

St. John Fisher College

Graduate Catalog 2018-2019

Grad Home

2018-2019 Graduate Catalog

St. John Fisher College is a collaborative community dedicated to teaching, learning, and scholarship in a student-centered educational environment. The College is guided by its liberal arts tradition and its Catholic heritage, as expressed in the motto of its founders, the Basilian Fathers: “teach me goodness, discipline, and knowledge.” Fisher engages individuals in lives of intellectual inquiry, professional integrity, and civic responsibility, where diversity and service to others are valued and practiced.

Academic Programs

[Undergraduate Program Offerings.](#)

Choose from 37 majors in humanities, social sciences, sciences, business, education, and nursing, as well as 11 pre-professional programs and numerous minors and concentrations.

[Graduate Program Offerings.](#)

With numerous master’s programs and three doctoral programs in business, education, nursing, pharmacy, and the arts and sciences, Fisher has the graduate program you are looking for.

About Us

Mission Statement

Vision Statement

By the end of the decade, we will be a widely recognized college in the Northeast Region that enriches student character and deepens intellectual inquiry to prepare men and women for success in a complex and diverse global community.

Adopted by the Board of Trustees, June 2012

Concise Mission Statement

St. John Fisher College is a collaborative community dedicated to teaching, learning, and research in a student-centered educational environment. The College is guided by its liberal arts tradition and its Catholic heritage, as expressed in the motto of its founders, the Basilian Fathers: “teach me goodness, discipline, and knowledge.” Fisher engages individuals in lives of intellectual inquiry, professional integrity, and civic responsibility, where diversity and service to others are valued and practiced.

About Us

St. John Fisher College is an independent liberal arts institution in the Catholic tradition of American higher education. Guided since its inception by the educational philosophy of the Congregation of St. Basil, the College emphasizes liberal learning for students in traditional academic disciplines as well as those in more directly career-oriented fields. In keeping with the openness that is characteristic of its Basilian heritage, Fisher welcomes qualified students, faculty, and staff regardless of religious or cultural background.

Our commitment to individuals from varied backgrounds and with differing educational needs reflects both our emphasis on lifelong learning and our direct involvement in the community of which we are a part.

As an institution of higher learning, we engage our students in the quest for knowledge and truth, believing that such engagement will equip them to make sound judgments as individuals, family members, and citizens. We provide individual guidance to students as they develop values that will guide them in meaningful and productive lives. Our dual emphasis on intellectual and personal growth derives from our belief that learning is valuable for its own sake, for the sake of those who learn, and for the sake of society as a whole.

We recognize continuing research as an indispensable part of effective teaching and seek to maintain a faculty whose creative participation in the development of the arts and sciences will inspire students to love and respect learning. Faculty members strive for superior academic quality by placing a high priority on teaching and a dedication to the growth and development of each individual graduate student.

St. John Fisher College is located in Pittsford, New York, only a few minutes by car or bus from the center of the city of Rochester. The city is noted for its excellent philharmonic orchestra, an art gallery with a diverse and valuable collection, a science museum, the Strasenburgh Planetarium, as well as the historic George Eastman House with its museum of photography. Rochester also has a high concentration of some of the finest hospitals and health care facilities in the nation, giving students an excellent opportunity to study and practice in clinical settings.

Our urban proximity provides both support to the regional professional communities and a significant source of hands-on experience for graduate students. Over the years, students have had enriching opportunities to work on projects, consult, complete internships, and otherwise involve themselves in the business, health care, human service, educational, and government communities at our doorstep. Additionally, representatives of these professions visit the Fisher campus regularly to supplement classroom theory via guest lectures, seminars, workshops, and adjunct teaching.

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This listing is current with information on file as of August 1, 2018.

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***On leave, Spring 2019*

****On leave, 2018–2019*

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John Halligan

Professor of Religious Studies

Clarence G. Heininger Jr.

Professor of Chemistry
B.S., Villanova University
Ph.D., University of Rochester

Richard S. Hillman

Professor of Political Science and Vere C. Bird Senior Professor of International Studies
B.A., Bates College
Diploma, Universidad de Madrid
Ph.D., New York University

H. Wendell Howard

Professor of English
B.A., DePauw University
M.A., Stanford University
Diploma in Voice, Juilliard School of Music
Ph.D., University of Minnesota

Selim Iltter

Emeritus Dean, Professor of Management
B.S., M.S., Robert College,
M.B.A., University of Notre Dame
Ph.D., Georgia State University

Nathan R. Kollar

Professor of Religious Studies
B.A., St. Bonaventure College
S.T.B., San Alberto (Lateran), Rome
M.A., University of Notre Dame
S.T.L., S.T.D., Catholic University of America

Kamil Kozan

Professor of Management
B.S., Middle East Technical University
M.S., Ph.D., University of California at Los Angeles

Walter LaCentra

Associate Professor of Philosophy
B.A., M.A., Ph.D., St. John's University

Judiana Lawrence

Associate Professor of English
B.A., University of the Witwatersrand
M.A., Ph.D., University of Rochester

John Mavromatis

Associate Professor of Psychology
B.A., Hobart College
Ph.D., University of Pittsburgh

Terrill J. May

Associate Professor of Modern Languages and Cultures (German),
Coordinator of Foreign Study Programs, Fulbright Program Advisor
B.A., Occidental College
M.A., Ph.D., Cornell University

Joseph Polizzi

Professor of Sociology
B.S., St. John Fisher College
M.A., Fordham University

Ph.D., Cornell University

John D. Rhoades

Professor of Anthropology

B.A., University of California at Los Angeles

M.A., California State University at Los Angeles

Ph.D., Syracuse University

John T. Roche

Associate Professor of Economics

B.A., State University of New York at Albany

M.A., Ph.D., University of Massachusetts

David A. Sanders

Professor of English

B.A., Brown University

Ph.D., Cornell University

Leslie Schwartz

Professor of Chemistry

B.A., University of Rochester

Ph.D., Cornell University

James E. Seward

Associate Professor of Communication/Journalism

B.A., University at Buffalo, The State University of New York

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

Tam Spitzer

Associate Professor of Psychology and Teacher Education

B.S., M.S., Ph.D., University of Pittsburgh

Edward J. Stendardi

Professor of Management

B.A., State University of New York at Cortland

M.A., M.B.A., State University of New York at Albany

C.F.P., A.A.M.S., C.M.F.C., State of New York

William J. Sullivan

Associate Professor of Religious Studies

B.A., M.A., St. Paul College
S.T.L., S.T.D., Institut Catholique
Certification of Completion in Theology and German, Institut Oecumenique and Goethe Institute

Carol Torsone

Associate Professor, MST/CS/MATH
B.A., University at Buffalo, The State University of New York
M.S., Rochester Institute of Technology

Roman Tratch

Associate Professor of Psychology
Psychology Licencie, University of Louvain (Belgium)
B.S.W., University of Toronto
Ph.D., Ukrainian Free University

Joseph V. Versage

Associate Professor of Sociology
B.A., Niagara University
M.A., Columbia University

Michael R. Walczak

Associate Professor of Chemistry
B.A., University of Minnesota at Duluth
Ph.D., University of Illinois

Edward N. Weber

Associate Professor of Chemistry
B.S., M.A., M.S., Canisius College

David White

Associate Professor of Philosophy
B.A., Colgate University
M.A., Ph.D., Cornell University

Gerald Wildenberg

Associate Professor of Mathematics and Computer Science
B.A., C.W. Post College
M.S., Adelphi University
M.S., Rensselaer Polytechnic Institute
Ph.D., Clark University

Senior Part-Time

David Cascino

Adjunct Instructor of Management
B.S., M.B.A., St. John Fisher College

Albert Cylwicki, C.S.B.

Adjunct Instructor of Mathematics
B.S., Assumption College
M.A., University of Detroit

Kevin L. Maier

Special Lecturer in Accounting
B.S., St. John Fisher College
C.P.A., State of New York

Library

Kourtney Blackburn

Access Services Librarian
B.A., St. John Fisher College
M.L.S., University at Buffalo, The State University of New York

Nancy M. Greco

Instruction and Archives Librarian
B.A., State University of New York at Geneseo
M.L.S., University at Buffalo, The State University of New York

Christina Hillman

Assessment and Online Program Librarian
B.S., State University of New York College at Brockport
M.L.S., University at Buffalo, The State University of New York

Benjamin Hockenberry

Systems Librarian
B.A., State University of New York at Geneseo
M.L.S., University at Buffalo, The State University of New York

Melissa Jadlos

Library Director
B.A., West Virginia University
M.L.I.S., University of Maryland, College Park

Michelle Price

Outreach and Special Collections Librarian
B.A., Siena College
M.L.S., University at Buffalo, The State University of New York
M.A., Southeast Missouri State University

Kate Ross

Head of Technical Services and Acquisitions Librarian
B.A., State University of New York, College at Oneonta
M.A., M.L.S., University at Buffalo, The State University of New York

Kathleen M. Sigler

Education Librarian
B.A., College Misericordia
M.L.S./S.L.M.S., University at Buffalo, The State University of New York

Marianne Simmons

Head of Reference and Serials
B.S., Syracuse University
M.S., Cornell University
M.L.S., University at Buffalo, The State University of New York

Note: *Junior part-time faculty who have not taught three successive years at St. John Fisher College are not listed in the catalog.*

Hours of Operation and Accreditations

Administrative offices are generally open 8:30 a.m. – 4:30 p.m., Monday through Friday. Phone ahead to verify business hours.

Center for Career and Academic Planning: (585) 385-8050
Student Accounts: (585) 385-8061
Financial Aid: (585) 385-8042
Transfer and Graduate Admissions: (585) 385-8064
Registrar: (585) 385-8015

Accreditations and Memberships

St. John Fisher College is incorporated under the authority of the Board of Regents of the University of the State of New York and is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Program Accreditations

The Ralph C. Wilson, Jr. School of Education's teacher education program is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The School of Business is accredited by **AACSB International – The Association to Advance Collegiate Schools of Business**, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The Wegmans School of Nursing is accredited by **The Commission on Collegiate Nursing Education (CCNE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education. The Mental Health Counseling program is accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Accreditation of the Bachelor of Science (B.S.) in nursing and the Master of Science (M.S.) in nursing programs is granted by the Commission on Collegiate Nursing Education (CCNE) and is effective through June 30, 2025. Accreditation of the Doctor of Nursing Practice program is granted by the Commission on Collegiate Nursing Education (CCNE) and is effective through June 30, 2025. Information is provided to the CCNE on an annual basis.

CCNE may be contacted as a resource for information regarding the St. John Fisher College Nursing programs.

Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530

Washington, DC 20036-1120

(202) 887-6791

www.aacn.nche.edu

The School is also accredited by the New York State Education Department.

The Wegmans School of Pharmacy is accredited by the **Accreditation Council for Pharmacy Education (ACPE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The sport management degree program is accredited through the Commission on Sport Management Association (COSMA).

St. John Fisher College is included on the list of colleges and universities approved by the **American Chemical Society**.

Disclaimer Statement

The St. John Fisher College *Graduate Catalog* does not constitute a contract between the College and its students on either a collective or an individual basis.

Note: *The information contained in this 2018-2019 Graduate Catalog is effective as of August 2018. Most courses listed in this bulletin are scheduled to be offered annually. The College reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice.*

St. John Fisher College admits students without regard to race, creed, gender, nationality, ethnic origin, sexual orientation, age, or disability.

Degrees and Certificates

All programs are approved and registered by the New York State Education Department. St. John Fisher College is empowered by the Board of Regents of the State of New York to offer courses leading to and to grant the degrees of Master of Business Administration (MBA), Master of Science (M.S.), Master of Science in Education (M.S.Ed.), and Doctor of Nursing Practice (DNP), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.) and Advanced Certificates. The College presently offers the following degree and certificate programs:

Award
MBA: Master of Business Administration
M.S.: Management
M.S.: Primary Care Family Nurse Practitioner
M.S.: Adult/Gerontology Acute Care Nurse Practitioner
M.S.: Adult/Gerontology Primary Care Nurse Practitioner
M.S.: Psych/Mental Health Nurse Practitioner
M.S.: Adult/Gerontology Clinical Nurse Specialist
M.S.: Applied Data Science
M.S.: Library Media Specialist

M.S.: Literacy Education
M.S.: Mathematics/Science/Technology Education
M.S.: Mental Health Counseling
M.S.: Special Education
M.S.Ed.: Building and School District Educational Leadership
DNP: Advanced Practice Nursing
DNP.: Primary Care Family Nurse Practitioner
DNP: Adult/Gerontology Acute Care Nurse Practitioner
DNP: Adult/Gerontology Primary Care Nurse Practitioner
DNP: Psych/Mental Health Nurse Practitioner
DNP: Adult/Gerontology Clinical Nurse Specialist
Ed.D.: Executive Leadership
Pharm.D.: Pharmacy
Advanced Certificate: Primary Care Family Nurse Practitioner
Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner
Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner
Advanced Certificate: Psych/Mental Health Nurse Practitioner
Advanced Certificate: Adult/Gerontology Clinical Nurse Specialist
Advanced Certificate: Mental Health Counseling
Advanced Certificate: Special Education: Adolescence
Advanced Certificate: Special Education: Childhood

**Regulations of the Commissioner of Education of the State of New York require the listing of code numbers. (These do not alter in any way the character of programs, nor do they reflect on the priority or academic demands of programs.) Regulations also require a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. All programs listed are registered as required by law.*

Academic Policies

Attendance

It is expected that students will attend all classes and required class activities. The attendance policy for each course is provided by the instructor in the course syllabus.

Change of Course (Drop/Add)

No change of course is permitted after the last date for such change as listed in the semester academic calendar.

Withdrawal From College

A student who withdraws from all courses in a semester is considered to have withdrawn from the College and must officially inform the Registrar's Office and leave all affairs in satisfactory condition. Failure to withdraw officially will result in the grades of "F," "U," or "FA" being assigned. Tuition and other appropriate charges will be fully assessed. This applies to students who withdraw from all courses even if they intend to return the next semester.

Withdrawal for Students Called to Active Military Duty

Students called to active duty must provide the College with a copy of their military orders and follow these steps to withdraw from the College:

Schedule an appointment with the school dean or department chair to discuss academic options. Depending on the point in the semester, the student may choose to withdraw without academic record or to take grades of "W" in all courses or to pursue grades of "I" in all courses.

Schedule an appointment with Student Accounts to discuss the financial ramifications of the different academic options to determine which option will be the best choice financially. The student may be referred to the Financial Aid Office for additional discussion.

Submit the completed [Withdrawal From College form](#).

If the student chooses to withdraw, it must be a full withdrawal; the student may not choose to remain in some courses and withdraw from others. Residence hall room and board will be prorated in accordance with College policies. Failure to provide the military orders will result in normal withdrawal processing.

Leave of Absence

A student who will be away from the college for more than two semesters should request a leave of absence.

To request a leave of absence, the student must submit a written request for a Leave of Absence to the school dean. The request must specify the reason for requesting the leave, a time limit (not longer than two years), and an outline of how the student plans to complete the program requirements upon return. The dean, in consultation with the program director, will review the student's request. The student will be notified in writing of the decision.

An approved leave of absence does not automatically extend the student's time to degree completion beyond the standard 6 years from initial matriculation, and may also result in the need to repeat some previously completed coursework.

A student on leave who does not return at the end of a leave will be withdrawn from the College as of the date the leave began.

If enrollment has been discontinued for more than two semesters, but less than two years, a student must contact the Office of Graduate Admissions to complete a modified readmission process.

If enrollment has been discontinued for more than two years a student must repeat the full admissions process.

General Policies

Attendance

It is expected that students will attend all classes and required class activities. The attendance policy for each course is provided by the instructor in the course syllabus.

Change of Course (Drop/Add)

No change of course is permitted after the last date for such change as listed in the semester academic calendar.

Withdrawal From College

A student who withdraws from all courses in a semester is considered to have withdrawn from the College and must officially inform the Registrar's Office and leave all affairs in satisfactory condition. Failure to withdraw officially will result in the grades of "F," "U," or "FA" being assigned. Tuition and other appropriate charges will be fully assessed. This applies to students who withdraw from all courses even if they intend to return the next semester.

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Leave of Absence

A student who will be away from the college for more than two semesters should request a leave of absence.

To request a leave of absence, the student must submit the Leave of Absence form, available in the Registrar’s Office, to the school dean. The request must specify the reason for requesting the leave, a time limit (not longer than two years), and an outline of how the student plans to complete the program requirements upon return. The dean, in consultation with the program director, will review the student’s request. The student will be notified in writing of the decision.

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If enrollment has been discontinued for more than two semesters, but less than two years, a student must contact the Office of Graduate Admissions to complete a modified readmission process.

If enrollment has been discontinued for more than two years a student must repeat the full admissions process.

Transfer Credits

A maximum of nine credits of appropriate graduate work completed at other institutions in accredited graduate programs may be considered for transfer into a master’s degree program. The credits must have been completed with a grade of “B” or higher and be appropriate to the program of study at Fisher.

For courses taken prior to admission, students should submit the Transfer Credit Request form including the course description to the Office of Graduate Admissions with an official transcript.

For courses taken after admission, matriculated students must submit the Transfer Credit Request form to the program director with the course description prior to registering for off-campus study.

Determination of appropriateness for transfer credit will be made at the sole discretion of the program director. Grades earned in courses transferred from other institutions do not affect the Fisher grade point average.

For coursework taken as quarter-hours, students receive credit for two-thirds of the total hours earned.

Independent Study

Independent study plays a valuable educational role in the graduate curriculum. The quality and quantity of academic endeavor expected of a student in an independent study course project must be equivalent to expectations in the regular class setting.

For each credit hour of independent study, a minimum of 45 clock hours, in combination with meetings between the instructor and student as well as any supplementary assignments, readings, and/or research conducted by the student, is required. An independent study may not duplicate the content of a regularly offered course.

To enroll in an independent study course:

The student must prepare a written proposal and submit it to the appropriate faculty member and/or program director. The proposal must include the intent of the independent study course project, including goals, content, and mode of assessment.

The student must complete the Independent Study/Individualized Instruction Authorization form, provide all documentation, and obtain all required signatures.

If the independent study course project is approved by the graduate program director and the dean, the registrar will process the form and return a copy to the student.

Work on the independent study course project should not begin until the approvals are confirmed, the paperwork is processed, and the course appears on the instructor's class listing in [Fish 'R' Net](#).

After the paperwork is processed, the student will carry out the independent study course project, maintaining regular contact with the instructor as the work proceeds.

Note: *Requests for independent study courses will be processed in keeping with the relevant registration deadlines. Independent study courses are open only to matriculated students.*

Tutorial Courses

Courses taught as tutorial courses are individualized instruction in the content of a course listed in the college catalog. These courses, though taught independently, carry the subject, number, title, and credits of the actual course.

Tutorial courses are offered only under unusual circumstances when a student is unable to register for

the course during its regular offering cycle. The Dean's approval of a tutorial course is required and dependent on suitable justification of its necessity and the availability of an instructor to undertake the course.

To enroll in a tutorial course:

The student meets with the instructor who offers the requested course to discuss the possibility of a tutorial and the justification.

After securing the approval of the instructor, the student completes the individualized instruction portion of the Independent Study/Individualized Instruction Authorization form, provides all documentation, and obtains all required signatures.

The student then meets with the graduate program director to discuss the requested tutorial course and the justification.

If the request is approved by the graduate program director and the dean, a request to create the course in Banner for the specified semester will be sent to the Registrar's Office. This notification must contain the course information, instructor, name of the student, and the justification.

The course will be created in Banner and will require permission for registration. The Registrar's Office will enter the permission override for the student and notify the student by email to register for the course.

Work on the tutorial course project should not begin until the approvals are confirmed, the paperwork is processed, the student registers for the course, and the course appears on the instructor's class listing in [Fish 'R' Net](#).

After registration, the student will begin the tutorial course, maintaining regular contact with the instructor as the work proceeds.

Education Records and FERPA

Annual Notification of Rights Under the Family Educational Rights and Privacy Act

St. John Fisher College complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA). Under FERPA, students have, with certain limited exceptions, certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Students should submit to the appropriate official written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Only records covered by FERPA will be made available. Students may have copies made of their

records, except for an academic record for which a financial “hold” exists or a transcript of an original or source document. Copies will be made at the student’s expense at prevailing rates.

Type, Location, and Custodian of Education Records Maintained by the College

Education Records Maintained by College

Type	Location	Custodian
Admission Records	Office of Admissions	Director of Admissions
Academic Records	Registrar’s Office	Director of Academic Information and Registrar
Health Records	Health and Wellness Center	Director of Health and Wellness Center
Financial Aid Records	Office of Student Financial Services	Director of Student Financial Services
Financial Records	Office of Student Financial Services	Director of Student Accounts
Graduate Placement Records	Career Center	Director of Career Center
Disability Records	Center for Academic Advising and Support Services	Coordinator of Disability Services
Student Conduct Records	Office of the Vice President for Student Affairs	Vice President for Student Affairs

The right to request the amendment of the student’s education records that the

student believes are inaccurate or misleading.

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a "need-to-know" basis, as determined by the administrator responsible for the file. A "school official" includes: anyone employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); any person or company acting on behalf of the College (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility; to perform a task that is specified in his or her position description or contract; to perform a task related to a student's education or to student discipline; to provide a service or benefit related to the student or student's family (e.g., job placement, health insurance); or to maintain safety and security on campus. Upon request, the College may disclose education records without the consent of the student to officials of another school in which the student seeks or intends to enroll.

Other exceptions are described in the FERPA statute and regulations at 34 CFR Part 99.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Directory Information

The College has designated the following information as directory information:

- Student's name
- College email address
- Address
- Telephone number
- Date and place of birth
- Photo
- Hometown
- High school
- Field(s) of study
- Advisor name(s)
- Full-time/part-time status
- Class year
- Dates of attendance
- Date of graduation
- Degrees and awards received
- Most recent previous educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

The College may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate dean.

Currently enrolled students may request that directory information be withheld from disclosure by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Requests made after this date should still be forwarded since they will prevent directory information from being released in the future. The College assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

Request for nondisclosure will be honored by the institution and remain in effect until withdrawn by the student in writing. Students are advised to exercise caution in requesting nondisclosure of directory information since the inability to verify attendance and/or graduation may adversely affect future employment. For nondisclosure, complete the St. John Fisher Request to Prevent Disclosure of Directory Information form available in the Registrar's Office.

Note: *Notification to students of their rights under FERPA is sent via College email each year at the start of the fall semester.*

Release of Personal Information to Military Recruiters

At the request of military branches, the regulations under the Solomon Amendment, 32 CFR Part 215, require the College to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the College will ask if the intent is to use the requested information only for military recruiting purposes.

The military is entitled to receive information about students who are “currently enrolled,” which is defined as registered for at least one credit hour of academic credit during the most recent, current, or next term.

Under the Solomon Amendment, the military is entitled to receive the following student information:

Name

Age or year of birth

Address

Major

Telephone number

Level of education (i.e., freshman, sophomore, or degree awarded to a recent graduate)

If a student has requested that his or her directory information not be disclosed to third parties, as is permitted under FERPA, that student’s information will not be released to the military under the Solomon Amendment. In such instances, the school will remove the student’s information sent to the military and note “We have not provided information for X number of students because they have requested that their directory information not be disclosed as permitted by FERPA.”

Academic Integrity

For information regarding the Academic Integrity Policy, please refer to www.sjfc.edu/policies/academic-integrity/.

Appeals

Students wishing to make appeals or to bring forward complaints or concerns about instructional matters including final grades should first discuss the issue with the faculty member. If the issue is not satisfactorily resolved at that point, the student should then meet with the department chair or program director. If further discussions are necessary, students should contact the appropriate School dean.

To ensure a fair and systematic review, students must follow the process outlined below.

Process to Reconcile Academic Decisions

If a student wishes to appeal an academic decision of an instructor, he or she must follow the process described below.

The student is to initiate a discussion with the instructor responsible for the initial decision in question.

The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director. If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director within five business days of receipt of the instructor's communication.

When the student meets with the program director, the role of the program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable academic policies. The program director has the option of scheduling a subsequent meeting to include the instructor. The program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student, the instructor, and the School dean.

If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor, the program director, and the School dean of his or her desire within five business days of receipt of the department program director's communication.

The School dean will forward all relevant information to the School's Grade Appeal Committee or other comparable committee within the school. This committee will review all pertinent facts and make a recommendation to the School dean for final review. The School dean shall notify the student, the instructor, and the program director in writing of the decision to maintain or modify the original academic decision. The School dean's decision is final.

Undergraduate Students Petitioning to Take Graduate Courses

Students matriculated in undergraduate programs at St. John Fisher College may be eligible to take graduate classes at the College.

Students interested in pursuing this option should meet with the graduate program director to discuss their interest, qualifications, and plans to pursue the graduate degree. If deemed appropriate, the student must complete the appropriate Petition to Take Graduate Classes form and obtain the required approvals. If approved, the undergraduate student may take up to two graduate courses (maximum six credits).

To be eligible to enroll in a graduate course, undergraduate students must have an undergraduate cumulative GPA of 3.00 or higher and have completed at least 90 undergraduate credits.

These courses carry graduate credit and are taken in addition to those required to earn the baccalaureate degree at St. John Fisher College. Participation does not guarantee acceptance into the graduate program after completion of the baccalaureate degree. Registration will be on a space-available basis and is determined the week before classes begin.

For students already attending full-time as undergraduates (12 credits or more) and paying the prevailing full-time tuition, the tuition charge for the graduate courses will be waived. Students attending part-time (11 credits or less) will pay the prevailing per-credit graduate tuition for the graduate course.

Exception: Matriculated undergraduate nursing students may petition to take an approved GNUR

graduate course for undergraduate credit. The completed course will appear on the undergraduate transcript until the graduate program is begun, at which time the course(s) will also appear on the graduate transcript. For further information on this program, contact the Wegmans School of Nursing Office.

