, provide service to the college or to the community, develop a wide range of leadership skills, or simply socialize with other students. Various honor societies give recognition to student excellence in numerous areas, and the student-run media on campus, such as the college newspaper (The Griffin) and the campus radio station (WCCG), provide students with opportunities to explore communications media while keeping the college community informed and entertained.

## CLUB SPORTS AND INTRAMURALS

The currently active club sports (<https://www.canisius.edu/student-experience/sports-athletic-facilities/club-sports>) are listed below. Additional club sports can be added based on student interest. Club sports are played at a more competitive level than intramurals (<https://www.canisius.edu/student-experience/sports-athletic-facilities/intramurals>) and often involve team travel. Students are responsible for additional fees associated with most club sports.

### Co-ed club sports

- Bowling
- Cheerleading and Dance
- Field hockey
- IHSA (Equestrian)
- Mixed Martial Arts
- Rifle
- Tennis
- Ultimate Frisbee

## Men's club sports

- Men's Rugby
- Men's Soccer
- Men's Volleyball
- Men's Ice Hockey
- Men's Crew

## Women's club sports

- Women's Soccer
- Women's Volleyball
- Women's Rugby

## Intramurals

All intramural sports are currently co-ed and provide an opportunity for students to engage recreationally for fun, health, and wellness. Current intramural sports:

- Basketball-open
- Volleyball
- Floor Hockey
- Indoor Soccer
- Outdoor Soccer
- Flag Football
- Dodgeball
- Whiffle ball

# NEW STUDENT ORIENTATION

New Student Orientation is the beginning of the journey for new students that provide a welcoming, informative, and incredibly fun start to their academic careers at Canisius. The program highlights a variety of academic supports and campus resources through informational sessions and activities.

# OFFICE OF EVENT SERVICES

Members of the Canisius Community or the public looking to reserve non-classroom space (including athletic facilities) for meetings and events should contact the Office of Event Services. Office staff will assist with room selection, securing appropriate technology, and facilitating connections with Chartwells food service when requested.

# STUDENT LIFE (HOUSING)

Student Life promotes the personal growth of resident students as they adjust to college life and interact with others in the residence halls and the college community.

Canisius College believes that the experience of living on-campus contributes to the development of a well-rounded individual. Student Life creates an environment where students can live, learn and develop leadership skills, and become men and women for and with others.

There are several housing options available to resident students. Bosch and Frisch halls are traditional residence halls for freshman students. They include double rooms, suites and social lounges with kitchens and lounges on each floor. Dugan Hall, our newest traditional residence hall for sophomore students includes suites and social lounges with kitchens on alternate floors. The Delavan Townhouses, built in 2002, feature one-, two-, three-, four-, and five-person apartments with single-person bedrooms. These apartments also have living rooms, kitchens, bathrooms and air conditioning. The Village

Townhouses feature two and five person apartments. These apartments are equipped with some single and double bedrooms, kitchens bathrooms, and air conditioning. Additional information including virtual tours, pictures, floor plans, cost and the application process can be found on the Student Life webpages (<https://www.canisius.edu/student-experience/student-life-and-housing>).



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*Senior Counselor*

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Margaret M. Kraatz \*  
*Financial Aid Specialist and Special Projects*

Eileen Tally, BS  
*Student Accounts Specialist*

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

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



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Professor Emeritus of Marketing & Information Systems  
BA, Lehigh University  
MBA, University of Pittsburgh  
PhD, The Pennsylvania State University

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MA The Ohio State University  
PhD, The Ohio State University

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MA, PhD, Penn State University

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\*\* Special Bene Merenti - awarded for 40 years of Service to Canisius College.

# CAMPUS MAP

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