Policies and Procedures for Protection of Human Subjects of Research

All research involving human subjects conducted at St. John Fisher College, or under its sponsorship at another location, must be reviewed and approved by the Institutional Review Board for the Protection of Human Subjects. Review is also required for research carried out under the sponsorship of an institution other than St. John Fisher College but which is to be performed on the premises of the College, even if the Institutional Research Board at the sponsoring institution or elsewhere has already approved the research. The application can be found at: <https://www.sjfc.edu/services/institutional-review-board/>.

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MBA: Master of Business Administration
M.S.: Management
M.S.: Primary Care Family Nurse Practitioner
M.S.: Adult/Gerontology Acute Care Nurse Practitioner
M.S.: Adult/Gerontology Primary Care Nurse Practitioner
M.S.: Psych/Mental Health Nurse Practitioner
M.S.: Adult/Gerontology Clinical Nurse Specialist
M.S.: Applied Data Science
M.S.: Library Media Specialist

M.S.: Literacy Education
M.S.: Mathematics/Science/Technology Education
M.S.: Mental Health Counseling
M.S.: Special Education
M.S.Ed.: Building and School District Educational Leadership
DNP: Advanced Practice Nursing
DNP.: Primary Care Family Nurse Practitioner
DNP: Adult/Gerontology Acute Care Nurse Practitioner
DNP: Adult/Gerontology Primary Care Nurse Practitioner
DNP: Psych/Mental Health Nurse Practitioner
DNP: Adult/Gerontology Clinical Nurse Specialist
Ed.D.: Executive Leadership
Pharm.D.: Pharmacy
Advanced Certificate: Primary Care Family Nurse Practitioner
Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner
Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner
Advanced Certificate: Psych/Mental Health Nurse Practitioner
Advanced Certificate: Adult/Gerontology Clinical Nurse Specialist
Advanced Certificate: Mental Health Counseling
Advanced Certificate: Special Education: Adolescence
Advanced Certificate: Special Education: Childhood

**Regulations of the Commissioner of Education of the State of New York require the listing of code numbers. (These do not alter in any way the character of programs, nor do they reflect on the priority or academic demands of programs.) Regulations also require a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. All programs listed are registered as required by law.*

Graduation and Degree Requirements

Upon admission to St. John Fisher College, the student is a candidate for the degree appropriate to the program into which he or she was accepted. It is the student's responsibility to know and fulfill all the requirements for the program for which he or she is registered. To earn a graduate degree from St. John Fisher College, the student must:

Earn a minimum of 30 credits and complete all program requirements.

Earn a minimum cumulative grade point average (GPA) of 3.00 for all courses taken in residence.

Complete the online Graduation Application.

Complete the program within the appropriate time limit.

**See the [Wegmans School of Pharmacy](#) for requirements.*

Degree Completion Time Limit

For programs requiring fewer than 60 credits, a student must finish the degree within six years of completion of the first Fisher graduate course. For programs requiring 60 or more credits, students must finish the degree within eight years of completion of the first Fisher graduate course. Only the program director and provost or his designee can grant exceptions. Students granted extensions may be required to repeat certain previously taken courses. The time limit is inclusive of any leaves of absence taken by a student. Individual programs may have more stringent requirements for completion; check the individual programs for further information. The first graduate course taken at St. John Fisher College starts this time clock.

Graduation

Students who qualify for graduation must notify the Registrar's Office by filing the online Graduation application. Submission of this form initiates an administrative process in which the student's record is reviewed with regard to program requirements for graduation and potential difficulties. Notification of the availability of the online application will be sent to students using their Fisher email accounts. Failure to apply on time may result in a delay in graduation. St. John Fisher College confers degrees three times per year, in May, August, and December.

The College-wide commencement takes place once a year, in May. To participate in the May commencement ceremony, graduate-level degree candidates must have completed their degree requirements prior to the actual day of commencement or be within nine credits of completion and have the approval of their program director. August and December graduates will be invited to attend the commencement ceremony the following May. Outstanding Incomplete ("I") or In Progress ("IP") grades and credit-by-examination results, as well as waivers and substitutions and the processing of transfer credit, should be completed by the last day of the final examination period. If Incomplete or In Progress grades remain and/or all documents are not received in the Registrar's Office by the Incomplete extension date published in the academic calendar, your graduation will be delayed until

the following semester.

Awards

Several awards are given each year to recognize those graduating students who have achieved academic excellence and/or contributed to the campus community in an extraordinary fashion. Individual departments and professional organizations present awards to students based on their own established criteria.

The Kathleen Alderson Powers Leadership Award, a tribute to the former dean of the School of Adult and Graduate Education, is given to a graduate student who has distinguished himself or herself through strong academic performance and through outstanding campus, community, or professional service. The award winner must have attained advanced academic standing with regard to the number of credit hours earned at St. John Fisher College.

The Master of Science in Advanced Practice Nursing Distinguished Graduate Student Award is given to a graduating student who is a role model and who demonstrates professional behavior, leadership, enthusiasm, and commitment to the profession. The award winner will set high personal and professional standards and establish productive relationships with others in the clinical and classroom arena.

The Master of Science in Advanced Practice Nursing Scholarly Achievement Award is given to the graduating student who has the highest academic standing in the class.

The Master of Science in Mathematics/Science/Technology Education Distinguished Researcher Award is presented to the graduating student or students who have distinguished themselves in scholarship by producing a master's research paper of marked depth, relevance, and quality so as to eminently qualify them for doctoral study or to enable them to submit their research for publication in an appropriate professional journal.

The Master of Science in Educational Leadership Distinguished Leadership Award is presented to a graduating student(s) who has been determined by his or her peers to have distinguished himself or herself through significant contributions to class discussions and group projects and who exemplifies the attributes and values of effective leadership.

The Master of Science in Educational Leadership Dr. Ronald Edmonds Award of Excellence is presented to a graduating student(s) who has been determined by the faculty to have demonstrated significant progress in meeting the goals and standards of the program and who exemplifies the characteristics of a leader in an effective school.

The Master of Business Administration Scholarly Achievement Award is given to the graduating student who has attained the highest academic standing in his or her class.

The Master of Business Administration Distinguished Student Award is presented to a graduating student who has been determined by the faculty to exemplify the work ethic and values of the program.

The Master of Science in Adolescence Education Outstanding Teacher Candidate Award is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

The Master of Science in Childhood Education Outstanding Teacher Candidate Award is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

The Master of Science in Literacy Education Outstanding Teacher Candidate Award is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

The Master of Science in Special Education Outstanding Teacher Candidate Award is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

Academic Standards and Grading

The cumulative grade point average for all graduate courses taken at St. John Fisher College must be at least 3.00 to satisfy the requirements for the graduate degree. Transferred and waived credits and credits for undergraduate courses taken while in a graduate program are not used in the graduate GPA computation. No student may receive more than one “F” grade and must repeat the course in which it was earned if the course is a degree requirement. A student earning a second “F” grade will be dismissed.

Note: *Pharmacy standards and grading can be found in the Wegmans School of Pharmacy Handbook.*

Grades

Grading Standards

A to B:	Acceptable
B- to C:	Passing; not acceptable
F:	Failure
FA:	Failure due to excessive absences
AU:	Audit
I:	Incomplete

IP:	In Progress (capstone/project courses only)
S:	Satisfactory*
U:	Unsatisfactory*
W:	Withdrawn

**The "S" grade for a capstone or project is equivalent to a "B" or higher. If less than a "B" is earned, the grade of "U" is given.*

Incomplete Grades

The Incomplete (I) grade is used ONLY when required assignments are not completed due to serious circumstances which are clearly beyond the student's control. The instructor, after consultation with the student, submits an Incomplete (I) grade.

The missing coursework must be completed by the published deadline which is six weeks from the last day of final examinations for the term.

If the missing work is not submitted by the deadline, the Incomplete grade will be converted to a Failing (F) or Unsatisfactory (U) grade as appropriate.

The instructor and student will receive periodic email reminders from the Registrar's office until the incomplete grade is resolved.

An appeal for an extension of the six week deadline must be filed in writing with the program director at least one week before the Incomplete (I) grade is scheduled to convert to an F or U. The appeal must contain a full explanation of why an extension is being requested and have the written support of the instructor. If approved, the program director will notify the Registrar's Office if the extension is approved. Under no circumstances can the extension be longer than six additional weeks.

Note: *A student may not graduate from St. John Fisher College with an incomplete grade on his/her record. Incomplete grades will be converted to grades before eligibility for graduation is determined.*

In Progress

Capstone/project courses requiring more than one semester to complete may be graded "IP" (In Progress) at the end of the term in which the student registered for and began the capstone/project.

When the project is finished and a grade change is processed in the Registrar's Office, the grade of "IP" will be replaced with the earned final grade. A notation will be placed on the transcript indicating the date on which the course was graded.

The "IP" grade must be resolved within one calendar year from the date the "IP" was assigned by the instructor. If the "IP" is not replaced with a passing final grade by the deadline, the IP will convert to an

F or U as appropriate. In this case, to earn credit for the course, the student must register for the course again and pay the prevailing per credit tuition charge.

Withdrawal From Course

Students may withdraw from courses without academic record, with a grade of “W” or with the penalty grade of “F” as noted in the semester academic calendar. No withdrawal will be permitted after the designated date.

Repeating a Course

Once earned, a grade remains permanently on the transcript. Unless specifically allowed by a student’s program, courses with a grade below “B” may be retaken only at St. John Fisher College and may be retaken only once. When a course is retaken, all grades appear on the transcript; however, the grade received the last time the course is taken will be the grade computed in the GPA. If a student repeats a course in which a passing grade below “B” has been earned, additional credits are not earned.

Auditing

With permission of the instructor and program director, individuals holding bachelor’s degrees may audit select courses. Audit students do not earn credit. The faculty member determines the conditions of the audit with regard to assignments and examinations in discussion with the auditor. Auditors must have the written approval of the course instructor and cannot retroactively upgrade to credit-seeking status. Additionally, a credit student cannot switch to audit status. Once written permission is obtained from the instructor, students must register and make payment for the course at the prevailing tuition rate for the course.

Grade Reporting

Final grades are available at the end of each semester in [Fish ‘R’ Net](#).

Change of Grade

Only the faculty member who reported a grade may initiate a grade change. Students who feel there has been an error in grading or who wish to challenge a grade must contact the professor within thirty (30) days of the date the grade is posted. If the matter is not resolved to the student’s satisfaction the appeal will be forwarded to the graduate program and school dean for a final decision. Appeals concerning a grade initiated more than 30 days after the grade is posted will not be heard.

Academic Standing, Probation, and Dismissal

For purposes of computing academic standing, quality points are assigned to letter grades as follows:

A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
F	0.00

Note: *Pharmacy policies can be found in the Wegmans School of Pharmacy section.*

Satisfactory Academic Progress

Graduate-level students are considered to be in good standing if their cumulative GPA is 3.00 or higher at the end of each semester.

Probation

A graduate student will be placed on probation if his or her cumulative GPA falls between the threshold for good standing and academic dismissal.

A student on academic probation at the end of a term will receive a letter from the Registrar's Office and be required to meet with his or her program director to discuss his or her situation. The program director will review the student's progress and will specify the requirements for continuation in the program. Failure to meet with the program director will result in deregistration for the upcoming semester(s).

A student on academic probation whose cumulative GPA is 3.00 or higher will return to good standing.

A student on probation for more than two continuous semesters may be dismissed from the program.

Dismissal

Graduate-level students are subject to dismissal from their program if they:

- Fail to satisfy their conditional admission requirements.
- Earn more than one "F", "FA" or "U" grade, regardless of their cumulative GPA..
- Fail to meet the minimal cumulative GPA standard as outlined in the Standards of Academic Progress Cumulative Grade Point Average chart below.

Students who are dismissed from their program will be deregistered from classes for any future semester(s) and notified in writing by the appropriate school dean.

Students who wish to appeal their dismissal must send written notification of their intention to appeal to the school dean within two weeks of the date of the dismissal letter.

While the appeal is pending review by the committee, registration is not allowed. If reinstatement is granted, the student will return on academic probation and must meet with the program director before registering for an upcoming semester. A student who is dismissed from one Fisher graduate program may apply for admission to another Fisher graduate program. The student will be considered a new applicant to the new program and must complete the full admission process.

Standards of Academic Progress Cumulative Grade Point Average*

Standards of Academic Progress Cumulative Grade Point Average

Semester Credit Hours Earned Toward Degree**	0–6	7–12	13–21	22+
Good Standing:	3.00	3.00	3.00	3.00
Probation:	2.00– 2.99	2.50– 2.99	2.75– 2.99	—
Academic Dismissal with GPA Below:	2.00	2.50	2.75	3.00

**Averages will not be “rounded.” For example, 2.99 will not be rounded to 3.00.*

***Includes all hours (Fisher and transfer hours) applied toward the St. John Fisher College degree. However, only Fisher credits are used in calculating the grade point average.*

Appeals

Appeals

Students wishing to make appeals or to bring forward complaints or concerns about instructional matters including final grades should first discuss the issue with the faculty member. If the issue is not satisfactorily resolved at that point, the student should then meet with the department chair or program director. If further discussions are necessary, students should contact the appropriate school dean.

To ensure a fair and systematic review, students must follow the steps outlined below.

Process to Reconcile Academic Decisions

If a student wishes to appeal an academic decision of an instructor, he or she must follow the process described below.*

1. The student is to initiate a discussion with the instructor responsible for the initial decision in question.
2. The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director or department chair.
3. If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director or department chair of his or her desire within five business days of receipt of the instructor's communication.
4. If the student desires further discussion of the matter, he or she is to initiate a discussion with the department chair or program director. The role of the department chair/ program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The department chair/ program director has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The department chair/ program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student and to the instructor.
5. If the student is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor, the program director or department chair, and the school dean of his or her desire within five business days of receipt of the program director's/ department chair's communication.
6. The school dean will forward all relevant information to the school's Grade Appeal Committee or other comparable committee within the school. This committee will review all pertinent facts and make a recommendation to the school dean for final review. The School Dean shall notify the student, the instructor, and the program director or department chair in writing of the decision to maintain or modify the original academic decision. The school dean's decision is final.

**If the instructor is the program director of the program in which the student is enrolled, the student will begin this process at Step 4.*

Academic Support

Academic Advising

The essence of a quality graduate experience is academic advising. Each program has its own system for delivering information and monitoring the progress of its students. It is essential that each graduate student contact the assigned advisor upon admission. Early contact with the advisor is most important to avoid scheduling conflicts and problems with course sequencing and to ensure understanding of the steps required to complete the program. **Ultimately, the final responsibility for knowing and meeting all graduation requirements rests with the individual student.**

Program directors are available for informational interviews prior to applying and for assistance with course registration. Students are encouraged to contact the Center for Career and Academic Planning for help with general problem-solving and other needs.

Long-Range Plan

This tool tracks progress from initial registration to graduation for the student and advisor. Long-range plans should be revised as needed. Each graduate student should have a long-range plan on file by the end of the first semester. Students should contact their academic advisors to complete this plan.

Scheduling

As a convenience for working students, the majority of graduate courses meet evenings or weekends. Semesters begin in early September, mid-January, and mid-May. Registration/orientation sessions are held each semester for newly admitted students.

Study Hours

In general, students are expected to spend two hours per week in outside reading, assignments, research, library work, etc., for every one hour they spend in class. For example, a student who is enrolled in 15 credits during a semester will spend 15 hours per week in class and another 30 hours each week engaged in academic pursuits outside the classroom, for a total expected time commitment of 45 hours per week (also subject to change).

Registration

A student must be registered to earn credit for a course in the semester in which the course is taken. New students course-register prior to the first day of classes; returning students course-register during the current semester for the following semester.

Registration takes place in November for the spring semester and April for the summer and fall semesters when students course-register using [Fish 'R' Net](#) (the College's web-based student information system). This process generates a tuition bill for which payment is due approximately one month before the semester begins. Students who have not made arrangements to pay their tuition may be dropped from their courses and will be subject to both a Late Payment fee of up to \$200 and a Reinstatement fee of \$300.

Ultimately, the student is responsible for all registration, add, drop, and withdrawal activities on his or her record at the College. Registration should be done at the earliest opportunity to minimize the chance of being closed out of a course and to ensure that the College has accurate enrollment numbers to use in course-related decisions. Students may attend only classes in which they are registered. Students must verify their registration using [Fish 'R' Net](#) to be sure they are attending the correct classes and sections. A student must be registered in a course to receive a final grade.

With the exception of a cancelled course, only the student may make a change to his or her registration. Faculty members cannot add a student to a class or withdraw a student from a class. If web activity is allowed, the student must make all changes using [Fish 'R' Net](#); if web activity has ended, the student must make all changes in the Registrar's Office using a Drop/Add form.

It is the student's responsibility to know and register for the courses appropriate for his or her program requirements. The advisor provides assistance but is not responsible for the student's course selection or errors in choosing courses. Students should be aware of and meet all of the dates and deadlines for registration, drop/add, and withdrawal from courses. Registration, adding, dropping, or withdrawing from a course after a published deadline must be approved by the dean.

Schedules and grade reports are available in [Fish 'R' Net](#). Some documents are still mailed; therefore, students should keep their mailing addresses updated by notifying the Registrar's Office of changes.

The College reserves the right at any time to make changes deemed advisable in policies and procedures, as well as in tuition and fees, and to cancel any course if enrollment does not justify continuance.

Transcripts

Official transcripts of the St. John Fisher College record will be furnished at no charge to the student. Unofficial transcripts may be printed directly from Fish 'R' Net. No transcript will be issued for students whose accounts with the College are unsatisfactory.

Students may obtain transcripts of their academic records either in person, online or by mail. Information on ordering transcripts can be found at: <https://www.sjfc.edu/services/registrar/student-information/transcripts/>.

Official transcripts are not issued directly to students but are forwarded to third parties only through requests directly from the student. Requests should be made well in advance of required deadlines since processing takes three to five working days.

For some students, the St. John Fisher College transcript may contain courses taken at the undergraduate and graduate levels. It is the policy of the College to mail this record as a complete document; therefore, requests for only a portion of the record will not be honored.

Though transcripts from other institutions may be included in the student's permanent academic folder, the College does not produce copies of official transcripts of academic work taken at other institutions for external distribution.

About Graduate Education

Administration

Graduate programs at St. John Fisher College strive to provide:

- Extensive academic specialization.
- Breadth of understanding.
- Extended professional competence.
- Opportunities for research and professional projects in the community.

Program Directors

Each program has a qualified faculty member who serves as director and reports to the school dean. Among the director's duties are:

- Providing academic leadership in the ongoing efforts to maintain and develop high-quality programs.

- Collaborating to advance graduate education.

- Coordinating scheduling and staffing.

- Providing academic advisement to students.

- Serving as the representative for the graduate program with the school dean, the provost or his designee, and the Graduate Program Council.

- Serving as a voting member of the Graduate Program Council.

Graduate Program Council

The Council, an academic policy committee, meets regularly to review new programs, program changes, and graduate policies and procedures. The Council functions to ensure academic and professional quality in programs, faculty, students, and support services.

As a Standing Committee of the Faculty Assembly, the actions of the Graduate Program Council are subject to the statutory rights, responsibilities, and jurisdiction of the Board of Trustees. The president, or his designee, has the responsibility of review and approval of all actions of the Council and the right to disapprove actions that infringe upon the implementation of approved Board policies.

Voting members of the Council are the provost or his designee, the chair of the Undergraduate Curriculum and Instruction Committee, a representative elected at-large from the faculty assembly, one to three graduate students, and the directors of graduate programs. Non-voting members are department chairs whose departments have graduate programs, the registrar, the director of graduate admissions, and the director of the library.

Responsibilities of the Graduate Program Council include:

- Development of minimum admission and academic standards.

- Review of new programs and program changes.

- Resolution of student appeals regarding extension of time for degree completion, probation, and dismissal.

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- Development of minimum admission and academic standards.
- Review of new programs and program changes.
- Resolution of student appeals regarding extension of time for degree completion, probation, and dismissal.

Admissions Information

While the requirements for admission to various programs may differ slightly, these general requirements and procedures apply to all applicants.

Applicants for graduate study must hold a bachelor's degree or a master's degree (for doctoral programs) from a regionally accredited college or university and demonstrate the motivation, ability, and preparation to successfully pursue graduate study. While personal interviews with graduate admission counselors are not required for most programs as part of the admission procedure, they are encouraged as an opportunity for the applicant to become better acquainted with the program and application process. Applicants may request an interview with the program director as well.

The admissions committee of each program, the graduate program director, and the director of graduate admissions will make an admission decision based upon records of undergraduate achievement, prior graduate work (if appropriate), recommendations, and other supporting documentation where required.

Admission requirements for the doctoral programs (executive leadership, nursing practice, and pharmacy) differ from the other graduate programs. Please refer to each program for specific information.

Application Process

Prospective students must submit a graduate application to the Office of Transfer and Graduate Admissions. Applications will be processed on a rolling basis. Admissions decisions are mailed to applicants within three weeks after the application is complete.

The materials and credentials* to be submitted by each applicant for the master's degree include:

Application and Application Fee: Complete and submit the [online application](#) with a \$30.00 non-refundable application fee.

Transcripts: Official transcripts of **all** undergraduate and graduate work must be submitted. An official transcript indicating receipt of a baccalaureate degree from an accredited college or university is required. Applicants currently in undergraduate programs will be required to submit an official transcript of final grades indicating completion of coursework and awarding of the degree within 30 days of the first semester of enrollment. Applicants with a GPA less than 3.00 are encouraged to schedule an appointment to meet with a graduate admissions counselor.

Note: *St. John Fisher College alumni may indicate on their application permission to allow the Office of Transfer and Graduate Admissions to request their official transcript from the Registrar's Office.*

Personal Goals Statement: The admissions committee values a well-developed personal statement that speaks to an applicant's specific professional plans and career objectives. The quality of the student's statement is an indication of the ability to express thoughts clearly. Applicants should provide information about yourself, your goals and plans for the future, and reason for graduate study in your chosen field. The personal statement should be approximately 300-500 words in length.

Recommendations: Applicants for admission must submit recommendation forms.

Recommendations should evaluate the applicant's capacity to undertake a rigorous academic program. Applicants who are current students or recent graduates must submit at least one recommendation from a college instructor. The person making the recommendation should have knowledge of the requirements of graduate-level work. Recommendations from personal friends or family members will **not** be accepted.

The following programs have specific requirements for recommendations:

M.S.Ed: Educational Leadership: The applicant must provide recommendations from certified school administrators familiar with the applicant's potential to be successful as an educational leader.

M.S. in Nursing: Two recommendations must be submitted by individuals who are **qualified at the master's or higher level** and currently work with the applicant.

Current Résumé: A current résumé should be submitted.

Standardized Tests: Each graduate program has unique requirements with regard to standardized admission tests. Please refer to the individual program descriptions for details.

Certifications and Licenses:

For students applying for education programs seeking professional certification, a copy of the teaching certificate is required

For students applying to the M.S. in Nursing, a copy of the New York State R.N. license is required.

International Applicants: Refer to [International Student Services page](#).

***Note:** *All documents submitted in support of an application for admission become the permanent possession of St. John Fisher College and cannot be returned to the applicant or forwarded to a third party.*

Student Conduct

Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals

St. John Fisher College recognizes its role in maintaining a safe community for its students and College employees. As part of this effort, applicants for admission to the College (undergraduate or graduate) are required to disclose any prior criminal convictions or pending criminal charges (felony or misdemeanor, with the exception of any proceedings involving "youthful offender adjudication" as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) as well as any past disciplinary suspensions or

dismissals from higher educational institutions. Additional review may be required for those applicants seeking admission to programs in the Wegmans School of Nursing, the Wegmans School of Pharmacy, or the Ralph C. Wilson, Jr. School of Education.

Prior criminal or disciplinary actions are not an automatic bar to admission. The College recognizes that automatically depriving past offenders of an education may not be in the best interest of the individual, the educational mission of the College, or society at large. However, this recognition must be balanced against the College's need to carefully evaluate and determine the possibility that admission or presence of the student on campus poses an undue risk to the safety, security or welfare of the College or the College community, or is otherwise, on balance, not in the College Community's best interest. While the Committee will exercise its judgment in a thoughtful, rational manner, in the end, the decision of the Committee as to whether or not to recommend admission is in the Committee's absolute and sole discretion.

In all cases in which an applicant to the College has a criminal conviction, pending criminal charges, or has been suspended or expelled from an institute of higher education, additional information will be requested and reviewed by the Admissions Special Review committee.

Continued Self-Disclosure

After being admitted and prior to matriculation, any pending charges in any state or country or the conviction of a crime (felony or misdemeanor, with the exception of any proceedings involving "youthful offender adjudication" as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) must be reported to the College. This requirement continues throughout the period of enrollment at St. John Fisher College (including between semesters).

Penalty for Failure to Self Disclose

Failure of the applicant to self-disclose criminal convictions, pending charges or suspensions/dismissals from a higher educational institution on the admissions application or during any period of enrollment (including between semesters) is a falsification of the record. Upon discovery of such failure to report, the following actions will take place:

If the applicant is not yet enrolled, the offer of admission to the College may be rescinded;
If enrolled, the student will be subject to the student conduct process which may include an interim student conduct action and other penalties up to and including expulsion.

Deferral of Admissions & Readmission

Admitted students who wish to delay their entrance may do so for one semester. Students may request a deferral by contacting the Office of Transfer and Graduate Admissions. Students who do not request a deferral must reapply with the Office of Transfer and Graduate Admissions when they are ready to begin their studies.

Readmission

Readmission is required for any graduate student who did not register and complete a course at St. John Fisher College for more than three consecutive semesters or was accepted but did not enroll or update his or her application status. Program directors consider every readmission request on its merits and retain the right to grant or deny admission for a future term.

The process for readmission is:

Application: Complete and submit the online application for the semester you intend to return.

Transcripts: Submit official transcripts from each college and/or university that you attended **since** you last attended St. John Fisher College.

Note: *Previous St. John Fisher College students may indicate on their application permission to allow the Office of Transfer and Graduate Admissions to request their official Fisher transcript from the Registrar's Office.*

Personal Goals Statement: Applicants should provide information about yourself, your goals and plans for the future, and reason for graduate study in your chosen field. Applicants should also indicate why they left the graduate program and why they would like to return at this time.

Resume: Applicants should submit an up to date resume

Meeting: Readmission applicants may be required to meet with the program director to discuss educational goals, their decision to return to St. John Fisher College, and to map out a long range academic plan.

Once the readmission application is complete, it will be forwarded to the program director for review. Admissions decisions are mailed to applicants within three weeks after the application is complete

International Student Admissions

The presence of international students is regarded as a great source of cultural enrichment for the College community. The international insight and experience brought to the various graduate classrooms and the opportunity for American students to develop friendships with persons from widely divergent cultures have the potential to enhance the graduate experience. All international students studying at St. John Fisher College with student visas must enroll full-time (9 credits) each semester to comply with the regulations of the U.S. Immigration Service. International students have limited employment opportunities. Therefore, the applicant should not look to on-campus employment, either part-time during the academic year or full-time during official break periods, as a significant means of support while at the College.

Applicants for graduate international study must submit the following:

Completed online application.

Non-refundable application fee of US \$30 payable to St. John Fisher College
Course by course credit evaluation for their college transcripts from an approved international transcript evaluation service such as [World Education Services](#)
Results of the Test of English as a Foreign Language (TOEFL) if a student's first language is not English. The minimum acceptable score on the TOEFL is 550 (paper-based) or 213 (computer-based) for graduate study. For the Internet-based test, an applicant will need to score at least an 80. Results of the International English Language Testing System (IELTS) are also accepted. The minimum acceptable IELTS score is 6.5. **Note:** *Foreign students who have received their undergraduate degrees from institutions in the United States are exempt from the TOEFL and IELTS.*

Required test scores for specific graduate programs (GRE or GMAT)

Submission of Personal Goals Statement

Two recommendation forms

A current résumé

Once the items above have been received, an admissions decision can be made.

Information and documentation required for accepted international students can be found on the [International Student Services](#) site.

Student Designations

Graduate students are admitted with a certain status, depending upon the specific application decision and the student's individual circumstances. The admissions committees try to select candidates who are not only academically strong but who can benefit from the program and who will also contribute significantly to the learning experience of their peers. The admission decision will be based on an evaluation of all criteria rather than upon academic record alone.

Matriculated

Applicants who meet the program admission requirements qualify for matriculated status.

Conditionally Matriculated

Applicants who marginally meet the admission standards but appear to have potential for success in the program based on other evaluation criteria may be matriculated with conditional status. Conditional students can take courses for a maximum of two semesters and should meet with the program director at the end of each semester to discuss their plan and progress. At the conclusion of the second semester, the program director may remove the conditional status for students with a cumulative GPA of 3.00 or higher. All conditional students with a cumulative GPA below 3.00 will be referred to the Graduate Academic Standing Committee for consideration. The committee may place a conditional student on academic probation or dismiss the student from the program.

Provisionally Matriculated

Students are admitted on a provisional basis if supporting documentation is not complete at the time of admission. If all admission components are not in place by the date specified in the letter of acceptance, these students may not be allowed to register for any subsequent courses until their application is complete. Official degree-bearing transcripts must be submitted and received within 30 days of the first day of class of the semester a student matriculates. If you do not submit complete transcripts by this time, you may be withdrawn from Fisher and not allowed to re-enroll until these transcripts have been received by the Transfer and Office of Transfer and Graduate Admissions. Full graduate standing is granted when the documents are received in the Transfer and Office of Transfer and Graduate Admissions by the date specified in the letter of acceptance.

Non-Matriculated

Students with baccalaureate degrees from accredited undergraduate colleges may register for graduate coursework on a space available basis. These individuals must submit a transcript from the undergraduate institution indicating completion of a bachelor's degree and must complete a Non-matriculated form. Non-matriculated status does not indicate acceptance into a graduate program at Fisher. Students may be non-matriculated for only one semester and enroll in no more than six credits, after which they must submit an application for admission. Financial aid is not available to non-matriculated students.

Continuous Matriculation

Maintenance of matriculation requires the successful completion of at least one graduate-level course at Fisher during the calendar year. Pre-approved transfer credit may be used to meet this requirement for continuous matriculation. Degree requirements existing at the time of admission will remain in force if the student maintains continuous matriculation. A student who discontinues enrollment for more than two semesters must apply for readmission. The student must meet any new requirements for admission, as well as any new requirements for the degree.

Catalog and Degree Requirements

Students will be certified for graduation based on completion of the degree requirements in force in the catalog under which they were admitted to the College in matriculated status unless otherwise noted. Requests to change to a subsequent catalog must be submitted in writing to the Registrar's Office. Graduate program directors have the discretion and authority to make course substitutions or modifications to ensure the integrity of their programs.

The time frame for degree completion includes the time spent in non-matriculated status. For programs requiring fewer than 60 credits, a student must finish the degree within six years of completion of the first Fisher graduate course. For programs requiring 60 or more credits, students must finish the degree within eight years of completion of the first Fisher graduate course. Only the program director and provost or his designee can grant exceptions. Students granted extensions may be required to repeat certain previously taken courses.

Leave of Absence

Students whose progress is interrupted due to an approved leave of absence will continue to follow their original catalog upon their return to the College. If the program has been substantially modified, graduate program directors have the discretion and authority to make course substitutions or modifications to ensure the integrity of their programs and facilitate the transition of these students or to require that the students follow the program requirements in the catalog in force when the students return to the College.

Program Change

Change Within a Program

Applicable to current students requesting a change within a program such as:

- MBA concentration
- Literacy program grade level
- Nursing program

To request a change as indicated above, students must complete the Graduate Academic Change form available in the Registrar's Office. Upon signature from the graduate program director, the form is submitted to the Registrar's Office for approval. If the change is approved, the Registrar's Office will update the student's record. Students are advised to verify the program change in Fish 'R' Net, complete a new degree evaluation, and update their long-range plan.

Complete Change of Program

If an enrolled student wishes to completely change from one major into a different major (for example; M.S. in special education to M.S. in literacy education), they must apply to the new program through the Office of Transfer and Graduate Admissions.

Students can apply to the new program online. A typewritten statement supporting the student's interest in changing into a new program must accompany the application form. In some cases, new letters of recommendation and other materials may be requested. Students are advised to contact the Office of Transfer and Graduate Admissions to confirm application items required for submission. Complete applications are forwarded to the Admissions Committee for a decision. If accepted, the student must withdraw from his or her current program and submit an enrollment deposit for the new program. The student will be assigned a new advisor upon deposit. The Registrar's Office will be notified so that the student's record may be updated. Students are advised to verify the program change in Fish 'R' Net, complete a new degree evaluation, and update their long-range plan.

Enrollment

Once admitted to St. John Fisher College, students can expect to continue in attendance at the College as long as they maintain satisfactory academic standing, meet their financial obligation to the College, and do not seriously or persistently violate existing College regulations (see the Student Conduct website at www.sjfc.edu/student-life/student-conduct/).

St. John Fisher College expects all students to conduct themselves professionally, as befits those pursuing an advanced degree. Any student who engages in disruptive behavior may be subject to disciplinary action. Academic dismissal from the College occurs only after appropriate review and according to established College procedures.

Students are considered full-time if they are enrolled in nine or more graduate credits in a semester. Students are considered part-time if they are enrolled in fewer than nine graduate credits in a semester.

Note: *For financial aid purposes, twelve credits is considered full-time and nine credits is considered three-quarter-time.*

Immunization Requirements

All entering students are required to comply with the appropriate New York State Public Health Law requirements. Details of the requirements can be found on the [Health and Wellness Center website](#).

Tuition and Fees

Tuition and Fees for Summer 2018 – Spring 2019

Master's Programs

Tuition for Master's Programs

Master of Business Administration (MBA)	\$1,130/credit
All Other Master's Programs	\$950/credit
Comprehensive Fee	\$15/credit

Doctoral Programs

Tuition for Doctoral Programs

Doctor of Nursing Practice (DNP)	\$1,330/credit
Ed.D. in Executive Leadership	\$1,400/credit
DNP and Ed.D. Comprehensive Fee	\$15/credit

Pharmacy	\$40,674/year
Pharmacy Per Credit Hour Rate ¹	\$1,120/credit
Pharmacy Comprehensive Fee	\$200/year
Pharmacy Fee	\$285/year

Course Fees

Course Fees

GMGT 699 MBA Assessment	\$55
GMHC 520 Assessment in Counseling	\$25
GMHC 610 Adult Lifestyle & Career Counseling	\$50
GNUR 503 Foundations of Nursing Research	\$45
GNUR 571 Diagnostic Reasoning-Assessment	\$240

Miscellaneous Fees

Miscellaneous Fees

Application Fee	\$30
Check Replacement Fee	\$35
Late Payment Fee	\$200
Returned Check Fee	\$38
Study Abroad Fee	\$350
Vehicle Registration Fee	\$100/year

¹Requires dean's approval.

NOTE: All rates are subject to change.

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NOTE: All rates are subject to change.

Payment Policy

All student accounts must be settled by the date established by the College each semester. An account is considered settled when it reflects a credit or zero balance. This can be achieved by any combination of the following:

- Establishing adequate financial aid
- Setting up a payment plan
- Paying the balance in full
- Submitting the Payment/Reimbursement from Employer Plan (PREP) form
- Arranging for direct billing to your employer

More information about these options can be found online at: www.sjfc.edu/student-life/student-accounts. Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by the Financial Aid Office.

Students whose bills are not settled may not be allowed to drop or add classes, move into residence halls, participate in College-sponsored activities, obtain an email account or ID card, use the library, access their meal plan account, access the Athletic Center, or work or park on campus. Additional restrictions may also be imposed.

The College reserves the right to transfer past due accounts to an external collection agency when internal efforts have been exhausted. Collection costs and other legal fees incurred will be billed to the student account and become the responsibility of the student.

Penalties

The College reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the College. The College may, at its sole discretion:

- Refuse to admit or register the student

- Cancel the student's registration
- Bar the student from attending class
- Remove the student from residence housing
- Withhold the student's transcripts and diploma

Payment Plan

St. John Fisher College allows students to finance their balance over the course of the semester. Students/families that choose to establish a payment plan must enroll online and set up automatic deductions from a checking account or savings account. There is a \$40 enrollment fee per semester.

Payment/Reimbursement from Employer Plan (PREP)

The Payment/Reimbursement from Employer Plan, or PREP, enables students to defer the amount of tuition and fees that their employer indicates it will pay. Students who qualify to use PREP to defer their tuition will not be required to submit payment until the semester has ended and grade reports are available. PREP is only available to students who are in good financial standing with the College and who receive payment of their tuition from their employers.

If Student Accounts does not receive payment for the balance in full by the deadline, a late fee of \$200 will be assessed. St. John Fisher College reserves the right to rescind or refuse this payment option if the College is notified that the student is no longer eligible to receive tuition benefits. Failure to earn a required minimum grade in order to receive payment from an employer and/or withdrawal from a class does not excuse the student from being charged all applicable tuition and fees for that semester.

Direct Billing to Your Employer

Your balance may be deferred if your employer will pay the College in full upon receipt of a bill. To obtain this deferment, submit a letter from your employer stating this, and a bill will be generated directly to your employer for payment.

Forms

Further details and downloadable forms can be found at www.sjfc.edu/student-life/student-accounts. For more information, please contact Student Accounts by phone at **(585) 385-8061** or by email at studentaccounts@sjfc.edu.

Refund of Overpayment on Student Account

An overpayment refund is processed only when there is an actual credit balance on a student account. If the application of loans, scholarships, grants, or any other payment creates a credit balance, a refund will be generated. Students will be notified by email that a refund has been generated and will be informed of when and where it will be available.

Refund Policy

Students who withdraw (from all courses or from an individual course) will be charged tuition on a proportionate basis according to the schedules below based on the part of term for the course. The term “refund” below refers to the percentage of the tuition reduction. Fees are not refundable. As such, the percentage of any payment and/or aid that may be returned to you (if any) may be different.

A student who is considering withdrawing from the College or dropping a class is strongly encouraged to discuss implications with his/her advisor.

For refunding purposes, the first week is defined as the first seven calendar days in the term. For example, if classes start on a Tuesday, the first week runs from Tuesday through Monday of the following week.

Refund Schedules

Full Term Courses* (Part of Term 1)

Full Term Course Refund Schedule

Withdrawal in the 1st Week	100% Refund
Withdrawal in the 2nd Week	80% Refund
Withdrawal in the 3rd Week	60% Refund
Withdrawal in the 4th Week	50% Refund
Withdrawal in the 5th & 6th Week	20% Refund
Withdrawal after the 6th Week	0% Refund

**Excludes pharmacy program*

Weekend Courses* (Part of Term A & B)

Weekend Course Refund Schedule

Withdrawal before 2nd class	100% Refund
Withdrawal before 3rd class	75% Refund
Withdrawal before 4th class	50% Refund
Withdrawal before 5th class	25% Refund

Withdrawal after 5th class	0% Refund
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Note: Each weekend consists of two class meetings; one on Friday and one on Saturday. Example: if a student attends the first weekend, then they have attended two class meetings and will be refunded 75% of the tuition.

**Ed.D. students are required to return their laptops and books upon withdrawal. Failure to do so will result in additional charges.*

Other Courses (Part of Term 7A, 7B, X, & Z)

Other Course Refund Schedule

Withdrawal in the 1st Week	100% Refund
Withdrawal in the 2nd Week	75% Refund
Withdrawal in the 3rd Week	50% Refund
Withdrawal in the 4th Week	25% Refund
Withdrawal after the 4th Week	0% Refund

Pharmacy Program* (Part of Term P)

Pharmacy Program Refund Schedule

Withdrawal before 1st day of class	100% Refund
Withdrawal after 1st day of class	0% Refund

**Students wishing to withdraw from the Pharmacy Program must notify the Office of Student Affairs & Advocacy in writing of their intentions.*

Special Parts of Term (Part of Term S)

Special Parts of Term Refund Schedule

Withdrawal prior to 10% completion point	100% Refund
10% – 19.9% completion point	75% Refund
20% – 29.9% completion point	50% Refund
30% – 39.9% completion point	25% Refund
At the 40% completion point	0% Refund

Return of Title IV Funds

The Federal Government specifies how St. John Fisher College determines the amount of Title IV program assistance a student earns when they withdraw from the College. The Title IV programs that are covered by this law are: Federal PELL Grants, TEACH Grants, Federal Direct Student Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs) and Federal Perkins Loans.

When a student who is a Title IV Fund recipient withdraws, the amount of Title IV funds earned is based on the amount of time the student spent in academic attendance. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period of enrollment, a student has earned 100% of the Title IV funds.

For complete details on the return of Title IV funds when a student withdraws, please review our [Return of Title IV Funds Policy \[pdf\]](#).

Title IV fund recipients who are withdrawing from classes that are part of two 6 or 7-week modules should review our [Part of Term Withdrawal Policy \[pdf\]](#).

Return of Non-Title IV Funds

When a student withdraws who has paid using non-Title IV funds, any credit balance resulting from refund calculations will be returned to the student.

Financial Aid

Financial aid is available to matriculated students who are taking at least six credit hours per semester. In order to be given full consideration for all types of financial aid programs available at St. John Fisher College, students must file the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA online at www.fafsa.gov. Students should file at least one month prior to the beginning of the academic term for which they wish to receive financial assistance.

The Office of Student Financial Services is dedicated to providing you the highest level of service as we guide you through the financial aid process and assist you in meeting the costs of receiving a quality Fisher education. Graduate students should contact Fisher's Office of Student Financial Services at (585)385-8042 with any questions. To assist graduate students in planning for and achieving their academic objectives, the College offers the following:

Teacher Education Assistance for College and Higher Education (TEACH) Grant

The student must file the [Free Application for Federal Student Aid](#) (FAFSA) and complete the [St. John Fisher College TEACH Grant application](#). The student must be enrolled in a TEACH Grant-eligible

program as a graduate student, meet certain academic achievement requirements, receive TEACH Grant counseling and sign TEACH Grant Agreement to Serve. To receive the grant in successive years, the student must make satisfactory progress towards a degree, complete the FAFSA application, receive TEACH Grant counseling, sign the TEACH Grant Agreement to Serve and meet eligibility requirements. Academic achievement requirements are reviewed prior to receipt of the grant each semester.

Federal Direct Student Loan Program

The William D. Ford Federal Direct Student Loan Program provides low-interest long-term loans to matriculated students enrolled at least half-time in a degree program for education expenses. Borrowers must be U.S. citizens or eligible non-citizens and maintaining satisfactory academic progress for financial aid eligibility in a graduate or professional program. Student must complete the [FAFSA application](#). The lender of these loans is the federal government and repayment is to the U.S. Department of Education.

For further information on amounts, fees, and interest rates, please visit Financial Aid's [Graduate Federal Direct Student Loan Program](#) page.

Federal Direct Graduate PLUS Program

The William D. Ford Federal Direct Graduate PLUS Loan Program is available to matriculated graduate students enrolled at least half-time in a degree program. Borrowers must be U.S. citizens or eligible non-citizens and maintaining satisfactory academic progress for financial aid eligibility in a graduate or professional program. The student may borrow up to the student's cost of attendance, minus other financial aid. The lender of these loans is the federal government and repayment is to the U.S. Department of Education. Loan approval is subject to a credit check based on criteria established by the U.S. Department of Education.

For further information on amounts, fees, and interest rates, please visit Financial Aid's [Federal Direct Graduate PLUS Loan Program](#) page.

Private Student Loan Programs

Private student loans are loans a student can borrow from a private lender. Students who have not established a credit history will be asked to apply with a co-signer. Although interest accrues while the student is in school, the payments on the loan **may be** deferred until the student ceases enrollment. A private loan may provide enough funds to enable the student to attend and pay for the college of their choice. The annual loan limits are the cost of attendance minus other financial aid. The terms and conditions of the loan (including interest rates and fees) will be determined by the lender. A private student loan application is completed directly with the lender of the student's choosing.

Privately Funded Scholarships

A small number of privately funded scholarships are available to graduate students in good academic standing who meet the criteria designated by the donor(s) of the scholarship. Students eligible to apply for any of these scholarships will be notified and asked to fill out the proper paperwork.

New York State Aid

Recipients must be in good academic standing in accordance with the commissioner's regulations and must not be in default of a loan guaranteed by the New York State Higher Education Services Corporation.

For eligibility requirements, application process and award information on the following:

- Senator Patricia K. McGee Nursing Faculty Scholarship
- Veterans Tuition Awards
- NYS Math and Science Teaching Incentive Scholarship
- NYS Aid to Native Americans
- Segal AmeriCorps Education Award
- NYS Child Welfare Worker Incentive Scholarship Program

Please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid.html>.

Standards of Academic Progress for Graduate Financial Aid Recipients

Graduate students are considered to be making satisfactory academic progress for federal aid eligibility as long as they are in good academic standing according to institutional standards.

For purposes of computing academic standing, quality points are assigned to letter grades as follows:

Standards of Academic Progress for Graduate Financial Aid Recipients

Grade	Points Per Credit
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30

C	2.00
F	0.00

Graduate-level students are considered to be in good standing if their cumulative GPA is 3.00 or higher at the end of each semester.

Standards of Academic Progress Cumulative Grade Point Average:*

Standards of Academic Progress Cumulative Grade Point Average

Semester Credit Hours Earned Toward Degree	0–6	7–12	13–21	22+
Good Standing:	3.00	3.00	3.00	3.00
Probation:	2.00–2.99	2.50–2.99	2.75–2.99	—
Academic Dismissal with GPA Below:	2.00	2.50	2.75	3.00

**Averages will not be “rounded.” For example, 2.99 will not be rounded to 3.00.*

The Graduate Academic Standing Committee reviews student records each semester. If the Graduate Academic Standing Committee determines that a student has failed to meet the standards, the Committee reserves the right to withdraw the student from its program. If a student is withdrawn from the program, he or she is no longer eligible for federal and state financial aid.

Students who graduate or drop below half-time status are required by the federal government to complete exit counseling online at StudentLoans.gov if they borrowed a Federal Direct Student loan or received a Federal TEACH grant. Failure to do so may result in the withholding of their diploma and/or academic transcript.

Services and Facilities

Career Services

The Center for Career and Academic Planning provides a comprehensive menu of services to assist graduate students in all phases of the career development process including: goal identification, decision making, career planning and job search. Regardless of your starting point, we can provide assistance. Evening and daytime appointments are available to graduate students.

Through the Center, graduate students can obtain guidance regarding career choices, explore ways to gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search strategies.

Graduate students and alumni can remain informed by visiting the Career and Academic Planning

website at www.sjfc.edu/student-life/ccap/ for programs and resource information.

Career Counseling and Resources

Individual counseling is available to assist students in identifying, refining, or affirming a chosen career direction through the use of assessment activities and inventories, including the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI). Students can also take advantage of individual meetings for assistance with their resume and job search. As a graduate student, it is important to be proactive and utilize the resources of the Center for Career and Academic Planning early.

Online Resources

Handshake – a user-friendly technology to search for work study, internships, and job opportunities and to learn about career-related events occurring on campus and in the community. It can also be used to research employers and connect with peers about their experiences.

CareerShift – an advanced job search tool that delivers search results from numerous career sites, company web pages, and job boards. Through the Center for Career and Academic Planning, Fisher students and alumni have free access to this site.

Alumni LinkedIn Group – an active group where students can connect to alumni in various fields for networking and career advice. The LinkedIn Alumni Group has over 3,500 members representing numerous industries.

Career Guides – on topics such as personal statements, job searching, networking, interviewing, cover letters, references, and sample resumes are all available online and in print.

Research Links – to specific careers, industries, salary information, job outlook, and professional associations are available online.

Workshops and Events

Each semester the Center for Career and Academic Planning hosts a number of workshops for students on a range of career-related topics such as: Effective Resume Writing, Job Search Strategies, Interviewing, Networking, Utilizing Social Media in Your Job Search, and Choosing a Major.

Career Fairs

The Center for Career and Academic Planning hosts annual recruiting events that include: Accounting Fair, Nursing Fair, and the Spring Career and Internship Fair. Additionally, in collaboration with a local college consortium, Fisher sponsors the Rochester area career fairs and Teacher Recruitment Day (TRD).

On-Campus Recruiting

The On-Campus Recruiting Program provides students with the opportunity to interview with recruiters and hiring managers throughout the academic year. Additionally, employer Information Sessions are open to all students, offering visibility and exposure to recruiters and potential career paths.

Job Postings

Job postings are updated daily from local and national employers that include: full-time, part-time, internships, work-study positions, and seasonal employment opportunities. All postings are available on the Center's online database, Handshake, which can be accessed by all students and alumni.

The Center for Career and Academic Planning is located on the main floor of the Lavery Library.

Dining Services

Lackmann Culinary Services is contracted by the College and offers several options for dining on campus. All venues accept board meal plans, Cardinal Cash, cash, and major credit cards. Special dietary needs are accommodated by contacting the dining services director. Current hours of operation, menus, monthly newsletters, and calendars are posted on the dining services website: <https://www.sjfc.edu/student-life/dining-services/>.

Meal plan participants present their ID cards for each meal transaction. All resident students must participate in a meal plan. In addition, commuter students have the option of purchasing a commuter meal plan.

Commuter students, faculty, and staff may use cash, credit cards, or utilize our Cardinal Cash declining balance option.

Meal plans and Cardinal Cash are nontransferable.

Lackmann Dining Facilities

Ward-Haffey Dining Hall

Open 7 days a week offering dine-in "all-you-care-to-eat" meals. Several stations include soup/salad, Oriental stir-fry, pasta and pizza, hot entrees, deli and desserts.

Murphy Dining Hall

Open 5 days a week offering dine-in "all-you-care-to-eat" breakfast and dinner.

Cyber Café

This trendy café, located in the Golisano Gateway, is a great place to grab a quick bite during a break from class or on your way. The café offers Starbucks coffees, fresh baked pastries, hot breakfast sandwiches, Grab & Go salads and sandwiches, soups, snacks, and who can forget the tempting desserts!

Cardinal Café

Located in Michaelhouse, the Cardinal Café offers a variety of Grab & Go foods with healthy eating in mind, paninis, smoothies, and fresh baked goods to compliment Starbucks Coffees.

Fishbowl

This diner-style menu offers the perfect place to hang out with friends and enjoy a burger, fries, milkshake, or sandwich. The Fishbowl, located in Michaelhouse, is a student fave for late night study breaks!

Pioch Commons Café

The Pioch Commons Café offers a convenient Grab & Go location featuring Finger Lakes Coffees, and favorites from Cyber and Cardinal Cafés.

Student Accessibility Services

St. John Fisher College is committed to assisting students with documented disabilities who are otherwise qualified for admission to the College, in compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended). Students with documented disabilities (physical, learning, and/or psychological) who may need academic accommodations are advised to refer to the accessibility services information on the Student Accessibility Services website (www.sjfc.edu/student-life/disability-services/). For additional information, students may call or make an appointment with the coordinator of student accessibility services in the Student Accessibility Services Office, Kearney 300, (585) 385-5252.

Accommodations for Students with Disabilities

Requests for accommodations must be made in a timely manner, be supported by appropriate documentation/diagnosis, and be determined reasonable by St. John Fisher College. Students with disabilities must meet the standard academic requirements to be considered for admission and must also attain the same competencies in all courses as all other students. The objective is to accommodate the functional limitations of the student's disability while maintaining the integrity of the College's courses and programs. Disability information provided to the College is shared only with College personnel who work together in a cooperative effort to provide reasonable accommodations to students with documented disabilities. Final determination for providing reasonable accommodations rests with St. John Fisher College, based on the relevant documentation/diagnosis information submitted by the student. Academic accommodations at the graduate level vary by academic

program.

In the event that a student wishes to appeal a College decision in response to a request for a reasonable accommodation, the student must submit a written appeal to the Center for Career and Academic Planning indicating the basis for the appeal within 20 calendar days of notification of the initial decision. The appeal will be forwarded to the appropriate College officer (the appropriate school dean for academic-related requests; the dean of students for non-academic-related requests). The Center for Career and Academic Planning will forward to the College officer receiving the appeal all documentation and related information submitted to the College in support of the request. The officer hearing the appeal may request additional information from the student, as well as seek expert opinion from sources outside the College. The student must cooperate if the opinion of an additional expert is sought. The officer hearing the appeal will meet with the student to discuss the request and may interview other individuals who have information relevant to the request. After reviewing the documentation and meeting with the student, the officer hearing the appeal may modify or sustain the original decision regarding the request for accommodation. The decision regarding the appeal will be made within 30 calendar days of receipt of the appeal.

Additional information about the College's policy and procedures for compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended) can be obtained from Student Accessibility Services in Kearney Hall.

Early Learning Center

On-campus child care facilities are available for children of Fisher students, faculty, and staff at the Early Learning Center. Limited community enrollment is available. The Center, located in Murphy Hall, is a fully licensed day care center, offering a nursery school program for preschoolers, toddler care, and after-school care. Both full-time and part-time enrollment is available.

For more information, please contact the Early Learning Center directly at **(585) 385-8327** and ask for the director.

Health and Wellness Center

The Health and Wellness Center is the on campus medical and counseling office serving the students of St. John Fisher College. The Center is located on the first floor of the Wegmans School of Nursing Building, Suite 107. Office hours during the academic year are Monday through Friday from 8:30 a.m. until 4:30 p.m.

The Health and Wellness Center provides compassionate, high-quality medical, counseling services, and wellness education to students. In promoting wellness we also serve as a mental health and medical resource for the campus community. We are an integrated center and we work as a collaborative team to provide excellent care to the students we serve.

Services available the Center include visits for illness, STI testing and education, blood work and laboratory services, annual health updates, PPD placements and reads, flu vaccine clinics,

counseling, and psychiatric evaluations. Over 3,000 student health visits take place each year.

Additionally, we offer prescription delivery from the Fairport Wegmans Pharmacy. Prescriptions are delivered to the Health and Wellness Center for pick up from our Center for student convenience.

Appointments

Medical and counseling appointments are highly encouraged, with walk-in appointments available depending on immediacy of the need. To schedule an appointment students can call our appointment line at (585) 385-8280 or walk-in. Students should bring their St. John Fisher College ID card and health insurance card to each appointment. If your insurance changes, please be sure to notify the office of this change.

All visits at the Health and Wellness Center are confidential.

Emergencies

In some cases, we may need to refer students out for more immediate medical or mental health care. We attempt to be mindful about the costs associated with these situations but we cannot risk health and safety. If a student needs evaluation at an emergency room, we will work with the College and student to make this happen as safely and efficiently as possible.

For an on-campus emergency, students should contact the Office of Safety and Security at (585) 385-8111. For off-campus emergencies, students should call 911.

Medical Excuses

The Health and Wellness Center does not provide medical excuses for classes missed due to illness or an appointment.

However, if there is a diagnosed medical condition that precludes the student from attending class for significant period of time, we can assist in working with the College/faculty/staff in regards to notification or to address time missed.

When they will be absent, students are responsible for promptly notifying instructors to make necessary arrangements – before they miss the class is best!

The Medical Excuse Policy can be found by going to our Health and Wellness FAQ page.

<https://www.sjfc.edu/student-life/health-and-wellness-center/faqs/>

Fees for Services

St. John Fisher College encourages all students to maintain adequate health insurance coverage at all times. Health insurance information is available for New York State residents at nystateofhealth.ny.gov. If you need assistance with additional health insurance information please

contact our office (585) 385-8280.

The Health and Wellness Center will bill your insurance carrier directly for any medical services provided and we accept all insurances. **The Center does not bill students for these services; we only bill the insurance carriers.**

Fees for any lab tests are billed by the laboratory company. Students who need treatment or services beyond what we can provide are referred to outside specialists or hospitals. Your insurance plan may cover all, part, or none of these costs. Students and/or their parents are responsible for all costs incurred outside the Health and Wellness Center.

Because all students pay a comprehensive fee that supports the basic operation of the HWC as a part of their regular college charges, we do not charge or collect co-payments at the time of service. For any student with a lapse in their health insurance coverage a \$25 fee will be applied to their student account for each medical visit. Students with a financial hardship can request this fee be waived; waivers are granted on a case by case basis.

Counseling visits are not billed to an insurance provider and are provided free of charge to current St. John Fisher College students.

Mandatory Health Requirements

New York State requires post-secondary students enrolled in 6 or more credits, to provide the following immunizations:

1. Two MMR (measles, mumps and rubella) vaccinations or Titers with serological proof of immunity to Measles, Mumps and Rubella (Students born prior to January 1, 1957 are exempt from this requirement).

AND

2. Meningitis vaccination within 5 years of the first day of classes (**required for residential students**).

If you are a commuter student you can decline the meningitis vaccine as a requirement of your enrollment to the college. To locate find information on the meningitis vaccine please visit our patient portal at the address listed below.

Our immunization entry and verification process is now **online** and can be accessed by visiting our patient portal: **go.sjfc.edu/patientportal**. Please visit the immunization tab on the patient portal to upload and enter the dates for your MMR and Meningitis vaccines. Once you have entered your dates and uploaded the record, the Health and Wellness staff will review and verify the document. If you have any other health documents please continue to use the patient portal.

It is also recommended that students complete the Health History Form also located on the patient portal. We will request that you complete this form prior to your visit at our center.

If a student fails to submit the required proof of immunization within 30 days after the start of classes, the student will be withdrawn from classes until proof of the immunity is submitted. A fee of \$300 will be assessed for reinstatement in the class.

Library

The Charles J. Lavery Library meets the information needs of 21st-Century students. A blend of traditional and electronic resources covering a broad range of subjects is available to the Fisher community. The library's print collection is complemented by an extensive offering of online scholarly resources available at: www.sjfc.edu/library.

Information resources include 300,000 volumes and access to approximately 50,000 print and electronic periodical titles.

The library provides a variety of study venues. Individual and group study areas, a computer lab, and a floor designated for quiet study make the library a popular spot on campus for research, meetings, and instruction. It is also a great place to relax with comfortable furniture; popular books, magazines, and DVDs, well-stocked vending machines and a Keurig machine with a variety of K-Cup flavors to choose from including coffee, tea and hot chocolate.

Research Assistance

Professional librarians welcome students to the library Help Desk during day and evening hours. Our librarians are information specialists committed to the academic success of all students.

Learning Commons

The Learning Commons supports student learning, research, and use of technology. This state-of-the-art facility enables students to conduct research and produce projects in one location, steps away from a Help Desk staffed by technology students and Librarians. In the Learning Commons, students have access to PC workstations, Macintosh multimedia workstations, and group workstations. Throughout the library there are additional PC workstations as well as Wi-Fi. Students may also borrow laptops at the Information and Checkout Desk for short-term use in the library.

K-12 Resource Center

Geared toward educators and pre-service educators at all levels, the Curriculum Center occupies 1,250 square feet on the Lower Level of Lavery Library. The Center simulates the typical K-12 school library, and offers a range of fiction, non-fiction, school textbooks, and lesson-planning resources all aligned with NYS Standards. Ample work space, combined with ready access to materials and the professional assistance of the education librarian, provides an ideal environment for project and lesson development.

Instruction

Librarians welcome opportunities for instructing groups or individuals and offer current instruction in the use of all types of information sources. Classes in information literacy are taught in all subject areas using hands-on techniques and active learning.

Interlibrary Services

Lavery Library Interlibrary Loan is a free service provided to the Fisher community. The library is a member of the Rochester Regional Library Council, which represents a collection of more than 3,400,000 titles. We are also a member of the IDS Project, which began in New York State, then spread across the country as far as Hawaii, and now represents the collections of over 110 academic libraries. Lavery Library works within these two associations to swiftly provide quality resources not owned by this library. Lavery Library's Interlibrary Loan service also extends beyond the region to obtain resources from national and international libraries.

Math/Computer Science Help Center

The Math/Computer Science Help Center, located on the third floor of the Academic Gateway, offers free one-on-one and group instruction by peer tutors. The Center is open on a daily, walk-in basis Monday through Thursday, 9 a.m. to 6 p.m., and Friday, 9 a.m. to noon. College networked computers provide access to the Internet, as well as to many software applications used in various current mathematics, science, and computer science courses. The Center provides an ideal place for individual and collaborative study with expert help close at hand.

Office of Information Technology

The Office of Information Technology (OIT) provides technical support for the College. This includes managing and maintaining the computer labs, Instructional Technology Enhanced Classrooms (ITEC), multimedia equipment, faculty and staff computers, printers, and software on campus. OIT also supports the College's telephone and network infrastructure, servers, and administrative applications.

Service Desk

The OIT Service Desk is available to assist you with your technology questions and is the primary contact for all support issues and service requests. Contact via:

Email: oit servicedesk@sjfc.edu

Web: www.sjfc.edu/services/oit/

Phone: (585) 385-8016

The Service Desk is located in the basement of Kearney Hall in K-053 with a Satellite Desk located in the Learning Commons on the first floor of Lavery Library. Both available for walk-up assistance

during office hours. Current hours are posted on the OIT website. In-addition to walk-up assistance, the Service Desk provides 24/7 phone support for issues such as password resets and account access. The OIT website (www.sjfc.edu/services/oit/) is designed as a resource for the Fisher community with information about accessing technology resources at St. John Fisher College.

Computer Labs

Each computer lab offers access to a variety of software, including productivity and academic applications, and a variety of hardware, including PCs, printers, and scanners.

The Kearney Academic Computing Lab is available 24-hours-a-day, 7-days-a-week via card-swipe access when the College is open. Lab assistants are on duty throughout the week. Hours will be posted in the open area of the lab.

To learn more about the College's computer labs including up-to-date computer availability and policies, please visit the OIT Knowledge Base item at: <https://sjfc.teamdynamix.com/TDClient/KB/?CategoryID=6509>.

Media Services

OIT Media Services supports the St. John Fisher College Community, which includes current faculty, staff, and students.

OIT Media Services provides support for ITEC (Instructional Technology Enhanced Classroom) equipment, audio/visual support for on-campus events, media duplication and media transfer, assistance with using media equipment on campus, and media equipment loans.

To reserve equipment or learn more about the services that Media Services provides, please visit the OIT Knowledge Base item at: <https://sjfc.teamdynamix.com/TDClient/KB/?CategoryID=6509>

Web-Based Services

The College provides several high-quality web-based services designed to enhance student learning and improve the college experience. The most commonly and heavily used services are described below. Other services provided include admission applications, library catalog, and other databases.

mySJFC

my.sjfc.edu is the online community for students, faculty, and staff at the College and provides a single site for the most commonly accessed online resources at the College including Student Gmail, Blackboard, Fish 'R' Net, ResLife Online, Hoonuit, Qualtrics, and links to many other useful sites. For most services you only need to log in once.

Blackboard

[Blackboard](#) is a comprehensive and flexible web-based course management system that is used by many faculty members. It can be used to provide course materials in a variety of formats, allowing students to use the materials at their own pace and in their own time. For more information about Blackboard, visit the Education Technology page at: <https://www.sjfc.edu/services/educational-technology/technologies/blackboard>

Student Gmail

Student Gmail is the College's student email system. All students are assigned St. John Fisher College email accounts and are expected to monitor those accounts for important communications from College offices. Notifications sent by email include, but are not limited to, course cancellations, deadlines, registration and billing information, and changes in College policies.

Fish 'R' Net

[Fish 'R' Net](#) is the College's web-based student information system where students register for and withdraw from classes, and view their class schedule, final grades, transcript, transfer credits, and other academic information. The site also allows students to view and pay their tuition and fee charges and access Atomic Learning, our technology training tool. Information on using Fish 'R' Net can be found at www.sjfc.edu/services/registrar.

Passwords

New and continuing students can change or reset their network password for Gmail, Blackboard, mySJFC online without visiting the OIT Service Desk in person. To reset your password please visit <http://passwordreset.sjfc.edu/>.

Computer Privacy

The Office of Information Technology (OIT) respects the privacy of all users. System administrators monitor systems and network activities to promote performance and integrity. OIT personnel do not routinely monitor an individual's computer use, examine files, or read email in an individual's account. Exceptions may be necessary if a use or activity is suspected of disrupting the computing network or facilities; violating local, state, or federal law; or being an inappropriate use of computing resources as described by College policy located in the [Student Code of Conduct](#).

Printing Services

Print Center

The Print Center is an on-campus full services printing, duplication and finishing center located in Kearney Hall. Part of the Auxiliary Services department, the Print Center offers both black and full color printing and copying with the ability to scan to electronic file formats. Some of the finishing services available are binding (comb and tape), laminating, cutting and gluing. Templates, setup

services and photo printing are available on a limited basis. Orders can be placed at the Print Center window or website.

Website: <https://www.sjfc.edu/services/print-center/>

Email: printcenter@sjfc.edu

Phone: (585) 385-8130

Safety and Security

The Safety and Security Department, located in Haffey Hall, is responsible for campus safety and operates 24 hours a day, seven days a week. Security officers are responsible for enforcing federal, state, and local laws, as well as College policies and regulations. Although security officers do not make arrests, the department works closely with the Monroe County Sheriff's Office in investigating and reporting criminal activity on our campus. The department will make timely reports to the campus community of incidents that represent a threat to students and employees. The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education.

The department can be contacted at **(585) 385-8025** or for an emergency at **(585) 385-8111**.

Note: *All calls to the College switchboard and the Safety and Security Department are recorded.*

ID Cards

The Safety and Security Department issues identification cards to all faculty, staff, and students. All members must produce ID upon request from a College official.

Parking Permits

Parking and operating a motor vehicle on the St. John Fisher College Campus is a privilege. All vehicles on the Fisher campus including Park & Ride (Lot S) must be registered with the Safety and Security Department and display a valid parking permit or pass on the vehicle.

Learn more about [Parking Regulations and Fines](#).

Lost and Found

Lost and found articles, including books and clothing, may be taken to and claimed at the Safety and Security Department.

Security of and Access to Campus Buildings

Safety and security officers conduct regular foot, bicycle, and car patrols of all campus buildings, grounds, and parking areas. Access to the residence halls is controlled either by locked entrance

doors or the card access system. Residence halls are patrolled and monitored 24 hours a day by security officers or resident assistants. All other campus facilities are locked and unlocked daily according to established schedules. No pets—except service animals—are allowed in any campus building, stadiums or areas of assembly..

Campus Escort Services

The Safety and Security Department offers a campus escort service available for on-campus use by all students, faculty, staff, and visitors. The service operates 24 hours a day, seven days a week.

Reporting Criminal Activity

Students, faculty, staff, and visitors are urged to report all campus criminal activity and emergencies immediately to the Safety and Security Department, who will in turn contact the local law enforcement and the appropriate emergency services.

Campus Sexual Misconduct Policy

St. John Fisher College fully supports and enforces all College policies as well as federal, state and local laws governing rape and sexual assault.

Sexual misconduct in any setting is prohibited at St. John Fisher College. For the purposes of this policy, sexual misconduct includes sex discrimination, intimate partner violence, sexual harassment, sexual assault, and sexual exploitation.

Please Note: St. John Fisher College recognizes that sexual misconduct affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

Alleged violations of College policy will be subject to the Student Conduct Process for situations involving students or the process and procedures applicable to College employees for situations involving College employees. All St. John Fisher College students, faculty, staff, visitors, and guests are expected to comply with federal, state, or local laws.

The College recognizes its responsibility to develop and implement educational programs to help its students and employees to recognize and address sexual misconduct and/or remedy the effects of sexual misconduct and is committed to the prevention and/or re-occurrence of sexual misconduct in the College community.

Confidential Support After a Sexual Assault

For more information regarding support after a sexual assault, visit the Health and Wellness Center's [Sexual Assault page](#).

Reporting Sexual Misconduct

For more information, please visit the [Reporting Sexual Misconduct section](#) of the Student Conduct Policy.

Crime Prevention

Crime prevention is the responsibility of all members of the Fisher community. In order to develop crime prevention awareness within the College community, the Safety and Security Department, the Office of Residential Life, and the Monroe County Sheriff's Office provide crime prevention information and training by means of residence hall floor meetings, department briefings, campus newspaper articles, safety brochures, flyers, and electronic mail.

Discrimination, Discriminatory Harassment, and Hate Crimes

Physical, psychological, or verbal harassment or discrimination and Hate Crimes are prohibited at St. John Fisher College.

Alleged violations of College policy will be subject to the [Student Conduct Process](#) for situations involving students or the process and procedures applicable to College employees for situations involving College employees. All St. John Fisher College students, faculty, staff, visitors and guests are expected to comply with federal, state, or local laws as well as College policies.

Emergency Notification System

The College has partnered with Rave Mobile Safety to provide an emergency notification system to alert students, faculty, and staff of emergency conditions on campus by delivering messages to their Fisher or personal email addresses, as well as their landline and cell phones.

Members of the campus community are automatically enrolled in the program with contact information from Fish 'R' Net and Banner. To manage your account and confirm your emergency contact information, just log in to [Rave Alert](#) using your Fisher network credentials (**email user ID and password**). Note that your cellular phone provider may charge a per-text-message fee for the delivery of emergency notifications to your phone.

If you need assistance managing your Rave Alert account, please review the Emergency Notification System Help Topic or contact the OIT Service Desk for additional information.

If the campus needs to be evacuated, the Rave Alert system, as well as responding safety and security officers and other responsible campus officials, will provide instructions.

St. John Fisher College will, without unnecessary delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless the notification will, in the professional judgment of responsible authorities, compromise efforts to assist victims or to contain, respond to, or otherwise mitigate the emergency.

When an emergency is reported, safety and security personnel will respond immediately and

determine the nature and scope of the incident. The on-duty supervisor will notify the director of safety and security or, in his/her absence, the assistant director who will determine the need for an emergency notification. The following people are authorized to determine the content of and initiate an emergency notification: director of marketing and communications; director of safety and security; or the director of network services.

This system will be tested periodically and at least once a year.

Writing Center

Writing Center consultants assist students with writing tasks from all disciplines and during all stages of the writing process. Individualized service and extensive writer participation during tutorials enable students to become more skillful writers.

Resources include a library of style manuals, handbooks, dictionaries, workbooks, and user-friendly handouts. Computers and printers are also available for student use during regular operating hours.

Hours vary by semester. Writing center services are free of charge to all Fisher students. "Walk-ins" are welcome but subject to tutor availability. The Writing Center is located on the top floor of the Academic Gateway. More information about the Writing Center is available at <https://www.sjfc.edu/services/writing-center/>.

Veterans Affairs

The Veterans Affairs counselor, located in the Registrar's Office, Kearney 201, provides students with information and assistance relating to veterans' benefits and concerns. The counselor may be contacted by phone at **(585) 385-8031**.

For information on educational benefits and eligibility, visit the VA online at: benefits.va.gov/gibill/ or call 1 (800) 442-4551.

Ralph C. Wilson, Jr. School of Education

Overview

Michael W. Wischnowski, *Dean*
Susan Hildenbrand, *Associate Dean*

Jeffrey Liles, *Chair of Undergraduate Programs in Inclusive Education*

Welcome to the Ralph C. Wilson, Jr. School of Education at St. John Fisher College. Our curriculum is grounded in inclusive practice comprised of theoretical and experiential learning that prepares teacher candidates to demonstrate the knowledge, skills, and dispositions essential to teach all children. All coursework and fieldwork moves candidates toward the attainment of learning objectives based on a conceptual framework dedicated to the achievement of social justice through the central tenets of

teaching: respecting and addressing the diversity of all learners, promoting achievement for each individual, developing compassionate practice, pursuing knowledge continuously, and providing comprehensive service to the communities and individuals we serve. All undergraduate programs are registered with the New York State Education Department and are nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE). Our high-quality programs of study incorporate the liberal arts, with professional preparation in the science, craft, and art of teaching. All programs embed curriculum in practice situated in schools. The School of Education and its related educational programs are located in the Ralph C. Wilson, Jr. Building, a state-of-the-art facility with advanced technological capacity.

Criteria for Continuation Into School of Education Teacher Certification Programs

All candidates, including transfer students, are accepted into the School of Education upon admission to the College. In order to continue in their programs, candidates must do the following:

- Submit a complete and acceptable application
- Establish a cumulative GPA of 3.0
- Earn acceptable ratings on key assessments
- Comply with plans for support
- Earn a final grade of at least “C” or higher in all courses in the inclusive education programs required for certification.

Wegmans School of Nursing

Overview

Dr. Dianne Cooney Miner, *Dean*

Dr. Marilyn Dollinger, *Executive Associate Dean*

In March 2006, St. John Fisher College opened the Wegmans School of Nursing, named in honor of Robert and Peggy Wegman, longtime friends and benefactors of the College. The Wegmans School of Nursing houses the undergraduate and graduate programs in nursing and the graduate program in mental health counseling.

The mission of the School is to create an individualized teaching and learning environment that supports the special needs and values of students seeking roles in licensed, credentialed, and certified professions. Founded in the Basilian tradition and guided by ethical and professional standards, the School prepares individuals who are committed to lives of service and the values of intellectual engagement, social responsibility, and respect for diversity.

The Wegmans School of Nursing is dedicated to graduating professional mental health counselors and advanced-practice nurses who will provide expert, compassionate, ethical care and be leaders in the health-care environment. To promote an internalized standard of excellence in practice, the school fosters academic and clinical practice environments for students that provide the opportunity for student and faculty to engage in the following:

- Active involvement in the quest for knowledge
- Professional competence
- Collaborative relationships
- Ongoing personal growth
- Flexibility and openness to change
- Effective communication
- Modeling of professional behaviors
- Community involvement

The School's baccalaureate, master's, and DNP programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 463-6930.

The mental health counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Ralph C. Wilson, Jr. School of Education

Overview

Dr. Michael Wischnowski, *Dean*

Welcome to the Ralph C. Wilson, Jr. School of Education at St. John Fisher College. Our curriculum is grounded in inclusive practice. We believe that teaching all people requires professional educators and executive leaders who have mastered the knowledge, skills, and dispositions necessary to address the diversity represented by the populations they serve. All children and all adults have a right to enjoy high-quality educational and workplace experiences designed by experts who are deeply and fully committed to the profession of education and the responsibilities of leadership.

Our graduate programs in education are designed to deepen, extend, and enhance the professional knowledge of educators, leaders, and executives. Initial certification programs allow graduate candidates whose baccalaureate degrees are in areas other than education to obtain New York state certification in childhood and special education or adolescence and special education. Teaching professionals with initial certification in childhood and adolescence may specialize in the critical needs areas of special education, library media and literacy. Graduate candidates with initial certification can qualify for professional certification through our master's degree programs. Teachers who have experience in leadership roles may enroll in the School Building Leader and School Building/School District Leader programs. Educators and executives may challenge themselves at the highest level of study in our Ed.D. in Executive Leadership program, where a cohort-based modular structure provides a rigorous yet accessible program of study leading to a terminal degree. The School also offers its approved Ed.D. in Executive Leadership at extension sites at Iona College in New Rochelle, New York, and at Onondaga Community College in Syracuse, New York.

Graduate programs in teacher education and educational leadership are registered with the New York State Education Department and are nationally accredited by the National Council for the

Accreditation of Teacher Education. The School of Education and its related educational programs are located in the Ralph C. Wilson, Jr. School of Education building and the James S. Alesi Academic Center, state-of-the-art facilities with advanced technological capacity.

Wegmans School of Pharmacy

Overview

Administration

Dr. Christine Birnie, *Dean*

Dr. Sean Leonard, *Assistant Dean of Assessment*

Dr. David McCaffrey, III, *Assistant Dean of Student Affairs*

Dr. Anna Ratka, *Associate Dean of Academic Affairs*

The Wegmans School of Pharmacy is dedicated to serving the pharmaceutical care needs of the public by preparing pharmacists to provide pharmaceutical care that enhances the health and quality of life of the patients they serve. The School is committed to providing an environment that promotes academic excellence, service, and scholarship; encourages each student's intellectual and personal development; and fosters the development of lifelong learners committed to advancing the profession of pharmacy.

In July 2010, the Wegmans School of Pharmacy was granted full accreditation from the Accreditation Council for Pharmacy Education (ACPE). The School was reaccredited in 2016, receiving full accreditation through 2024.

<!--Department of Pharmacy Practice and Administration

Dr. Elizabeth Phillips, *Chair Pharmacy Practice*

Dr. Nabila Ahmed-Sarwar, *Pharmacy Practice*

Dr. Lisa Avery, *Pharmacy Practice*

Dr. Gabriela Cipriano, *Pharmacy Practice*

Dr. Kelly Conn, *Pharmacy Administration*

Dr. Kathryn Ann Connor, *Pharmacy Practice*

Mr. Anthony Corigliano, *Pharmacy Practice*

Dr. Keith DeMonte, *Director of Experiential Education*

Dr. Alex DeLucenay, *Pharmacy Practice*

Dr. Shawn Fellows, *Pharmacy Practice*

Dr. Mona Gandhi, *Pharmacy Practice*

Dr. David Hutchinson, *Pharmacy Practice*

Dr. Katherine Juba, *Pharmacy Practice*

Dr. Jill Lavigne, *Pharmacy Administration*

Dr. David McCaffrey, III, *Pharmacy Administration*

Dr. Angela Nagel, *Pharmacy Practice*

Dr. Kobi Nathan, *Pharmacy Practice*

Dr. Christopher Noel, *Pharmacy Practice*

Dr. Anne Schweighardt, *Pharmacy Practice*
Dr. Judianne C. Slish, *Pharmacy Practice*
Dr. Elizabeth Sutton Burke, *Pharmacy Practice*
Dr. Melanie Symoniak, *Pharmacy Practice*
Dr. Matthew Zak, *Asst. Director of Experiential Education*→

<!--Department of Pharmaceutical Sciences

Dr. Todd Camenisch, *Chair Pharmaceutical Sciences*
Dr. Christine R. Birnie, *Pharmaceutical Sciences*
Dr. Lipika Chablani, *Pharmaceutical Sciences*
Dr. Vivek Dave, *Pharmaceutical Sciences*
Dr. Melinda Lull, *Pharmacology*
Dr. Amy L. Parkhill, *Pharmacology*
Dr. Ramil Sapinoro, *Pharmaceutical Sciences*
Dr. Anand Sridhar, *Medicinal Chemistry*
Dr. Anna Ratka, *Pharmacology*
Dr. Fang Zhao, *Pharmaceutical Sciences*

School of Arts and Sciences

Overview

Ann Marie Fallon, *Dean*

Thomas Kim, *Associate Dean*

Catherine S. Sweet, *Assistant Dean of Assessment and Administration*

The School of Arts and Sciences offers a master's degree in applied data science. The School also offers degrees and minors in more than 20 undergraduate academic disciplines, along with interdisciplinary minors and scholarship programs.

The School, in partnership with the other schools that make up St. John Fisher College, provides educational experiences rooted in the liberal arts that prepare students to lead lives of intellectual, professional, and civic integrity. This is accomplished by the following:

- Providing opportunities for undergraduate and graduate students to develop proficiency in one or more of the major fields of study housed within the School.
- Promoting the engagement of students, faculty members, and professional staff within a learning environment that creates high expectations, along with the support for all to achieve their full potential.

In addition, the academic programs in the School of Arts and Sciences are primarily responsible for the College's [Core Curriculum](#), the component of the undergraduate curriculum that affirms the centrality of the liberal arts in the academic experience of all undergraduate students.

Wegmans School of Pharmacy

Overview

Administration

Dr. Christine Birnie, *Dean*

Dr. Sean Leonard, *Assistant Dean of Assessment*

Dr. David McCaffrey, III, *Assistant Dean of Student Affairs*

Dr. Anna Ratka, *Associate Dean of Academic Affairs*

Department of Pharmacy Practice and Administration

Dr. Keith DelMonte, *Interim Chair, Director of Experiential Education and Continuing Professional Education*

Dr. Nabila Ahmed-Sarwar, *Pharmacy Practice*

Dr. Lisa Avery, *Pharmacy Practice*

Dr. Gabriela Cipriano, *Pharmacy Practice*

Dr. Kelly Conn, *Pharmacy Administration*

Dr. Kathryn Ann Connor, *Pharmacy Practice*

Mr. Anthony Corigliano, *Pharmacy Practice*

Dr. Keith DelMonte, *Director of Experiential Education*

Dr. Alex DeLucenay, *Pharmacy Practice*

Dr. Shawn Fellows, *Pharmacy Practice*

Dr. Mona Gandhi, *Pharmacy Practice*

Dr. David Hutchinson, *Pharmacy Practice*

Dr. Katherine Juba, *Pharmacy Practice*

Dr. Jill Lavigne, *Pharmacy Administration*

Dr. David McCaffrey, *Pharmacy Administration*

Dr. Angela Nagel, *Pharmacy Practice*

Dr. Kobi Nathan, *Pharmacy Practice*

Dr. Christopher Noel, *Pharmacy Practice*

Dr. Elizabeth Phillips, *Pharmacy Practice*

Dr. Deirdre Pierce, *Pharmacy Practice*

Dr. Anne Schweighardt, *Pharmacy Practice*

Dr. Judianne C. Slish, *Pharmacy Practice*

Dr. Elizabeth Sutton Burke, *Pharmacy Practice*

Dr. Melanie Symoniak, *Pharmacy Practice*

Dr. Matthew Zak, *Asst. Director of Experiential Education*

Department of Pharmaceutical Sciences

Dr. Todd Camenisch, *Chair*

Dr. Christine R. Birnie, *Pharmaceutical Sciences*

Dr. Lipika Chablani, *Pharmaceutical Sciences*

Dr. Vivek Dave, *Pharmaceutical Sciences*

Dr. Melinda Lull, *Pharmaceutical Sciences*

Dr. Amy L. Parkhill, *Pharmaceutical Sciences*
Dr. Anna Ratka, *Pharmaceutical Sciences*
Dr. Ramil Sapinoro, *Pharmaceutical Sciences*
Dr. Anand Sridhar, *Pharmaceutical Sciences*
Dr. Fang Zhao, *Pharmaceutical Sciences*

The Wegmans School of Pharmacy is dedicated to serving the pharmaceutical care needs of the public by preparing pharmacists to provide care that enhances the health and quality of life of the patients they serve. The School is committed to providing an environment that promotes academic excellence, service, and scholarship; encourages each student's intellectual and personal development; and fosters the development of lifelong learners committed to advancing the profession of pharmacy.

Academic Programs

St. John Fisher College's graduate programs offer a first-class education, with faculty who focus on practice-oriented instruction and individual attention. Our programs accommodate everyone, from recently graduated students looking to continue their education to full-time working professionals who want to advance within their organizations or change careers. The curriculum is flexible, with evening and weekend classes to fit your busy schedule.

With numerous master's programs and three doctoral programs in business, education, nursing, and pharmacy, we are confident that we have the program for you.

Schools

[School of Arts and Sciences](#)
[School of Business](#)
[Ralph C. Wilson, Jr. School of Education](#)
[Wegmans School of Nursing](#)
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Master's Programs

[Master of Business Administration](#)
[Master of Science in Applied Data Science \(M.S.\)](#)
[Master of Science in Education: Educational Leadership \(M.S.Ed.\)](#)
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[Master of Science in Special Education: Adolescence \(Grades 7-12\) \(M.S.\)](#) *
[Master of Science in Special Education: Childhood \(Grades 1-6\) \(M.S.\)](#) **

[Master of Science in Special Education: Severe or Multiple Disabilities](#)

*Includes options for dual initial certification in Special Education and Adolescence, Initial/Professional Certification in Special Education, and Advanced Certification in Special Education

**Includes options for dual initial certification in Special Education and Childhood, Initial/Professional Certification in Special Education, and Advanced Certification in Special Education

Doctoral Programs

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[Doctorate in Education: Executive Leadership \(Ed.D.\)](#)

[Doctor of Pharmacy \(Pharm.D.\)](#)

[Doctor of Pharmacy/MBA](#)

Archives

Master of Science in Applied Data Science (M.S.)

Overview

The Master of Science in Applied Data Science program's mission is to prepare students to become effective data scientists who can develop useful insights and communicate those insights to decision makers.

Designed to include students with or without a strong quantitative background, the Master of Science in Applied Data Science is well-suited for individuals with a background in the liberal arts or the social sciences, as well as those health care, education, and business fields such as marketing, finance, and accounting. Advanced mathematics training (such as calculus, linear algebra, or computer programming) is not required for admission to the program.

The program is ideal for students looking to continue their studies immediately following their undergraduate experience with an eye toward bolstering their career prospects, as well as individuals seeking career advancement in their respective industries.

The program is offered in a format convenient for working professionals, using a combination of traditional and hybrid courses. Students may progress through the program at differing speeds. All courses are offered at night to allow students to work during the day.

Created in consultation with data scientists and business professionals, the Master of Science in Applied Data Science curriculum focuses on acquiring and working with data and communicating insights to decision makers.

Admission Requirements

Interested applicants should submit the following:

An [online application](#)

Official transcripts of **all** undergraduate and graduate work (if applicable) and proof of a baccalaureate degree from an accredited college or university

Two letters of recommendation

Note: You can now submit recommendation letters online. Please refer to the online application for instructions.

Current résumé and personal-goals statement

Official TOEFL scores (if your native language is not English)

At the discretion of the admissions committee, current St. John Fisher College students with an overall GPA of 3.0 or higher may apply using the accelerated application.

To request a meeting to discuss the Master of Science in Applied Data Science program with an admissions counselor, call **(585) 385-8064** or email grad@sjfc.edu

Learning Outcomes

Each class will touch on several of the following learning outcomes, with the entire program delivering competencies in all areas.

Numbers in parentheses refer to the St. John Fisher College College-wide learning goals to which each outcome is linked.

Real-World

Identify important real-world problems, and have the ability to plan and execute data analysis to explore those problems. (1, 5, 6)

Implement and evaluate the use of analytic models on sample and real-world data. (1, 5, 6)

Planning

Apply behavioral research methods to data science problems, where appropriate. (1, 5, 6)

Work collaboratively in teams. (1,2)

Plan, carry out, and report on a real-world data science project. (6)

Implementation

Explain the structure of databases, design and implement database systems, and have facility in accessing appropriate data from database systems. (1, 5)

Work with multiple types of data, using appropriate tools. (1)

Understand, develop, use, and evaluate machine-learning approaches to exploring and analyzing data. (1, 5, 6)

Plan, carry out, and report on a real-world data science project. (6)

Communication

Communicate the results of data analyses, both orally and in writing, using appropriate tools. (3)

Use information for decision making, problem solving, and ongoing learning. (1, 3, 6)

Explain regulatory and ethical issues surrounding the acquisition and use of data. (4)

Numbers in parentheses refer to the St. John Fisher College College-wide learning goals to which these outcomes are linked.

Program Requirements

M.S. in Applied Data Science

Applicants who wish to be considered for course exemptions will be individually reviewed as part of the application process.

Requirements

The number of credits for each course is designated in parentheses after the course title.

Required Courses – *27 credits*

GDAT 501 – Introduction to Statistics for Data Science (3)

GDAT 502 – Foundations of Working with Data (3)

GDAT 511 – Data Mining & Machine Learning (3)

GDAT 512 – Predictive Modeling I (3)

GDAT 514 – Databases (3)

GDAT 515 – Communicating with Data: Visualization and Presentation (3)

GDAT 613 – Predictive Modeling II (3)

GDAT 640 – Capstone I (3)

GDAT 641 – Capstone II (3)

Electives – *9 credits*

Choose **three** courses from below.

GDAT 531 – Healthcare Analytics (3)

GDAT 532 – Education Analytics (3)

GDAT 541 – Applied Modeling (3)

GDAT 621 – Nonparametric Analysis (3)

GDAT 622 – Network Analysis (3)

GDAT 623 – Textual Analysis (3)

GDAT 624 – Web Analytics (3)

Total: 36 credits

Master of Science in Applied Data Science (M.S.) Courses

GDAT-501 Intro to Stat for Data Sci (3)

The course covers statistical principles and methods for data analysis. In addition to a survey of traditional parametric procedures, the course covers modern and robust statistical methods that address deficiencies in traditional methods and allow the analyst a more accurate understanding of data. Topics include numerical summaries, probability and sampling distributions, estimation and hypothesis testing, correlation and regression analysis of variance, and the analysis of frequency data. The course emphasizes data analytic skills, statistical computing in R, and the ability to interpret and communicate data analytic results.

Attributes: TGDA

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-502 Found Working with Data (3)

The statistical analysis of data, from the acquisition of data through the development of models for those data, relies on a number of database and mathematical concepts. This course will consider a number of topics that underlie statistical analysis, including scraping of data from various sources, cleaning and imputing data, distributions and probability arguments that support various statistical methods, concepts of minimization and summation, and various matrix methods for computation. The use of technological tools for computation will be emphasized.

Attributes: TGDA

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-511 Exploratory Data Analysis (3)

This course covers data mining (statistical and graphical methods to explore and communicate the underlying structure in data) and statistical/machine learning (statistical and graphical methods for learning from data about underlying relationships). The course covers plotting systems in R and R packages and functions for exploratory analysis, data mining, and statistical learning. The course emphasizes data analytic skills, statistical computing in R, and the ability to interpret and communicate data analytic results.

Attributes: TGDA

Pre-requisites: GDAT-501 C OR GMGT-576 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-512 Predictive Modeling I (3)

Basic concepts and method in predictive modeling and machine learning are covered for classification (dichotomous outcomes) and prediction (continuous outcomes). Modeling techniques including k-nearest neighbors, classification and regression trees (CART), and linear and logistic regression will be covered, with applications. Additionally, this course will introduce path analysis. The course will also cover the partitioning of data into model-building, validation, and test data, as well as the evaluation of predictive models. The course includes hands-on work with R.

Attributes: TGDA

Pre-requisites: (GDAT-501 C OR GMGT-576 C) AND GDAT-511 Y C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-514 Introduction to Databases (3)

This course presents an overview of database organization and management. Topics include database organization, querying techniques, data integrity, data extraction and manipulation, big data and data warehouses. Students work with databases in multiple environments, including PCs, networks, and the WWW, and design and develop small database applications using Microsoft Access, MySQL with PHP and Oracle Apex.

Attributes: TGDA

Pre-requisites: GDAT-501 C OR GMGT-576 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-515 Data Visualization (3)

Methods for visualizing data for analytics. Topics include data preparation (merging data, dealing with missing data), statistical and graphical distribution analysis, graphing time series data, multivariate plots, treemaps for hierarchical data, and specialized visualizations for data. The development of visual dashboards for applications will be emphasized.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-531 Education Analytics (3)

Leaders in education work in systems that are increasingly concerned about the collection, interpretation, analysis, and presentation of data as it relates to student learning. The course will provide a broad overview of the field, examining the historical context, logic and methods of analytics as applied to teaching and learning. Topics include the Elementary and Secondary Education Act, data and assessment literacy, multiple measures of data, data equity, and the use of various types and sources of educational data by learning analytics teams.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-532 Healthcare Analytics (3)

The convergence of Data Science with Healthcare has resulted in a proliferation of new data structures, standards, and challenges unique to the Health Care community. This course will examine the data structures and practices unique to the Health Care field. Topics will include a historic overview of health data in the United States, the sweeping changes resulting from the Affordable Care Act, the evolution of metrics defining ?meaningful use? and outcome based accountability, electronic health records (EHR), privacy, security, and ethical challenges stemming from new technologies, the spread and impact of national health information exchange (HIE) networks, the growth of patient centered care, and fundamental barriers to implementing new IT strategies throughout the health sector.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-613 Predictive Modeling II (3)

An introduction to the use of multilevel models for analyzing clustered or hierarchically structured data that are common in fields such as healthcare and education. Topics include an introduction to multilevel analyses, random intercept and slope models, 2 and 3 level models, hypothesis testing, model assessment, longitudinal data, and generalized hierarchical models for dichotomous response/dependent variables. Students will apply the methods to real data from studies in education, healthcare and the social sciences.

Attributes: TGDA

Pre-requisites: GDAT-502 C AND GDAT-512 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-621 Nonparametric Statistics (3)

This course is fundamentally a survey of nonparametric procedures for hypothesis testing in 1 and 2-sample designs, including rank-based tests of location, rank-based correlations, nonparametric regression, and analysis of contingency table data through goodness of fit and likelihood ratio tests. The course also covers other procedures whose main concern are the limitations associated with parametric statistics, such as robust and resampling procedures. The course stresses statistical computing and data analysis in the learning of nonparametric statistics, as well as their proper use and interpretation. All statistical computing is done in R, but prior experience with R is not assumed.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-622 Statistics of Networks (3)

This course is an introduction to the statistical analysis of networks; the structure of network connections introduces a number of unique statistics to networks. Beginning with an introduction to graph theory, it will look at the representation of networks, appropriate descriptive statistics for networks, issues related to sampling networks, and how networks can be compared and modeled. The R statistical environment will be used throughout the course, although no previous experience with R is assumed. Specific topics to be examined include social network analysis, analysis of control points in flow networks, and the use of networked data in educational assessment.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-623 Textual Analysis (3)

This course will cover the basics of textual analysis, including the collection of textual data from various sources (focus groups, interviews, web-sources such as Twitter or blogs, etc.), and the analyses of that data, including methods such as analytic induction, content analysis, network-based tools, sentiment analysis, and the like.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-624 Web Analytics (3)

This course introduces students to a cross-section of qualitative, quantitative, and industry related techniques used to measure and evaluate audiences using interactive media. Topics

covered include: fundamentals in research design, measurement, data collection, and analysis; the design and execution of surveys, focus groups, content analyses, among other primary research methods; and industry applications for media research including analyzing web metrics to evaluate the success of online public relations and advertising campaigns, and how to apply these analytics to make strategic decisions for business success.

Attributes: TGDA

Pre-requisites: GDAT-511 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-640 Practicum I (3)

GDAT 640 is designed to provide candidates the opportunity to apply their data science skills to (relatively) large real-world problems. This course consists of choosing a project, choosing and arranging for access to data (including any Institutional Review Board requirements), establishing a relationship with a mentor for the project, and acquiring appropriate data.

Permission of the instructor is required to register.

Attributes: TGDA

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

GDAT-641 Practicum II (3)

GDAT 641 is designed to provide candidates the opportunity to apply their data science skills to (relatively) large real-world problems. This course consists of appropriately analyzing the data and effectively communicating the results of the analysis.

Attributes: TGDA

Pre-requisites: GDAT-640 C

Restrictions: Including: -Major: Applied Data Science, Management Graduate -Level: Graduate

Master of Science in Management (M.S.)

Overview

The Master of Science in Management program's mission is to prepare students to become effective business professionals who are ethical, data-driven, and client-focused decision makers.

Designed for business and nonbusiness students alike, the Master of Science in Management is well-suited for individuals with a background in the liberal arts, as well as those engaged in

science, math, and technology disciplines.

The program is ideal for students looking to continue their studies immediately following their undergraduate experience, with an eye toward bolstering their career prospects, as well as individuals seeking career advancement in their respective industries.

The program uses a cohort format where all students progress through the program at the same speed; the entire 30 credit hours will be completed in one calendar year. Students are required to attend classes two nights a week in the fall and spring semesters and one night a week in the summer semester. All classes are offered in the hybrid format.

Created in consultation with recruitment professionals, the Master of Science in Management curriculum focuses on communication and selling theory, financial and research methodologies, process and project management, and strategic implementation.

Admission Requirements

Interested applicants should submit the following:

An [online application](#)

Official transcripts of **all** undergraduate and graduate work (if applicable) and proof of a baccalaureate degree from an accredited college or university

Two letters of recommendation

Note: You can now submit recommendation letters online. Please refer to the online application for instructions.

Current résumé and personal goals statement

Official TOEFL scores (if your native language is not English)

At the discretion of the admissions committee, current St. John Fisher College students with an overall GPA of 3.00 or higher may apply using the accelerated application.

To request a meeting to discuss the Master of Science in Management program with an admissions counselor, call **(585) 385-8064** or email grad@sjfc.edu.

Learning Outcomes

Learning Outcomes

Graduates will be able to synthesize data and describe the market(s) that an organization operates in.

1.1. Students will be able to formulate a business market research plan

Graduates will be able to create, design and develop appropriate communications in an organizational context.

2.1. Students will be able to develop and deliver effective oral presentations in an organizational context

2.2. Students will be able to develop and deliver effective written communications in an organizational context

Graduates will be able to develop planning systems and performance as it applies to managing a project using data driven analytics.

Graduates will be able to discriminate between positive and negative partnerships and relationships at a personal and organizational level.

4.1. Students will be able to describe and explain the complexities and benefits of organizational diversity

4.2. Students will be able to describe and explain the complexities and benefits of social responsibility and the role of ethics in organizational behavior

4.3. Students will be able to formulate, justify and execute a negotiation plan given a particular organizational scenario

4.4. Students will be able to assess team evaluation and collaboration skills

4.5. Students will appraise the risk and financial soundness of various options facing the organization

Program Requirements

M.S. in Management

Requirements

GMSM 503 - Business Communications (3)

GMSM 505 - Introduction to Business (3)

GMSM 507 - Research Methods (3)

GMSM 510 - Principles of Marketing (3)

GMSM 514 - Financial Management for the non-financial Manager (3)

GMSM 515 - Entrepreneurship and Innovation (3)

GMSM 516 - Strategic Development and Implementation (3)

GMSM 538 - Project Management (3)

GMSM 541 - Consumer Behavior and Relationship Management (3)

GMSM 546 - Sales Development and Management Processes (3)

Total: 30 credits

Master of Science in Management (M.S.) Courses

GMSM-503 Business Communications (3)

This course uses a strategic communication model and critical thinking to identify objectives, analyze audiences, and choose the most appropriate media and style for delivering effective messages- key to businesses, today. Effective business writing, persuasive presentations, group communications that cultivate trust, active listening to build understanding and the effect of diversity in the workplace on communications, are all examined and extensively practiced.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-505 Fundamentals of Management (3)

Provides an introductory study of answers to the questions: What do Managers do and how do they do it? In addition covers best practices surrounding the Global Environment, Diversity and Social Responsibility. Also includes: the Design of Organizational Structures, Understanding Individual Behavior and Motivation, and an introduction to the practice of Leadership.

Attributes: TGMG

Restrictions: Including: -Major: Management -Program: MS Management

GMSM-507 Research Methods (3)

This is a survey course designed to introduce and understand the fundamentals of basic research approaches and methodologies. Students will study the systematic and objective process for gathering, recording, and analyzing data to aid in making business decisions.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-510 Principles of Marketing (3)

Students will study marketing principals and will apply them to case studies, projects, speakers and discussions involving various marketing problems. The emphasis will be on practical application of these marketing principles.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-514 Financial Management (3)

The study of concepts of financial management and analysis of financial accounting information through an understanding of the political, business, and regulatory environment in which organizations operate, today. Topics include: financial statements and analysis, cash flows, risk and return analysis, cost of capital, budgeting, financial planning- and how their use impact business decisions.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-515 Entrepreneur & Innovation (3)

This course is focused on understanding the organizational implications of a very important activity of the firm; i.e., learning and innovating. Students will explore the concepts and methods used to identify and explore the opportunities and to assume the risk(s) for new ventures both greenfield and intrapreneurial. Students will use creative problem solving processes to find, define, solve and plan for implementation of issues surrounding real business opportunities.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-516 Strategy (3)

The course is a study of the philosophy and techniques of strategy development and the applicability to a wide range of organizations. As a capstone course it is also designed to utilize and to integrate the knowledge and skills the student has acquired through the core courses. Case studies, group work, and research will play a large part in the course. In addition, decisions that leaders and their teams make, and the actions that they take, will culminate in a capstone report, thesis or plan as agreed upon between instructor and students.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-538 Project Management (3)

This course will introduce students to the project and process skills needed during the life cycle of a project- of any size or type (from developing a new product or service to constructing a new building/plan). Project management entails the planning, control, coordination and execution of a project. It is the process by which responsibility for all aspects of a project is combined into one multi-disciplinary function.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-541 Consumer Behavior and Mgmt (3)

This course provides an overview of the understanding of consumer behavior through the lens of social psychology. Students will acquire knowledge that will enable critical assessment of current and future metrics, research technologies, and research data output on behavior and its impact on marketing strategy. Customer Relationship Management (CRM) can be described as a comprehensive set of processes and technologies for managing the relationships with those potential and current consumers and business partners across marketing, sales, and service areas regardless of the channel of distribution in order to add value and lower costs in the supply chain. These are done through a variety of relationship marketing programs, including customer partnering, supplier partnering, alliances and internal partnering and using different technologies (such as the internet, CRM software tools, social media and more). Strategic, organizational, informational, operational and financial perspectives are studied as they apply to building successful business relationships.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

GMSM-546 Sales Development Process (3)

This course answers the question “what does it take to be a highly successful professional sales or service person, today?” The case studies, projects, speakers and discussions will explore and build an understanding of successful sales development techniques and consultative selling strategies. The students will develop competency in selling approaches, conversations and presentations with topics including value in the buyer-seller negotiations, win-win solutions, closing the sale and how to train and motivate sales people.

Attributes: TGMG

Restrictions: Including: -Program: MS Management

Master of Business Administration (MBA)

Overview

The MBA Program

The School of Business offers a number of customized options that will lead to a Master of Business Administration (MBA) degree. The MBA program is designed for students who wish to complete their degree in one to six years. We offer courses weekdays, weeknights, and, on occasion, Saturday mornings. The School of Business is known for preparing exceptional graduates because of our commitment to achieving excellence in business education. Fisher has more than 25 years of experience graduating hundreds of MBA candidates who have gone on to become great leaders.

The MBA program provides an outstanding education at a remarkable value.

Flexibility: Fisher offers the flexibility to customize your MBA program to leverage your available learning time. You have the opportunity to complete your MBA in one year or up to six years.

Concentrations: The School of Business lets you select an area of concentration within your MBA. We currently offer concentrations in:

- Accounting
- General Management
- Health Systems Management
- Pharmaceutical Industry

Accelerated Time to Degree: Individuals with appropriate undergraduate preparation in business may be able to reduce the number of foundation courses taken in the MBA program. If you are a current undergraduate business major or have a baccalaureate degree in business, you may qualify for a condensed program that allows the completion of your MBA within a year of your undergraduate degree.

Admissions Requirements

Acceptance into the MBA program at the School of Business requires evidence of potential success. In general, applicants can demonstrate such potential by obtaining an acceptable score on the Graduate Management Admission Test (GMAT). An outstanding undergraduate academic record from a regionally accredited business school, signaled by a cumulative grade point average of at least 3.30, may be used in place of the GMAT requirement. Acceptance into the MBA program on the basis of work experience may also require a personal interview with the MBA Admissions Committee or a designated member thereof, and may involve the administration of tests, as deemed appropriate.

St. John Fisher College undergraduate students enrolled in a major within the School of Business who have accumulated at least 90 credit hours and have a minimum cumulative grade point average (GPA) of 3.00 (including all transcribed coursework from any institution attended) are eligible for an accelerated application process for the MBA program. Accelerated graduate applications are available in the Office of Graduate Admissions or online at <https://forms.sjfc.edu/accelerated-graduate-application/>. The accelerated application is free of charge, and the process is less comprehensive than the traditional application process. Eligible students are not required to submit a résumé, personal statement, letters of recommendation, or a transcript as long as the cumulative GPA is 3.00 or higher.

Applicants applying for the accounting concentration must also have a minimum grade point average of 3.00 in all required accounting coursework for the undergraduate accounting major.

Admission to the MBA is not guaranteed, and acceptance is contingent upon a student's ability to maintain a cumulative undergraduate GPA of 3.00 (and 3.00 in accounting coursework for accounting concentration applicants), along with successful completion of the bachelor's degree.

Course Waiver Policy

Upon meeting all admission requirements, students may be eligible for waiver(s) from foundation courses based on prior academic preparation at a regionally accredited institution. Waivers will be based on transcript analysis, which will be performed for each applicant only at the time of the admission decision. A minimum grade of “B” or higher in equivalent coursework is required to be considered. As part of this process, applicants may be asked to provide additional supporting documentation to help with specific course evaluation.

Transfer Credit Policy

The MBA program may accept up to nine hours of appropriate graduate-level credit from other institutions. This decision is at the discretion of the dean of the School of Business and/or the MBA Admissions Committee. For transfer credit to apply, a minimum grade of “B” is required for each course.

Graduate Management Admissions Test (GMAT)

Applicants are required to take the Graduate Management Admissions Test unless they have already received an advanced degree, perform at or above the national average on the ETS Major Field Test in Business, or have a cumulative GPA of 3.30 or higher from a regionally accredited business school. The GMAT is a general aptitude test that must be taken prior to applying for admission. The School does not specify a GMAT score for matriculation; results of this test are evaluated as part of the applicant’s overall portfolio.

Information and application forms are available from the Office of Graduate Admissions or from:

Educational Testing Service
Rosedale Road
Princeton, NJ 08541
Phone: 1 (800) 717-4628

For more information, please refer to the GMAT website: www.mba.com. To ensure that the results of the GMAT are sent to St. John Fisher College, use code number MBA: WTD-FB-25.

For more information regarding application and admission to the MBA program, please contact the Office of Transfer and Graduate Admissions at **(585) 385-8064** or by email at grad@sjfc.edu. Visit us at <http://go.sjfc.edu/graduate>.

About the Program

The Faculty

The MBA faculty are devoted to excellence in teaching. The overwhelming majority of MBA full-time faculty hold doctoral degrees, are actively engaged in research, and publish peer-reviewed articles in their fields of study. Many have been tapped to share their expertise by teaching

classes in places such as China, Europe, Australia, and Russia. Members of our faculty have received awards and grants to continue expanding their knowledge in their field of study. In the MBA program, small class sizes allow students to benefit from the depth of faculty knowledge in a breadth of areas including: accounting, business administration, finance/financial planning, human resource management, international business, marketing, and information technology. Through their personalized approach, faculty firmly ground student learning with a solid base in theory and then guide each student to develop skills that are practiced and refined through collaborative, team-based learning projects. To round out the MBA experience, faculty draw on the vast knowledge of regional business leaders to connect students with alumni and supply local case studies which represent challenges that face today's business community.

CPA Licensing

In order to become licensed as a CPA in New York State, candidates must complete 150 hours of education, including at least 33 credits in accounting. Completion of the accounting concentration within the MBA program, in conjunction with a 120-credit B.S. in accounting at St. John Fisher College, or another comparably accredited institution, will fulfill the 150-hour educational license requirement.

One of the requirements for certification as a CPA in the State of New York is that the applicant "be of good moral character." New York State requires that "any information indicating that an applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant's moral character shall be referred to the director of the Office of Professional Discipline." Please contact the New York State Education Department if there are any concerns in meeting this "good moral character" requirement.

Learning Outcomes

MBA Program Learning Objectives

1. Leadership - Graduates will demonstrate the capacity to lead in organizational situations.

1.1. Graduates will understand their personal strengths and limitations in practicing leadership, which will enable them to further develop their leadership capabilities.

1.2. Graduates will show leadership initiative by actively attempting to influence events to achieve goals.

2. Communication – Graduates will demonstrate the capacity to communicate effectively in organizational situations.

2.1. Graduates will write appropriately for a business situation.

2.2. Graduates will communicate effectively in a formal presentation setting.

2.3. Graduates will effectively express their ideas in a team setting.

3. Application of Business Knowledge - Graduates will demonstrate the capacity to apply knowledge and critically analyze situations in an effective manner.

3.1. Graduates will apply marketing knowledge and critically analyze and solve marketing problems.

3.2. Graduates will apply business strategy knowledge and critically analyze and solve business strategy problems.

3.3. Graduates will apply integrated accounting and finance knowledge and critically analyze and solve integrated accounting and finance business problems.

3.4. Graduates will apply project management knowledge and critically analyze and solve project management problems.

4. Teamwork – Graduates will fosters collaboration among team members by showing respect for others, encouraging open expression of ideas, and contributing to the overall effectiveness of a team.

4.1. Graduates will seek input of others and validate their contributions to the team.

4.2. Graduates will encourage open expression of ideas.

4.3. Graduates will contribute to the team in helping to achieve its goals.

Program Requirements

Master of Business Administration

Depending on their prior academic work, students can complete the degree requirements within 30 to 48 credit hours of graduate-level courses. Students typically progress through the foundation, the core, and the concentrations, as explained below. Applicants who wish to be considered for exemptions from foundation-level courses will be individually reviewed as part of the application process.

Requirements

The number of credits for each course is designated in parentheses after the course title.

Foundation Courses - 18 credits (may be waived)

Applicants who wish to be considered for exemptions from foundation-level courses will be individually reviewed as part of the application process. Learn more about [program requirement waivers](#).

- GMGT 573 - Financial Accounting Fundamentals (3)
- GMGT 576 - Statistics for Managers (3)
- GMGT 579 - Organization Structure and Process (3)
- GMGT 580 - Economic Foundations and Practice (3)
- GMGT 585 - Managerial Finance (3)
- GMGT 590 - Operations Management (3)

Core Courses - 18 credits

- GMGT 641 - Project Management (3)
 - GMGT 680 - Marketing Concepts and Strategy (3)
 - GMGT 681 - Business Strategy and Policy (3)
 - GMGT 682 - Integrated Advanced Financial and Accounting Analysis (3)
 - GMGT 685 - Leadership Development (3)
 - GMGT 699 - MBA Assessment (0 credits)
- Choose **ONE** based on your concentration:
- GMGT 694 - Capstone Project Experience (open to all concentrations except accounting) (3)
 - GMGT 695 - Accounting Theory & Research (accounting concentration only) (3)

Concentration Courses - 12 credits

Concentration courses (chosen from below) to equal 12 credits.

Accounting Concentration

- GMGT 647 - Advanced Topics in Federal Taxation (3)
 - GMGT 648 - Accounting and Business Analytics (3)
 - GMGT 649 - Commercial Law and Professional Responsibilities (3)
- Choose **ONE**:
- GMGT 638 - Managerial Economics (3)
 - GMGT 640 - Sustainable Reporting (3)
 - GMGT 642 - European Business Perspectives (3)

General Management Concentration

GMGT 6XX - GMGT Electives (3)*

***Note:** *There are special topics (671/672) and other elective courses offered each semester on a rotating basis from which you can select coursework to comprise the required 12 credit hours. New courses are added and others dropped as the business world changes. Consult with your advisor as needed for course selection. Any combination of special topics and elective courses will satisfy the 12 credit general management concentration requirement.*

Health Systems Management Concentration

- GNUR 711 - Advanced Healthcare Delivery Systems (3)
- GNUR 723 - Health Policy Implementation for Organizational Development (3)
- GNUR 725 - Improving the Health of Populations (3)
- GNUR 740 - Advanced Technology in Support of Clinical Management (3)

Pharmaceutical Industry Concentration

- PHAR 3218 - Introduction to Diversity (1)
- PHAR 3123 - Clinical Application of Epidemiology I (2)
- PHAR 3135 - Healthcare Delivery (3)
- PHAR 3226 - State Pharmacy Law (2)
- PHAR 4123 - Clinical Application of Epidemiology II (2)
- PHAR 4135 - Communications and Counseling Skills (3)
- PHAR 4236 - Population-Based Healthcare (2)
- PHAR 5125 - Ethics in Pharmacy Practice (2)
- PHAR 5225 - Federal Pharmacy Law (2)
- PHAR 5236 - Managing Practice and Personnel (3)

Note: (PHAR 4135 or 3226/5225) and (PHAR 4236 or 5236) are required. Pharmacy classes are offered during the day.

Total: 48 credits

JOINT DOCTOR OF PHARMACY AND MASTER OF BUSINESS ADMINISTRATION (Pharm.D./MBA)

The School of Business and the Wegmans School of Pharmacy at St. John Fisher College have a joint degree program. The goal of the cooperative program is to educate students to assume the responsibilities associated with management, executive, and administrative positions within the pharmaceutical industry, as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

Candidates for this joint program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the MBA program after successful completion of their first professional year in pharmacy by completing a Petition for Change of Program form, available through the Office of the Registrar. Pharmacy students who have at least 90 credit hours of coursework may take MBA foundation classes prior to applying to the joint program, consistent with current graduate school policy. Pharmacy students may complete up to 18 credit hours of foundation courses prior to applying to the joint program, provided satisfactory grades are achieved and the student remains in good standing.

For the Joint Pharm.D./MBA program, up to 18 credit hours can be shared between both degree programs through the MBA concentration (12 credit hours) and pharmacy electives (6 credit hours) areas. Through this joint program, students will meet the degree requirements for both programs

with a maximum of 181 credit hours, depending on an applicant's course history. Any course waivers will reduce this maximum number.

Up to 6 credits of foundation or core MBA courses can be used as elective credits within the pharmacy curriculum, thus reducing the pharmacy coursework to 145 credit hours. Additionally, the coursework that a student takes as part of the pharmacy curriculum will be counted to satisfy the 12 credit hours of concentration coursework required of the MBA curriculum, thus reducing the MBA curriculum to a minimum of 18 (36 maximum) credit hours.

Pharmacy students wishing to participate in this opportunity will work with their academic advisor, the associate dean for academic affairs in the Wegmans School of Pharmacy, and the director of the MBA program in the School of Business to choose appropriate coursework. Additionally, questions concerning financial aid/billing should be directed to Student Financial Services.

Students will be billed standard tuition costs as associated with the pharmacy program, which can include up to 6 credit hours of MBA coursework approved to satisfy pharmacy electives. Students who take 6 credit hours of MBA foundation coursework in satisfaction of pharmacy elective coursework will not be billed separately for those 6 credit hours, as the courses are included as part of the pharmacy program tuition. MBA courses will be billed at the current per-credit-hour cost of tuition. Students will be billed for these additional courses at the per-credit-hour graduate tuition rate.

Master of Business Administration (MBA) Courses

GMGT-573 Financial Acct Fund (3)

This course presents the concepts, principles, and procedures of financial accounting and reporting. Its specific student learning objectives are: 1) develop a managerial perspective and understanding of financial accounting and reporting; 2) recognize ethical dilemmas and range of judgments associated with accounting choices; 3) appreciate the role of accounting in a business enterprise and its importance to managers, investors, and creditors.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate -Level: Graduate

GMGT-576 Statistics for Managers (3)

This course is an in-depth introduction into basic statistical concepts and tools needed for making informed decisions in the modern-day business environment, as well as excelling in other graduate management courses. Topics covered in the class include: descriptive statistics, probability and probability distributions, sampling distributions, estimations and hypothesis testing, regression and correlation. Emphasis is made on the application of statistical techniques to managerial decision-making utilizing, when necessary, appropriate statistical packages such as Excel and SPSS. Particular areas of application may include: finance (for example, portfolio construction), operations (for example, quality control),

marketing (for example, promotion and advertising response), human resource management, and others.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-579 Organiz Structure&Process (3)

This course covers the basic concepts and theories of the structure and processes of organizations. Organizational processes include work motivation, power and influence, conflict management, working in teams, and intergroup negotiation. Structural aspects of organizations include design of jobs and self-managing teams, environmental and technological influences on structure, and organizational design. The students are encouraged to relate concepts and theories to their own observations of organizational phenomena. This is accomplished through class discussion, cases, role-playing exercises, and theory-experience papers written by students.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-580 Economic Found & Practice (3)

This course provides a basic understanding and application of those economic principles that are relevant to contemporary business decision-making in a local sense, in addition to providing a systematic treatment of the functioning of the U.S. economy, both domestically and in a worldwide economic arena. An overview of representative topics includes coverage of the essential models of both microeconomic and macroeconomic theory. Microeconomic areas considered are the theory of consumer demand, production theory of the firm, the nature and behavior of costs, and the typology of market organizations such as perfect competition and monopoly. Macroeconomic coverage includes the Keynesian model and an analysis of aggregate output and growth, income, employment, inflation, along with financial institutions, monetary theory and policy, and international trade and finance.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-585 Managerial Finance (3)

This course involves the examination of the basic financial theories, techniques, and practices relating to the analysis and pricing of capital/financial assets. Topics include the time value of money; financial statements and cash flow analysis; bond, stock and options valuation; capital asset pricing; risk and diversification; cost of capital, and capital budgeting techniques. Students should have satisfied GMGT 573 to register for GMGT 585. Formerly titled: Managerial Finance

Attributes: TGMB

Pre-requisites: GMGT-573 C

Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-585 Financial Management I (3)

This course involves the examination of the basic financial theories, techniques, and practices relating to the analysis and pricing of capital/financial assets. Topics include the time value of money; financial statements and cash flow analysis; bond, stock and options valuation; capital asset pricing; risk and diversification; cost of capital, and capital budgeting techniques. Students should have satisfied GMGT 573 to register for GMGT 585. Formerly titled: Managerial Finance

Attributes: TGMB

Pre-requisites: GMGT-573 C

Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-590 Operations Management (3)

This course focuses on the problems facing managers in the areas of producing goods and services. Topics include total quality, productivity, and competitiveness; product and technology (process) design and selection; planning and controlling of production and service systems; capacity planning, facility location, and layouts; inventory and supply chain management; and project and service scheduling. Students will be introduced to the use of quantitative and qualitative techniques, such as decision-making and problem-solving tools for operations managers. The course requires an applied team project. Students should have satisfied GMGT 576 prior to registering for GMGT 590.

Attributes: TGMB

Pre-requisites: GMGT-576 C

Restrictions: Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

GMGT-612 Self-Managed Teams (3)

Deals with the design and functioning of teams in organizations. Team design, including analysis of technology and corresponding roles, work group structure, process, and managerial style, utilizes a socio-technical systems perspective. Attention given to processes in cross-functional teams and application of the concepts by means of a real-life project.

Attributes: TGMB

GMGT-615 Corp Governance & Deviance (3)

This course aims to pull back the covers on how decisions at the top of the organization are made, why they are made and in some instances why they are either wrong, unethical or illegal. Weekly, the Wall Street Journal or Bloomberg chronicles the noble as well as the

selfish, unethical and illegal actions of companies and their executives. There is a constant power struggle between the interests of the shareholders, hedge funds, activist investors, the regulators, boards of directors and executives as to the control, direction and survival of corporations. The professor, with direct personal and research experience with these actors, will lead the students in examining the structural and behavioral aspects of the shareholder/board/executive/manager relationships in the context of cases and current events. The online sessions will be thought provoking, case based and provide a backdrop for the interactive, current affairs based dynamic in class sessions. The students can expect to gain insight into the complexities and structures of corporate decision making and how that affects a very important cultural institution – the modern American corporation.

Students who earned credit for GMGMT 671 or 672 with this title may not earn credit for this course.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-616 Executive as Leader (3)

A practical exploration of “Preparing to Be a Leader”. We begin with the challenge of learning how to lead oneself-the first step in learning how to lead others, and then examine in depth how leaders actually think and perform in their role. The course also explores tools and strategies that will be useful for the executive who seeks to be effective in the role of leader with an introductory foundation on such topics as Building the High Performance Organization, The Two Page Strategic Planning Tool, Co-Active Coaching Techniques, Codes of Conduct, one-to-one’s, Role Descriptions/ Performance Goals / Learning Plans, Casting, How to Frame, Board of Advisors, Metrics, The Great Game of Business- Employees as Owners and The Leader’s Vision will be covered. This course will provide a launch pad for students to begin gaining a competitive advantage in their careers.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-628 IT Strategy (3)

This course is designed to help students increase their knowledge about the opportunities and the pitfalls associated with IS/IT. The lectures, readings, online discussions, and case studies will introduce students to a number of key concepts and timely issues related to IS/IT applications in organizations. Specific topics to be addressed include strategic role of IS/IT and competitiveness; business process reengineering and IT; Internet and electronic commerce; data and knowledge management; legal, ethical, social, and political impact of IT; and IT security. Issues in the integration of information technology in the social climate of business organizations are addressed from domestic and international perspectives.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-638 Managerial Economics (3)

This course systematically analyzes consumer and business decision-making within the sphere of microeconomics. The methodological approach is the time-honored progression of micro-theoretical topics with case studies or other data as a means of verifying such theories. Topics include a review and rigorous extension of supply and demand analysis and the theories of consumer and firm behavior. The neoclassical viewpoint will be used as the guiding paradigm to address individual and collective behavior in the market. A number of market structures are considered as an important determinant of consumer, firm, and market behavior. Additionally, students are introduced to game theory as an effective modeling template. Two- and three-player games are developed and used to model the complex interdependent interactions between economic agents and policymakers. The essence of the course is to employ modern economic methodology as a logical way of answering the economic questions most important to consumers, firms, the market, and public policy.

Attributes: TGMB

Pre-requisites: GMGT-576 C AND GMGT-580 C

Restrictions: Including: -Major: Management Graduate

GMGT-640 Sustainability Reporting (3)

While there is no universally agreed upon definition, sustainability typically includes protection of the environment, community involvement, employment practices, and economic development. Sustainability practices are wide ranging and include supplier-sourcing and other managerial decisions, monitoring environmental damage, and external financial reporting. The course examines the most popular stand-alone and integrated financial reporting formats for sustainability. It also explores the reasons companies voluntarily issue sustainability reports and other current issues and best practices in sustainability from both managerial and financial reporting perspectives. Course learning activities include in-class debates, online quizzes and discussions, and in-class group presentations.

Attributes: TGMB ZEXL ZRES

Pre-requisites: GMGT-573 C

Restrictions: Excluding: -Major: Management

GMGT-641 Process & Project Mgmt (3)

The course introduces modern tools and techniques for planning, scheduling, reporting, controlling and managing business related projects. The project life cycle is analyzed and concepts in project planning using Work Breakdown Structure (WBS) will be discussed, project team roles and responsibilities, budgeting, resource allocation and task scheduling using Gantt charts and network diagrams will be introduced. Project status reporting, project control and communication issues will be covered. Students will use MS Project software to plan and monitor a project.. Formerly titled: Process & Project Management

Students with credit for GMGT 683 and/or 684 may not earn credit for GMGT 641.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-641 Project Mgmt (3)

The course introduces modern tools and techniques for planning, scheduling, reporting, controlling and managing business related projects. The project life cycle is analyzed and concepts in project planning using Work Breakdown Structure (WBS) will be discussed, project team roles and responsibilities, budgeting, resource allocation and task scheduling using Gantt charts and network diagrams will be introduced. Project status reporting, project control and communication issues will be covered. Students will use MS Project software to plan and monitor a project.. Formerly titled: Process & Project Management

Students with credit for GMGT 683 and/or 684 may not earn credit for GMGT 641.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-642 European Bus Perspective (3)

The course will focus on the European Union, its history and financial markets including international taxation and accounting standards. At the end of the semester each student will participate in a twelve-day excursion to Europe.

Additional fees apply.

Attributes: TGMB ZEXL ZRES ZTRA

Restrictions: Including: -Major: Management Graduate

GMGT-646 Intrntl Financi Actg Rprtng (3)

The overriding purpose of this course is to examine International Financial Reporting Standards (IFRS) and the anticipated convergence of U.S. GAAP to IFRS. The course addresses current topic areas in financial accounting and reporting including key IFRS/U.S. GAAP differences. The course includes a series of classroom debates concerning current and controversial issues in financial accounting and reporting. Major topic areas include leases, financial instruments, impairments, revenue recognition, business combinations, and the first time adoption of IFRS. Students with credit for GMGT 562 may not earn credit for GMGT 646.

Attributes: TGMB ZEXL ZRES

Pre-requisites: GMGT-573 C OR (ACCT-101 C AND ACCT-102 C)

Restrictions: Including: -Major: Management Graduate

GMGT-647 Advanced Topics in Fed Tax (3)

This course addresses advanced topics in individual, corporate, and partnership taxation. Specific topics covered include taxation of property transactions, including capital gains and losses, Section 1231 gains and losses, and Section 1031 exchanges; taxation of corporations and the tax implications of corporate distributions and corporate organization; and an examination of partnership taxation, including the tax implications of contributions to a partnership and distributions by a partnership. Students will learn these topics through study of the Internal Revenue Code and through examination of the relevant tax reporting forms issued by the Internal Revenue Service.

NOTE: Completion of ACCT 311 Introduction to Federal Taxation or equivalent with a grade of C or higher is required prior to registration.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-648 Accounting Info Systems (3)

A study of the structure and application of tools, technologies, and models for analyzing, designing, and implementing accounting information systems. The course also enables the student to learn the concepts surrounding Information Technology (IT) auditing and how the IT audit is integrated with the financial audit process. Using the Control Objectives for Information and related Technologies (COBIT) methodology, the student will execute an IT audit and learn to identify, evaluate, document, and provide recommendations to improve IT controls which include program change management, logical/physical security, computer operations, and application/automated controls.

Formerly titled: Accounting Information Systems

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-648 Acct & Bus Analytics (3)

A study of the structure and application of tools, technologies, and models for analyzing, designing, and implementing accounting information systems. The course also enables the student to learn the concepts surrounding Information Technology (IT) auditing and how the IT audit is integrated with the financial audit process. Using the Control Objectives for Information and related Technologies (COBIT) methodology, the student will execute an IT audit and learn to identify, evaluate, document, and provide recommendations to improve IT controls which include program change management, logical/physical security, computer operations, and application/automated controls.

Formerly titled: Accounting Information Systems

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-649 Commercial Law & Resp (3)

This course examines specific areas of law as they relate to business. Topics include negotiable instruments; the banking system; secured transactions, debt collection; bankruptcy; corporate acquisitions and takeovers; corporate dissolution; investor protection; antitrust law, real property; personal property (including bailments); sales and lease contracts; ethics; and professional liability. These topics will be examined through study of relevant statutes, case law, and legal filings with government bodies such as the U.S. Federal Court and the New York Secretary of State, as well as a survey of recent current events. In addition to a midterm and final examination, students will be expected to research a particular area of interest covered in the course and write a research paper. Students with credit for GMGT 559 may not earn credit for GMGT 649.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-651 Nonprofit Management (3)

The Nonprofit Management course critically examines issues that nonprofit organizations face today. The course will focus on providing excellent service efficiently while maintaining accountability. Topics to be covered include: an overview of the nonprofit sector from a historical context, government interaction, opportunities for growth (social entrepreneurship), the new nonprofit leader (volunteer and staff), surviving in a stagnant economy, and other recent trends. This course is aimed at students who are interested in employment in nonprofit organizations as well as students who are serving on, or interested in serving on, nonprofit governance boards.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-671 Special Topics I (3)

Spring 2019 Topics

GMGT 671 Section 01 Negotiation & Mediation Senior level executives and middle managers frequently engage in labor negotiations representing management. In some cases, middle managers belong to recognized labor associations themselves and participate in negotiations representing their bargaining unit. In addition, executives and managers are often required to mediate differences between employees, clients/customers, regulatory bodies and/or public interest groups. This course prepares graduates of the MBA Program to be successful in these arenas. The course will examine both negotiation and mediation theory. Students will learn how to prepare for, select appropriate strategies given the context, and successfully conduct or participate in negotiations and face-to-face mediations. Lastly, the course will provide an opportunity for students to learn and practice principles of

influence and persuasion. Students and the instructor will engage and participate in examining case studies, simulated exercises, focused readings, team-based activities, and instructor presentations/discussions.

GMGT 671 Section 02 Organizational Agility Organizational Agility is the "critical success factor", that ultimately determines whether or not an organization can survive and successfully compete in a global economy marked by continuous change and competition. Organizations that create an "agile": structure, culture, process and workforce are more likely to thrive and survive the challenges facing of the 21st century organization. You will learn how: structure and culture impacts organizational agility, five programs and processes designed to develop workforce and process agility – Adaptive Intelligence? (AQ?), Adaptive Leadership?, Adaptive Selling?, Agile Product Development and Agile Work ? PPT (Performance, Process and Teamwork). You'll discover your agility patterns and style by taking the: Adaptive Intelligence ? and the Adaptive Index ? assessment tools. Students will participate in a "live" research study of organizational agility and will analyze agility data generated from the AI ? instruments.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-672 Special Topics II (3)

Spring 2019 Topics

GMGT 672-01 Forensic Accounting This course utilizes case studies of historic audit failures and major frauds to help students identify warning signals of fraudulent financial reporting and fund misappropriations. Students will gain a general knowledge of forensic accounting and fraud auditing concepts, and how those concepts apply to various types of engagements encountered in the forensic accounting field. A study of internal controls used to prevent occurrences of fraud will also be introduced, along with IDEA, a software program commonly used in the profession.

GMGT 672-02 International Business The course is designed to introduce managers and/or future managers in both domestic U.S. and global firms to the major international market environment and its influences on their future decisions regarding the global market expansion, hedging of foreign exchange risk, international strategic alliances and outsourcing. Because of the radically changing global economy, no firms are successful with their limited scope of strategies. Even firms engaging in a passive international business such as international trade are required to hedge foreign exchange risks and diversify their trade markets in order to respond the uncertain market environments (e.g., BREXIT). In addition, it has become more imperative for multinational corporations to continuously evaluate current/potential emerging markets and evolve their investment strategy not only to sustain their business but also to maximize their profitability. This course takes an integrative approach considering the dynamics of global business environment, provides insightful strategic options, and helps managers develop a sustainable global business strategy.

Attributes: TGMB ZEXL

Restrictions: Including: -Level: Graduate

GMGT-680 Marketing Concept&Strategy (3)

There are many indications that marketing thought and practice have now moved into a new era. The fundamental premise underlying current marketing strategy is that customers are the starting point in successful business strategy formulation. In this course, we discuss how companies become market driven and display proficiency in skills related to the formulation of marketing strategies that are customer-focused and competitive. In this course, students will have an opportunity to develop these skills by applying marketing strategy concepts and methods in case studies, simulations, experiential exercises, and a comprehensive term project.

Attributes: TGMB ZCIV

Restrictions: Including: -Major: Management Graduate, Management -Level: Graduate

GMGT-681 Business Strategy & Policy (3)

Strategic management provides students with the opportunity to integrate knowledge gained from previous courses from the perspective of top management. The strategic management process includes the determination of organizational mission and objectives; analysis of environment; strategy formulation and selection; and implementation, evaluation and control. Readings include a text and journal and contemporary business articles that cover the theories of strategic management and issues relating to the strategic management of current organizations. Students are required to analyze real-world business cases. The course emphasizes critical thinking, analysis, effective business writing, and oral presentation skills. The case analyses are to be written and presented to the class. Students must satisfy all Foundation courses prior to registering for GMGT 681.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-682 Integ Adv Fin & Acct Anlys (3)

This course provides students with an opportunity to develop an understanding of financial and accounting issues that confront managers. Topics to be addressed include accounting and financial reporting (Sarbanes-Oxley); financial analysis; financial modeling and valuation; global financial and accounting systems and risk management; and mergers and acquisitions. Accounting standards and financial theories relating to these topics are reviewed, discussed, and analyzed. The case method will be implemented throughout this course. While the basic skills and tools of financial and accounting management are relied upon, the real cases offer an exposure to advanced and complex problems that challenge managers in the corporate world. Formerly titled: Integ Adv Fin & Acct Anlys

Attributes: TGMB

Pre-requisites: GMGT-585 C

Restrictions: Including: -Level: Graduate

GMGT-682 Financial Management II (3)

This course provides students with an opportunity to develop an understanding of financial and accounting issues that confront managers. Topics to be addressed include accounting and financial reporting (Sarbanes-Oxley); financial analysis; financial modeling and valuation; global financial and accounting systems and risk management; and mergers and acquisitions. Accounting standards and financial theories relating to these topics are reviewed, discussed, and analyzed. The case method will be implemented throughout this course. While the basic skills and tools of financial and accounting management are relied upon, the real cases offer an exposure to advanced and complex problems that challenge managers in the corporate world. Formerly titled: Integ Adv Fin & Acct Anlys

Attributes: TGMB

Pre-requisites: GMGT-585 C

Restrictions: Including: -Level: Graduate

GMGT-685 Leadership Development (3)

The course takes a hands-on approach to areas of leadership functioning such as developing emotionally intelligent behaviors and relationships; team building and team learning; overcoming resistance to change; reframing leadership dilemmas; ethical decision-making; and practicing transactional and transformational leadership. Students have the opportunity to test and assess their capabilities in a safe and supportive learning environment. In addition, there is a workplace experiential learning component enabling students to evaluate their leadership practice in an authentic setting.

Attributes: TGMB

Restrictions: Including: -Major: Management Graduate

GMGT-694 Capstone Project (3)

This course is a field experience where students demonstrate competencies required by the business world. Every semester, a set of managerial problems from local enterprises is gathered by the course supervisor. Each problem is formulated similar to a consulting project and then solved by student teams for the client. The experience is designed to accommodate the specific aspects of each project. With its encompassing nature, this is a capstone course that entails crafting a well-conceived diagnostic and solutions to real-life problems.

Attributes: TGMB ZCAP ZCIV ZRES

Restrictions: Including: -Level: Graduate

GMGT-695 Accounting Theory/Research (3)

The course addresses the accounting concepts and principles that underlie current U.S. financial accounting and reporting requirements, as well as accountants' ethical and professional responsibilities needed to ensure that accounting reports are accurate and complete. Case analysis and class discussion are the primary pedagogies of instruction. The course addresses advanced topics in financial reporting and accounting and focuses on both controversial and complex corporate reporting issues. Although some emphasis will be placed on the analysis, interpretation, and use of accounting data, the accountant's reporting function to external users (investors and creditors) will be prioritized. This course is the capstone course in the MBA Accounting Concentration and includes a significant culminating experience. This experience requires students to consider an important current accounting issue that has both theory and practice dimensions. Students will work in teams, make a group presentation, and turn in a research report.

NOTE: Completion of ACCT 304 Advanced Financial Accounting or equivalent with a grade of C or higher is required prior to registration.

Attributes: TGMB ZEXL

Restrictions: Including: -Level: Graduate

GMGT-697 Tax Challenge (3)

Each fall a team of accounting students is chosen to represent the college at the Tax Challenge. Team members meet during the months of August, September, and October, and November to prepare for the competition, which is usually held on a weekend in the beginning of November. This course may be used to satisfy the accounting elective in the MBA accounting concentration. Permission of the instructor is required to register.

Attributes: TGMB

GMGT-699 MBA Assessment (0)

Students will be required to engage in assessment activities such as ETS Major Field Test MBA, Iliad Assessment Center and EBI Survey as determined by the Assessment Coordinator for the School of Business. This is a zero credit course but is graded S/U. Students will take this course during their last spring semester. Waivers may be granted.

Attributes: TGMB ZEXL

Doctorate in Education: Executive Leadership (Ed.D.)

Overview

Dr. Jeannine Dingus-Eason, *Chair*

The Education Doctorate (Ed.D.) in Executive Leadership at St. John Fisher College is

administered by the Ralph C. Wilson, Jr. School of Education. The program provides candidates with an opportunity to develop the critical leadership skills and knowledge required in today's increasingly complex, diverse, and information-driven organizations. This unique and rigorous education program in executive leadership was developed to provide an attractive and viable alternative to "traditional" doctoral programs in leadership. As an alternative doctoral model, the program is designed to do the following:

- Provide executives and senior managers with an advanced curriculum that focuses on relevant and current topics and issues in executive leadership

- Focus on the core leadership competencies, dispositions, and applied research that executives and senior managers need to be effective in various organizational settings

- Provide opportunities for candidates to focus their dissertation on actual problems in their organization, making the dissertation relevant and practical, and thereby encouraging organizational support

- Provide candidates with access to a network of successful executives and organizations to support their intellectual, professional, and career development

Mission

The executive leadership program operates within the context of the School of Education's conceptual framework, which embraces a philosophy of social justice based on five interlocking tenets: diversity, achievement, compassion, knowledge, and service. The program's faculty and staff are committed to modeling this philosophy in their interactions with candidates, colleagues, and the community.

The mission of the Ed.D. in Executive Leadership at St. John Fisher College is to provide a unique, challenging, and rigorous educational experience that focuses on issues in leadership and related fields while drawing on the best practices from a range of disciplines. The program prepares candidates for executive leadership roles within the context of a diverse, information-driven, and increasingly technological society. To this end, the program seeks to prepare:

- Ethically responsible leaders who are committed to improving conditions, opportunities, and outcomes for their clients and employees

- Highly capable leaders who understand and know how to use research, best practices, and new technologies to guide, change, and improve individual and organizational performance

- Confident and compassionate leaders who are committed to improving the quality of life for children and families in underserved communities

- Socially conscious and morally grounded leaders who respect and embrace diversity and understand the importance of human resource development

Goals

The goals of the program are to:

- Provide a high-quality educational program that prepares candidates for successful careers

as executive leaders

Provide a program of study that promotes effective organizational and individual performance

Maintain a professional environment that promotes an understanding of and appreciation for diversity

Provide greater access for groups historically underrepresented in doctoral-level programs and in positions of executive leadership

Provide a rigorous multidisciplinary advanced program of study for working professionals that fosters high rates of completion

Admission Requirements

Admission is limited to qualified candidates who have the following:

Minimum of three years of successful management/administrative-level experience

Completed a master's degree program in a related field from a regionally accredited institution of higher education

A proven record of excellence in mid-level leadership and management

Candidates are required to provide evidence of their potential to meet the demands of a rigorous doctoral-level program.

Candidates for admission are required to submit the following:

Completed admissions application

Official college transcripts documenting completion of a master's degree

Two recommendations from successful leaders currently practicing in the candidate's or a related profession

The Applicant Employment History and Supervisor's Performance Appraisal and Recommendation form, documenting employment history and performance for the most recent two-year timespan

Three professional writing samples of no longer than five pages each, with the total not exceeding 10 pages

Current résumé

Concise essay, of no more than one typed page, outlining the candidate's vision of leadership and reasons for applying to the program

Applicants who meet the requirements will be required to:

Participate in a formal interview process

Provide an on-demand writing sample on the day of the interview

Locations

The Ed.D. is offered at the following locations:

St. John Fisher College in Rochester, NY
Iona College in New Rochelle, NY (extension site)
Onondaga Community College's Regional Higher Education Center in Syracuse, NY
(extension site)

All Ed.D. candidates at extension sites are required to take one course on the St. John Fisher College campus.

For information regarding application and admission to the doctoral program, prospective candidates should contact the St. John Fisher College Office of Transfer and Graduate Admissions at **(585) 385-8064** or email grad@sjfc.edu.

Learning Outcomes

The program will prepare executive leaders who demonstrate the following:

The ability to apply and synthesize the essential knowledge, skills, and dispositions required for effective leadership and management in various organizational settings

The capability to conduct research and collect, analyze, and interpret data to inform decision making and improve performance

The facility to think and plan strategically and conduct action research that is supported by best practice

An understanding of the impact, interactions, and implications of various public sectors on organizations

The integrity to make ethical and fair decisions when facing moral dilemmas.

The capacity to appreciate and maximize the talents and skills of a diverse workforce

The ability to assess and maximize human potential through a process of continuous personal, professional, and intellectual development

Leadership Standards

Executive leadership is a complex concept represented by an array of knowledge, skills, and dispositions as diverse as the population of successful leaders. Nonetheless, those who emerge from this program will be expected to possess in their character and demonstrate in their actions the seminal values reflected in the standards below. The executive leadership program standards are based on and aligned with New York State (NYS) and Educational Leadership Constituents Council (ELCC) standards.

Standard One—Character

The executive leader demonstrates character, drive, competence, and honesty in advancing the goals of the organization and the aspirations of colleagues. The executive leader has a strong moral compass, and places the interests of the organization and coworkers before personal gain. (NYS #1; ELCC # 5)

Standard Two—Vision

The executive leader has the ability to develop a positive, humane vision of the future that is articulated and communicated to constituents. The executive leader makes a long-term investment in this vision and works collaboratively toward its accomplishment with all stakeholders. (NYS # 2 & 4; ELCC # 1)

Standard Three—Integrity

The executive leader is a person of integrity who acts ethically and fairly in all dealings with others. The executive leader creates an organizational climate of honesty and high principle that inspires principled behavior among all who serve the organization. (NYS # 1; ELCC #5)

Standard Four—Self Development

The executive leader continually examines personal strengths and weaknesses, and uses knowledge of self in the service of others. The executive leader is introspective and reflective, using personal strength and courage to advance organizational goals while working to diminish personal weaknesses. (NYS # 8; ELCC # 7)

Standard Five—Support of Others

The executive leader supports, encourages, and rewards others by recognizing their talents and assigning to them responsibilities commensurate with their abilities. The executive leader views others as partners who bring to the organization strength and potential for good. (NYS # 1; ELCC # 4)

Standard Six—Development of Goals

The executive leader identifies and advances the organization's mission and goals. The executive leader accepts change and enables others to work for and embrace change. (NYS # 1; ELCC # 2)

Standard Seven—Collaboration

The executive leader collaborates with all organizational constituencies, promoting trust and confidence. The executive leader responds to diverse community interests by partnering with the community and garnering community resources on behalf of the organization and community advancement. (NYS # 2 & 4; ELCC # 1)

Standard Eight—Research and Best Practice

The executive leader's knowledge of professional practice is current and shaped by research and experience. The executive leader employs best practice in the performance of duties, revises practice and programs based on empirical data, and fosters commitment to these principles in others. (NYS # 7 & 8; ELCC # 2 & 7)

Standard Nine—Cultural Sensitivity and Diversity

The executive leader understands, respects, and values individuals from diverse cultural backgrounds and with different experiences. The executive leader possesses and promotes

knowledge of diversity within the organization, community, and broader society; demonstrates dispositions that respect and value differences; and exhibits skills for working in diverse organizational settings. (NYS # 6; ELCC # 6)

Standard Ten—Communication Skills and Technology

The executive leader demonstrates effective communication skills in writing and speaking, as well as through the use of technology and electronic media. The executive leader communicates with all constituencies in clear, intelligible language designed to promote community involvement and support while advancing the organization's mission and goals. (NYS # 3; ELCC # 6)

Standard Eleven—Responsibility and Accountability

The executive leader assumes and shares responsibility and accountability for achievement of organizational goals and outcomes. The executive leader clearly defines organizational roles and objectively measures employee performance in the context of the organization's mission and goals. (NYS # 7; ELCC # 3)

Standard Twelve—Organizational Capacity and Improvement

The executive leader knows how to synthesize and apply research, knowledge, and experience to inform change and increase organizational capacity. The executive leader embraces and promotes ongoing professional development, as well as continuous individual and organizational improvement. (NYS # 5 & 9; ELCC # 3 & 7)

Program Requirements

Ed.D. in Executive Leadership

All candidates must complete the following courses and maintain a minimum cumulative GPA of 3.0 or better each semester.

Requirements

The number of credits for each course is designated in parentheses after the course title.

Core Curriculum Requirements - 60 credits

- DEXL 701 - Doctoral Studies Seminar (3)
- DEXL 702 - Contemporary Issues in Executive Leadership (3)
- DEXL 703 - Research Methods and Design (3)
- DEXL 704 - Leadership and Cultural Change (3)
- DEXL 705 - Field Experience I (3)
- DEXL 706 - Applied and Action Research (3)
- DEXL 707 - Qualitative and Quantitative Research Methods (3)

DEXL 708 - Field Experience II (3)
DEXL 709 - Public and Human Relations (3)
DEXL 710 - Assessment, Evaluation, and Organizational Improvement (3)
DEXL 711 - Field Experience III (3)
DEXL 712 - Public Policy, Law, and Ethics (3)
DEXL 713 - Executive Leadership and Shared Governance (3)
DEXL 714 - Field Experience IV (3)
DEXL 715 - Finance and Resource Development (3)
DEXL 716 - Human Resource Development and Continuous Improvement (3)
DEXL 717 - Guided Dissertation Seminar I (3)
DEXL 718 - Leadership and Diversity (3)
DEXL 719 - Guided Dissertation Seminar II (3)
DEXL 720 - Guided Dissertation Seminar III (3)

Optional Course - 0 credits

DEXL 721 - Dissertation Guided Dissertation Seminar IV (3)**
DEXL 722 - Dissertation Guided Dissertation Seminar V (3)**
DEXL 725 - Dissertation Continuation (0)**

***Requires permission of the dissertation chair and program director to register.*

Total: 60 credits

Note: *Candidates in the Ed.D. in Executive Leadership program must finish the degree within six years of completion of the first course in the program. The time limit is inclusive of any leaves of absence taken by a candidate.*

Notes on the Ed.D. Program

To qualify for the Ed.D. program, candidates are required to do the following:

Complete a minimum of 90 credit hours. Up to 30 credit hours from an approved graduate degree program may be considered for transfer.

Complete the program's core requirements, comprised of a minimum of 60 credit hours that include research methodologies and the dissertation.

Pass a comprehensive exam, and write and successfully defend a doctoral dissertation proposal and doctoral dissertation.

Satisfy the residency requirement by completing at least 9 credits of core courses each semester for two consecutive semesters.

Core Curriculum Requirements

All candidates are required to do the following:

Complete the program's core curriculum, which includes 20 courses totaling 60 credits. Register for 9 credits each semester and be continuously enrolled to meet the core

requirements, with the exception of the first summer, which requires candidates to register for 6 credits.

Take the core courses offered in this curriculum; courses taken at other institutions may not be used as substitutes.

Maintain a minimum cumulative grade point average of 3.00 or higher each semester to continue in the program.

School District Leader Advanced Certificate

The School District Leader (SDL) Advanced Certificate program serves as an additional component of the Ed.D. program. The SDL Advanced Certificate program is for qualified individuals interested in leadership opportunities such as superintendent, associate superintendent, or other district-level administrative positions.

Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements and Ed.D. admission requirements, individuals applying for admission to the SDL program must meet and provide verification of the following prerequisites:

- Possession of a valid School Administrator/Supervisor (SAS) or School Building Leader (SBL) certificate from an approved program

- Three or more years of teaching, pupil personnel services, and/or school leadership experience

- Completion of the Child Abuse Identification and School Violence Prevention and Intervention workshops (if applicable)

- Completion of the Harassment, Bullying, and Discrimination Prevention and Intervention workshop. The workshop can be completed during the program and must be completed prior to graduation

In accordance with New York State Education Department requirements, candidates in the SDL program will be required to take and pass the New York State SDL Licensure Exam and successfully complete a minimum of 60 credits of graduate study, which includes 30 transfer credits from an approved master's degree program and 30 hours of additional coursework provided by this program.

To comply with New York state regulations, all doctoral applicants seeking School District Leader certification must provide St. John Fisher College with official scores on the Graduate Record Examination (GRE), Millers Analogy Test (MAT), or the Academic Literacy Skills Test (ALST).

For specific information regarding the School District Leader certificate, please contact Dr. Jeannine Dingus-Eason at (585) 385-8002 or jdinus@sjfc.edu.

Program Courses

The SDL Advanced Certificate component is integrated within 13 existing courses in the Ed.D. program, and one 3-credit, district-level internship (DEXL 723). The courses were specifically chosen to provide a sequence that addresses the district-level knowledge, skills, and experiences that will prepare those holding building-level certification to apply their knowledge and skills to the district level.

Doctorate in Education: Executive Leadership (Ed.D.) Courses

DEXL-701 Doctoral Studies Seminar (3)

This course provides candidates with an orientation to the program and the expectations and requirements for doctoral-level study. Candidates will refine their library research, concept development, and academic writing skills. Candidates will be exposed to doctoral-level research and various processes for developing research topics, conceptual frameworks, research ideas, and problem statements relevant to professional practice. Through reading, literature review, class discussion, reflection, and advisement, candidates will develop time management plans and other projects to guide the development of their field experiences and dissertation.

Restrictions: Including: -Major: Executive Leadership

DEXL-702 Contemp Issues Exec Leader (3)

This course examines leadership theory in both historical and philosophical contexts. Candidates will explore major social, political, and cultural influences on the development of leadership theory and the impact of those influences on the practice of leadership. Candidates will analyze the various leadership theories in relation to their applicability to emerging needs of organizations in the 21st century. Candidates will identify a current issue/problem in an organization and construct a personal leadership theory and vision designed to advance a learning and service-centered organizational model.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on contemporary issues related to leadership in P-12 district-level settings, specifically district level curriculum and instructional leadership to support improvement in school and student performance.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-703 Research Methods & Design (3)

This course is designed to provide candidates with an understanding of relevant research approaches in education, health, business, and other human service practices to inform decision-making and support organizational change. The course will provide an overview of research paradigms, the identification of researchable problems, and broadly survey

research methods, including qualitative, quantitative, and mixed methods approaches to research. In doing so, the course will explore issues around research ethics and consider the importance of ethics. Additionally, the course will explore how research literatures function as distinct genres with explicit and implicit codes of understanding. Candidates will share their developing understanding of research through oral presentations and literature reviews.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-704 Leadership&Cultural Change (3)

Candidates will examine firsthand the strategies used by successful executive leaders in various organizational settings to effect organizational and cultural change. Candidates will review the strategies in the context of applicable research, methodologies, best practice, and real-world cases. Candidates will focus on the skills, knowledge, and dispositions required to build organizational leadership, capacity, coherence, and intelligence essential to the growth and long-term success of human systems.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to leadership and cultural change in P-12 district-level settings, specifically curriculum and instructional leadership for change.

Restrictions: Including: -Major: Executive Leadership

DEXL-705 Field Experience I (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 703 and 704, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

Restrictions: Including: -Major: Executive Leadership

DEXL-706 Applied & Action Research (3)

This course explores action research and the associated theories, methodologies, and practices that have been used by successful transformational leaders to achieve organizational change. Candidates will examine the basic tenets of action research, including action research and organizational improvement models; the components of a literature review; strategies for organizational data collection, analysis, and interpretation. The course will also describe skills pertinent to identifying organizational problems and strategies for improvement through systematic inquiry and reflection. The course also explores the identification and application of a theory in relation to each candidate's research problem.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related applying data to decision-making processes at the P-12 district-level, including but not withstanding organizational improvement models, and strategies for district-level improvement.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-707 Qualit & Quant Methods (3)

This course provides an overview of qualitative and quantitative research methods including their history, traditions, conceptual frameworks, and justifications. Candidates will examine the two approaches to determine distinctions, similarities, practical utility, and problems in the collecting, managing, analyzing, and reporting of qualitative and quantitative data. Candidates also will focus on the distinction between data and evidence, the technical approaches and applications used to determine data validity and reliability, and the substantiating of evidence within the context of research and organizational outcomes. The course project will be aligned with the requirements for Part I of the Comprehensive Exam.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-708 Field Experience II (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 706 and 707, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The

Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

Restrictions: Including: -Major: Executive Leadership

DEXL-709 Public & Human Relations (3)

This course examines public and human relations in the context of various private and non-profit organizations using a case study method. The course will have a particular focus on the relationship between community organizations serving children and families. Candidates will examine the potential use of public and human relation strategies to improve connections between education and healthcare, social services, business, and other public and human service sectors. The course will also expose candidates to effective leadership strategies and best practices designed to improve organizational performance. Topics will include internal and external communications; partnerships with diverse organizations and audiences; strategic planning and marketing communications; crisis communication and management; media and public relations; public imaging; creative leadership; and public relations research and evaluation.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on communication strategies for school boards, parents, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds. Candidates will be required to conduct a case study analysis on a public relations case related to public relations, communication, and relationship building in a P-12 school district environment.

Restrictions: Including: -Major: Executive Leadership

DEXL-710 Assess, Eval & Org Improve (3)

This course introduces candidates to the field of program evaluation. Candidates will review evaluation approaches; examine political and interpersonal relationships with key stakeholders; study methods of data collection and analysis; and review strategies for reporting results. The course also explores the nature of the relationship between an organization's vision, mission, and goals; strategic planning process; and specific program outcome measures.

Through the course, candidates will develop a methods chapter for the dissertation, meeting the requirements for: a) the dissertation milestone and b) the requirements of Part II of the

Comprehensive Exam: Research Design and Methodology.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on the evaluation of district-level initiatives related to curriculum, instruction, assessment, and/or organizational improvement approaches at the P-12 district-level.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-711 Field Experience III (3)

Field Experience III is designed to support the completion of Part III of the Comprehensive Examination, the General Field Examination. Candidates will develop a Field Experience Proposal that covers the required sections outlined in the Comprehensive Exam requirements including sections: (a) a field-based case study; and (b) a portfolio of the candidate's best work. The Field Experience Proposal must be approved by the faculty of record. The faculty of record will provide guidelines outlining the course requirements and specifications for completing the projects. Candidates must maintain a log documenting that a minimum of 50 hours have been dedicated to meeting the requirements of the course. Candidates will meet with faculty at assigned times and on an as-needed basis. Mid-term and end-of-course assessments will be administered and used to evaluate candidate performance on the required projects and determine the final score on the General Field Exam portion of the Comprehensive Exam. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-712 Public Policy, Law & Ethics (3)

This course is designed to provide candidates with an understanding of the principles and the interconnectedness of policy, law, and ethics and their implications for executive leadership. Policy development and implementation, federal and state laws, and issues of ethics will be addressed in a broad spectrum of leadership styles and organizational settings. The course will provide executive leaders with the requisite knowledge, skills, and dispositions to remain current with issues of policy, law, and ethics while equipping them with the knowledge to positively impact the lives of the personnel and organizations within their spheres of influence.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to public policy; interactions with local, state, and federal representatives; applying statutes, law and ethical behaviors at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-713 Shared Governance (3)

This course is a critical examination of the relationship between leadership effectiveness and governance, the differences and similarities in the educational system, and the governing structures in public, private, and not-for-profit organizations. The course will combine the study of theory and practice by exploring the major components of organizational governance, including the roles and responsibilities of the executive leader; governing boards; unions; local, state, and federal agencies; and community groups. These components will be examined in the context of contemporary educational issues in the areas of policymaking, administration, collective bargaining, shared decision-making, authority and accountability, and ethical and legal requirements. Through the use of special guest lecturers, case studies, current events, and simulations, candidates will examine the external and internal constraints and the opportunities of shared governance from conceptual, practical, political, ethical, and policy perspectives.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership and shared governance within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-714 Field Experience IV (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 712 and 713, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

Restrictions: Including: -Major: Executive Leadership

DEXL-715 Finance & Resource Dev (3)

This course examines the organizational value systems underlying finance and resource

development in education, health, nonprofit, and business organizations. These systems will be explored in the context of revenue sources, generation, and distribution; funding formulas and local, state, and federal requirements; equity, evaluation, and reform; strategic planning and decision-making; analysis and allocation of resources; and compliance and accountability. Through interactive instruction, special guest lecturers, case studies, simulations, and field experiences, candidates will analyze complex financial and social issues confronting leaders in an era of limited resources and develop solution sets and action strategies based on best practices.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to finance and resource development at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-716 HR Dev&Cont Improvement (3)

This course examines key theories, systems, contemporary issues and innovative practices in human resource development and performance. The course will explore these various elements through a human capital strategy that focuses on leadership, organizational culture and continuous organizational improvement. Candidates will identify and analyze complex problems and issues in various organizational settings, and the implications for continuous improvement within a human capital framework. Candidates also will apply various aspects of human resource development and human capital strategies within the context of applicable research, methodologies, best practice, and real-world cases.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to human resource development and continuous improvement at the P-12 district-level. Candidates will also complete or show evidence of completing the Child Abuse Prevention Workshop and the School Violence Intervention and Prevention Workshop upon completion of the course.

Restrictions: Including: -Major: Executive Leadership

DEXL-717 Guided Dissertation Sem I (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-718 Leadership & Diversity (3)

This course examines the role that leadership plays in addressing issues of diversity and equity in various organizational settings. Candidates will analyze various theoretical frameworks to determine how demographic variables and historical, social, cultural, economic, legal, and political constructs influence organizational behavior, decisions, and outcomes. Candidates also will examine contemporary issues and various aspects of human diversity and multiple oppressions (race/ethnic, class, ability, and gender), as well as organizational concerns and practices that can positively or negatively impact the recruitment, retention, and success of diverse workforce and learners.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to self-improvement and continuous learning involving diversity of parents, students, staff, and community leaders at the P-12 district-level.

Restrictions: Including: -Major: Executive Leadership

DEXL-719 Guided Dissertation Sem II (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-720 Guided Dissertation Sem III (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and

submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Candidates who do not successfully defend dissertations by the end of DEXL 720 will receive an IP grade and must register for DEXL 721/722 with the permission of the Program Director.

Graded S/U.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-721 Guided Dissertation Sem IV (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by their dissertation committee to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on progress and completion of the program's dissertation requirements. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the course. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-722 Guided Dissertation Sem V (3)

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by their dissertation committee to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on progress and completion of the program's dissertation requirements. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the course. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

Attributes: ZRES

Restrictions: Including: -Major: Executive Leadership

DEXL-723 District Level Internship (3)

This course is designed to support candidates seeking SDL Advanced Certification. Candidates shall participate in a full-time 15 week district-level leadership internship

experience under the supervision of an executive mentor who has at least 3 years of district level experience and holds a New York School District Leader Certificate. The supervised internship must be approved and evaluated by a full-time St. John Fisher College faculty member who holds a New York School District Leader Certificate. The overall internship experience will represent a synthesis of key content and high impact field based experiences that result in the candidates' demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC district standards, and, most importantly, expanding candidates' capacity to improve school performance and student achievement within a district level environment. Graded S/U.

Attributes: ZCLX

Pre-requisites: DEXL-714 S

Restrictions: Including: -Major: Executive Leadership

DEXL-725 Dissertation Continuation (0)

Executive Leadership candidates in need of an additional semester in which to complete the dissertation may register for this course with the approval of the dissertation chair and Program Director. Candidates who register for this course have received an IP grade in DEXL 720 and Unsatisfactory grades in DEXL 721 and DEXL 722. They must be working closely with their dissertation committee and submit a plan for completion of the dissertation in order to register for this continuation course. Data collection, analysis, or dissertation writing may be done during this continuation time.

If the dissertation is approved by the dissertation committee at the end of this course, DEXL 720, 721, 722, and 725 will be graded S.

If the dissertation is NOT accepted by the committee at the end of this course, the grade of IP in DEXL 720 will continue and the candidate MUST register for DEXL 725 again. Candidates retaking DEXL 725 will receive a U until the dissertation is successfully defended. Candidates may take DEXL 725 a maximum of three (3) times.

Attributes: ZRES

Master of Science in Education: Educational Leadership (M.S.Ed.)

Overview

Dr. Diane Reed, *Chair*

M.S.Ed.: School Building Leadership (SBL)

M.S.Ed.: School Building Leader (SBL) and School District Leader (SDL)

Mission

The mission of the educational leadership programs is to prepare highly capable, compassionate, and ethically responsible school leaders who can meet the challenge of providing a high-quality education for all learners. The core of the programs centers on the philosophy of social justice; the fundamental belief that all children, regardless of background, can learn; and that learning occurs best in environments that foster high expectations, shared responsibility and accountability, standards of excellence, mutual respect, and equity of results.

Vision

The educational leadership programs each will provide a high-quality program of study and practice that prepares future administrators to have the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. To this end, the programs and faculty are committed to providing the highest level of professional preparation that will enable our candidates to address the challenges and recognize the opportunities in leading a school/district organization toward achieving standards of excellence. Technologically enhanced strategies are incorporated throughout the programs.

Educational Leadership Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements, the following are required:

The applicant must hold a New York State (NYS) teaching certificate (professional or permanent) and have at least a year and a half of teaching experience before admission to the program.

To comply with New York State regulations, all applicants to graduate-level teacher certification (or educational leadership certification) programs must provide St. John Fisher College with official scores on the Graduate Record Examination* (GRE), or Millers Analogy Test* (MAT).

- [Graduate Records Examination \(GRE\)](#)
- [Miller Analogies Test \(MAT\)](#)
- Note: *Applicants who already have a master's degree are exempt from submitting test scores.*

The applicant must have completed three years of classroom teaching service, educational leadership service, and/or pupil personnel service experience in public or nonpublic schools, N–12, by the time of program completion.

The applicant must provide two letters of recommendation from certified school administrators familiar with the applicant's potential to be successful as an educational leader.

At the discretion of the program Admissions Committee, an applicant may be required to come to campus for a personal interview and provide an on-demand writing sample.

The applicant must have earned a minimum cumulative college grade point average (GPA)

of 3.0 for baccalaureate and/or master's degrees from approved post-secondary institutions.

*Test scores on either of these two exams are valid for five years after the testing year in which you tested. If your test scores are from more than five years ago, you will need to take the test again. We want to provide you with the opportunity to submit your application for fall 2018 and have it reviewed even if you have not yet taken the GRE or MAT. Individuals who apply for fall 2018 matriculation but who have not submitted their GRE or MAT scores may still be provisionally accepted, but must submit evidence of having earned an acceptable score on the GRE or MAT exam by January 10, 2019. If an acceptable score is not submitted by those deadlines, you cannot continue in the program until you submit acceptable scores.

For information regarding application and admission to the Master of Science in Education: Educational Leadership, please contact the Office of Transfer and Graduate Admissions at **(585) 385-8064** or email at grad@sjfc.edu.

For specific information regarding the Master of Science in Education: Educational Leadership, please contact Dr. Diane Reed at **(585) 385-7250** or by email at dreed@sjfc.edu.

School Building Leader and School District Leader Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements and the educational leadership admission requirements above, individuals applying for admission to the School Building and School District program must hold a master's degree from an accredited institution with a minimum of 30 credits in an area that leads to permanent or professional teacher or pupil personnel services certification.

For information regarding application and admission to the Master of Science in Education: School Building Leader and School District Leader program, please contact the Office of Transfer and Graduate Admissions at **(585) 385-8064** or by email at grad@sjfc.edu.

For specific information regarding the Master of Science in Education: School Building and School District Leader program, please contact Dr. Diane Reed at **(585) 385-7250** or by email at dreed@sjfc.edu.

About the Program

Description

The educational leadership programs are for candidates who hold a New York State (NYS) teaching certificate (professional or permanent) and are seeking NYS certification at the school building, or school building and school district level. They are also designed to provide high-quality and innovative standards-based educational experiences for ethical future educational leaders.

The programs use an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field-based internships to address current and emerging issues impacting the quality of education. This integrated approach infuses theory with practice to support the acquisition of the skills, knowledge, and values necessary to create optimum school conditions that promote a high-quality learning environment for all students. The case studies and field experiences both teach and measure candidate competence against national and state standards.

The educational leadership programs require 24 credits of coursework and 8 credits of internship for a total of 32 credits. The programs are designed around a weekend format. Each semester's studies constitute a module, and each module is comprised of two three-credit courses and one two-credit internship experience. Each three-credit course will meet on alternate weekends for a total of four weekend sessions. Candidates take two courses and an internship each semester including the summer session. Most candidates complete the program in 18 months.

The field-based clinical internships are crucial elements of the programs' curricula. The programs have four internships of two credits each that are taken concurrently with the courses offered each semester. Each internship requires a minimum of 160 hours per 16-week semester, plus one full week (40 hours) sometime during the program. The internships will total 680 clock hours (four internships of 160 hours each plus one full week). Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications. At least one internship is in a diverse setting. At least one internship needs to be at the building level and one at the district level. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or partnering district.

Weekend Format

Courses meet in an every-other-weekend format. Classes meet on Fridays from 4:30 p.m. to 8 p.m. and on Saturdays from 9 a.m. to 3:30 p.m. with a working lunch.

Faculty

Our faculty members are committed to providing the highest level of preparation for candidates participating in the program. All full-time faculty members have extensive and successful experiences as administrators in a variety of educational settings and possess New York State administrative certificates and doctoral degrees.

Learning Outcomes

Program Goals

The goals of the educational leadership programs are to prepare administrators who possess the following attributes:

Are knowledgeable in both the theories and best practices in education
Can help shape positive teaching and learning environments that support the educational, emotional, and social development of all students
Are committed to the proposition that all children can learn, and insist that all children have the opportunity and resources needed to learn
Place the interests of children at the forefront of all school-related decisions

Learning Outcomes

The learning outcomes of these programs are to produce school leaders who possess the following attributes:

Have a thorough grounding in and understanding of the challenges and opportunities in education
Have the ability to work effectively with members of the school district and local community
Demonstrate effective leadership, management, and communication skills, and are agents for effective and positive change
Have a strong sense of ethics and ethical responsibility to the children and families served by the school and school district
Have a broad understanding of the role of the school/district and its relationship to the broader community in which it operates
Have a broad awareness and knowledge of curriculum issues, Educational Leadership Constituent Council (ELCC) standards, and Common Core learning standards and assessment program
Are prepared based on state and national leadership standards and assessments for school building and district leaders
Are knowledgeable about and committed to teaching and learning principles that support effective classroom practices and procedures based on the developmental learning needs of P–12 students and state learning standards
Are knowledgeable about educational research, research techniques, and interpretation of research findings in education
Have a general understanding of educational technology and its applications in research, communication, and instruction
Can design and implement effective programs for faculty and staff development
Have an understanding of education law, finance, and the legal issues facing schools and school districts
Have the knowledge and skills related to a school leader's responsibility to establish a school or district budget, and provide the necessary fiscal oversight required to support achievement of planned educational objectives and goals

Program Requirements

M.S. in Education: School Building Leader

Upon successful completion of the School Building Leader program, the candidate will receive a Master of Science in Education degree with a major in educational leadership and will be eligible for New York State certification as a School Building Leader.

Requirements

The number of credits for each course is designated in parentheses after the course title.

- GEDA 560 - Achieving Standards of Excellence (3)
- GEDA 561 - Leadership by Collaboration (3)
- GEDA 562 - Internship I (2)
- GEDA 563 - Planning for School & District Assessment and Improvement (3)
- GEDA 564 - Improving Instruction and Learning (3)
- GEDA 565 - Internship II (2)
- GEDA 566 - Developing Effective Partnerships (3)
- GEDA 567 - Effective Communication (3)
- GEDA 568 - Internship III (2)
- GEDA 569 - Accountability, Assessment, and Performance (3)
- GEDA 570 - Producing and Sustaining School Improvement (3)
- GEDA 571 - Internship IV (2)

Total: 32 credits

Required School Leadership Assessments

Candidates are required to achieve satisfactory scores on the School Building Leadership assessment and the Educating All Students assessment for certification. Proof of completion of the New York State Dignity for All Students Act (DASA) Training Workshop is also required for certification.

M.S. in Education: School Building Leader and School District Leader

Upon successful completion of the School Building Leader and School District Leader program and successful completion of the NYS School District Leader Assessment, the candidate will receive a Master of Science in Education degree with a specialty in educational leadership and will be eligible for New York State certification as a School Building Leader and as a School District Leader.

Requirements

The number of credits is indicated in parentheses at the end of each course title.

- GEDA 560 - Achieving Standards of Excellence (3)

- GEDA 561 - Leadership by Collaboration (3)
- GEDA 562 - Internship I (2)
- GEDA 563 - Planning for School & District Assessment and Improvement (3)
- GEDA 564 - Improving Instruction and Learning (3)
- GEDA 565 - Internship II (2)
- GEDA 566 - Developing Effective Partnerships (3)
- GEDA 567 - Effective Communication (3)
- GEDA 568 - Internship III (2)
- GEDA 569 - Accountability, Assessment, and Performance (3)
- GEDA 570 - Producing and Sustaining School Improvement (3)
- GEDA 571 - Internship IV (2)

Total: 32 credits

Required School Leadership Assessments

Candidates are required to achieve satisfactory scores on the School Building Leader and School District Leader assessment and the Educating All Students assessment for certification. A satisfactory score on the School District Leader assessment is also required for graduation from St. John Fisher College. Proof of completion of the New York State Dignity for All Students Act (DASA) Training Workshop is also required for certification.

Program Modules

Both educational leadership programs have four interrelated modules comprised of three courses each.

Module I: Developing Effective Leadership

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to provide candidates with an understanding of the major influences affecting American education and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses in Module I will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide students with a theoretical context and understanding of the various components of effective leadership.

Module II: Planning and Implementing School Improvement Strategies

This module is designed to increase candidates' understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high- and low-performing schools in diverse settings and develop school improvement plans

that include the use of technology and information literacy for such schools. The courses offered in this module will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

Module III: Effective Public Communication

The studies in this module will teach candidates how to effectively engage the public in the school enterprise at all levels. The courses will focus on parent and community involvement, media relations, creating partnerships, and communicating results. The courses will also discuss strategies for communicating effectively with groups from diverse backgrounds. The goal is to make each candidate an effective communicator.

Module IV: Continuous School Improvement

This module is designed to provide candidates with the knowledge and skills required to apply a systems approach to continuous school improvement. The courses offered in this module will focus on systems that provide: frequent monitoring and assessment of student and staff performance; ongoing staff and student development; opportunities to express and include diverse perspectives; professional development initiatives; programs and practices to celebrate and reward success; and a framework for collaborative internal and external review of school programs, practices, and results. The courses also will include the examination and applications of model technology systems that collect, analyze, and use data to inform decision making and improve results.

Capstone Project

The capstone project is an integral part of the program. The purpose of the capstone project is to provide candidates with an opportunity to demonstrate the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. The project should reflect the standards of the candidate's program of study, and demonstrate that the candidate has a clear understanding of the School of Education's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. The project requires candidates to complete a portfolio of their best work and make an oral presentation using various technologies on a topic that focuses on the state and national standards for effective school/district leadership, including but not limited to: effective leadership behavior; school/district assessment; curriculum and instruction; diversity; improving student achievement; oral and written communication; parent and community participation; and staff evaluation and professional development.

A review panel comprised of the educational leadership faculty and successful practitioners will evaluate the capstone project. The role of the review panel is to assess the extent to which each candidate demonstrates the essential skills, knowledge, and values of effective leadership based

on New York state and national standards. The review categories include: technical aspects; instructional/programmatic factors; interpersonal/human relations; conceptual issues; values; and leadership. Course professors will provide written feedback to each candidate on his or her strengths and areas needing improvement. Successful completion of the project is a program requirement.

Master of Science in Education: Educational Leadership (M.S.Ed.) Courses

GEDA-502 Identifying Child Abuse (0)

This course fulfills the New York State requirement for instructing candidates in the prevention of child abuse (Child Abuse Prevention).

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-503 School Violence Prevention (0)

This course fulfills the New York State requirement for instructing candidates in safety education (Violence Prevention and Intervention); and instructing fire and arson prevention.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-510 Intro to Educational Admin (3)

This unique course is a part of the Wayne Finger Lakes Leadership Institute and is taught in partnership with the Wayne Finger Lakes BOCES, St. John Fisher College, SUNY Brockport, SUNY Oswego, and the University of Rochester. It is the introduction to the theory and practice of school administration and uses a curriculum developed jointly by all participating partners. The course is rotated between the participating institutions and is considered the equivalent of the intro course for all of the participating Colleges and Universities.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-560 Achieve Standards Excel (3)

This course will focus on setting the stage for a successful career in school/district leadership by: (a) providing a historical and contemporary context on the philosophical, ethical, social, and economic influences affecting education; (b) examining the core values and characteristics of effective leadership; (c) connecting leadership research with best practices; and (d) developing high standards and expectations; (e) a positive culture that supports success for all learners in diverse school settings; (f) issues in school and district-wide instructional improvement; (g) strategies for using categorical and local funds included in building-level and district budgets to support instructional initiatives; (h) the ongoing responsibility to use the funds designated for special needs students in accordance with the

authorizing legislation (free appropriate public education in the least restrictive environment); (i) successful student engagement; (j) school and district responsibilities and obligations in regard to federal and state standards and regulations. Issues of instructional improvement, and successful student engagement will be examined and addressed. The course will also examine and apply various uses of technology to enhance teaching and learning, and improve school operations.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-561 Leadership Collaboration (3)

School success is most likely to occur when there is a commitment by all stakeholders to standards of excellence and the focus is on success for all students. Continuing the studies begun in GEDA 560, this course will focus on the application of motivational theory in building shared commitment and ownership to achieve the school's and district's vision and enhance learning for all students. This course provides candidates with a theoretical understanding of educational politics, governance, financing, and regulation with internal and external constituencies. Candidates will acquire the knowledge, skills, and dispositions needed to serve as the chief executive officer of a school district and instructional leader of a school. The use of various information technologies to support collaboration will also be explored.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-562 Internship I (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module I. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-563 Plan School/District Assess (3)

Effective school-based planning and assessment serve as the foundation in building a system of school/district improvement. This course will focus on how to maximize diversity in creating effective planning groups, successful school planning, and assessment and improvement techniques that support positive school and district improvement, enhance

teaching and learning for all students, and improve student and staff results. This course provides an opportunity to analyze the district requirement for the evaluation and instructional support for all students in their district including students home-schooled or in a private school setting. Candidates will develop strategies for engaging a range of community groups at the building and district levels, in planning, implementing and assessing a budget that uses federal, state, local and donated funds to enhance teaching and learning for all students. The course also will review organizational theory in the context of reflective practice to help students develop ways of reading and understanding the complexities of school systems.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-564 Improving Instructn & Lrng (3)

This course will focus on the major issues that impact the quality of teaching and learning in a proactive, nurturing, data-driven learning environment. Topics will include: (1) strategies for aligning curriculum, instruction and assessments with federal, state, and local learning standards; (2) collaborative strategies for developing with others the curriculum, instruction, and assessment appropriate for varied teaching and learning styles and specific student needs; (3) ensuring that students with disabilities are provided with the appropriate services in the least restrictive environment; (4) dynamics of change and school reform; and (5) using technology as a means of improving teaching, learning, and assessment for all students. The coursework or training will also include studying the warning signs within developmental and social contexts that relate to violence and other troubling behavior in children; effective classroom management techniques and other academic supports that promote problem-solving skill development within their regular curriculum.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-565 Internship II (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module II. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-566 Dev Effective Partnerships (3)

Partnerships are at the heart of effective schools. Parents, community-based and philanthropic organizations, colleges, businesses, the media, human service providers, and others need to be actively and positively engaged as partners in the school improvement process. Many of the problems faced by schools and districts come from the lack of consensus on and understanding of the school or district's mission, goals, and guiding principles. These problems are compounded by misunderstandings about the school or district and their function and purposes. This course is designed to provide candidates with the skills needed to improve school effectiveness through meaningful school and parent partnerships, communication through local media, and effective relationships with local service agencies, businesses, and community-based organizations. Embedded in the strategies for developing and sustaining partnerships are discussions of the responsibility for appropriate accounting for grant, school activity and fundraising funds. Candidates will consider how to use technology to develop, implement, and sustain partnerships.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-567 Effective Communication (3)

This course supplements GEDA 566 by expanding the topical areas and focusing on effective marketing and public relation strategies, the impact of internal and external political systems, and successful steps to organizing school and district-wide data and reporting such information to various community audiences and constituency groups. Emphasis is placed on communications including media and employee relations. This course also will include demonstrations on the use of various technology software applications that can be applied in different communication venues.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-568 Internship III (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module III. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-569 Accountability, Assess&Perf (3)

Successful operation of and change in an organization, including schools and districts, depends to a large extent on effective leadership. An effective leader understands the importance of identifying and selecting a quality team and delegating the appropriate level of authority, responsibility, and accountability to the various members of the team. An effective leader also knows that a systems approach that views schools as interactive instructional systems operating within external environments is required to positively affect the processes, structures, and dynamics that make up a school. Candidates will examine employee induction and evaluation models and the use of technology to track performance and monitor accountability over time within a structure that includes mandated fiscal oversight practices and periodic auditing by an independent organization.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-570 Prod&Sustain Schl Imprvmt (3)

This course focuses on the essential skills that school leaders need in order to create a culture of continuous improvement. The research suggests that an effective school leader has the ability to create conditions that support an environment of recognition and appreciation. One of the most critical steps in cultivating such conditions is to embrace diversity as an asset, regularly reinforce and recognize the improvement efforts of individual staff and students and the school community, as a whole. The course will examine a variety of research studies that have been conducted: for example, reward and incentive programs and their impact on improvement, successful programs and practices for self-review and renewal of schools, including celebrating diversity. This course emphasizes building and district leaders' fiscal oversight responsibilities; the fiscally sound practices, and ways to monitor and periodically audit school systems to sustain continuous school improvement. The use of technology to support financial management operations and resource allocation decisions is explored. The course provides opportunities to discuss No child Left Behind legislation and to close achievement gaps as a legal and moral responsibility of leadership. This course also includes a review of the academic supports that promote problem-solving skill development for students within their regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A final capstone project is required as part of the course.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

GEDA-571 Internship IV (2)

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and

monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module IV. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg andDist Educ Leadership, School Leadership

Master of Science in Literacy Education (M.S.)

Overview

M.S. Literacy Birth–Grade 6

M.S. Literacy Grades 5–12

M.S. Literacy Birth–Grade 6 and Grades 5–12

Dr. Kathleen A. Broikou, *Chair*

The graduate program in literacy at St. John Fisher College prepares classroom teachers as literacy professionals. Candidates select a 30 or 36-credit hour program that leads to initial certification in literacy and also to professional certification in the candidates' initial certification area (s).

The program is designed to prepare candidates as literacy professionals who work with and in classrooms with students and teachers, or support the administration of literacy program within a district.

The program is offered in a hybrid format with a combination of online and in-seat courses. Scheduling allows the convenience for full-time students to come to campus once a week and completing the program in one year.

Mission

The mission of the Master of Science in Literacy Education hybrid program is to prepare highly capable and ethically responsible literacy professionals who thoroughly understand and can implement the theory and practice of literacy acquisition and instruction. Consistent with the missions of St. John Fisher College and the Ralph C. Wilson, Jr. School of Education, as well as the standards set forth by the International Literacy Association, the literacy program develops the knowledge, skills, and dispositions literacy educators need in order to effectively teach all students ways of using multiple forms of text that will provide them with opportunities for success in a global community. The program embraces the belief that all children learn, and that learning occurs when students are actively engaged in constructing meaning within a collaborative and supportive community of learners. As such, our candidates in literacy learn how to create learning environments that address the diverse learning needs of students, are informed by best practices, use ongoing meaningful assessment of student learning, and are continuously informed by self-

reflection and a commitment to professional development. Finally, our candidates learn how to disseminate information about literacy development to the family and community so that literacy learning becomes meaningful in all aspects of a child's life.

The literacy program is for teachers who hold initial or provisional classroom certification and wish to become certified in literacy education. The program is designed to accommodate the schedules of working teachers. Coursework is offered in a hybrid or online format. The hybrid format reduces the amount of face-to-face classroom time and replaces that time with online enhanced activities. The required practicum clinical requirements are completed on-campus or in the field.

We offer graduate literacy programs leading toward professional certification in Literacy Birth-Grade 6 and Literacy Grades 5-12. Candidates may elect to complete a program that leads to one certification or both certifications.

Program Goals

This program is designed to develop literacy professionals who do the following:

- Demonstrate an understanding of the theory and practice of teaching literacy.
- Understand literacy acquisition as something that occurs across the lifespan, out of school, as well as in school.
- Create positive connections with families and communities in order to support both in- and out-of-school literacy learning.
- Demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity.
- Have the ability to create programs to address the strengths and needs of individual learners.
- Have advanced knowledge of the learner and learning environment as well as practical skills in design, implementation, teaching strategies, assessment, and evaluation of literacy programs.
- Encourage all teachers, regardless of discipline or special areas, to understand language and literacy as tools for thinking and learning that integrate reading, writing, listening, speaking, and visual representation.
- Have the expertise and habits of mind that lead to equitable pedagogy in order to address the needs of all students, including those with diverse perspectives and special needs.
- Understand the nature of adult learners and knowledge of various approaches to instructional coaching.
- Practice continuous reflection and professional development.

Admission Requirements

Candidates are required to have initial or provisional teacher certification and present satisfactory evidence of the ability to perform at the graduate level for admission to the graduate program in literacy education at St. John Fisher College. The School of Education Admissions Committee and the program director assess applicant qualifications. To comply with New York state regulations, all new applicants to graduate-level teacher certification programs must provide St. John Fisher

College with official scores from the GRE or MAT.

For information regarding application and admission to the Master of Science in Literacy Education program, please contact the Office of Graduate Admissions at **(585) 385-8064** or email grad@sjfc.edu.

For specific information regarding the Master of Science in Literacy Education program, please contact Dr. Kathleen Broikou, program director, at **(585) 385-8112** or email kbroikou@sjfc.edu.

Learning Outcomes

Upon completion of this program, candidates will be able to do the following:

Choose literacy practices that demonstrate knowledge of psychological, social, cultural, and linguistic foundations of reading and writing processes and instruction.

Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated into fluent reading.

Use their knowledge of the writing processes, language development, writing development, and ongoing assessment to provide instruction in the components of writing, assist students in constructing meaning in their written work, and provide genuine opportunities for students to write for a variety of purposes and audiences.

Demonstrate knowledge of language development and literacy acquisition, and the variations related to culture and linguistic diversity.

Select and use a wide range of instructional practices, approaches, methods, and curriculum materials, including technology-based practices, to support reading and writing instruction for learners at different stages of reading and writing development, as well as those from diverse cultural and linguistic backgrounds.

Select and use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction that meet the needs of all students, including those at differing developmental stages and those from differing cultural and linguistic backgrounds.

Create a caring, supportive, inclusive, challenging, democratic, and safe learning environment that fosters literacy development, independently and collaboratively, by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Demonstrate valuation of the role of student language, particularly student talk, in student learning, and establish an appreciation of student culture/language background as a foundation for future learning and engagement in learning.

Demonstrate knowledge of the new literacies (i.e., digital, visual, and media literacy) and their impact on literacy acquisition and instruction.

Demonstrate an understanding of and respect for the role language and literacy play within various disciplines (social studies, science, mathematics, foreign language, etc.).

Demonstrate multiple comprehension strategies appropriate within particular disciplines for development of active literacy users within the subject area.

Create ways to engage students, teachers, parents, and other adults from the community to

enrich instruction.

Observe, document, and analyze components of a school-wide literacy program and share results with school personnel.

Participate in, initiate, implement, and evaluate professional development programs.

Participate in instructional coaching activities.

Contribute actively to the improvement of teaching and learning and to the advancement of knowledge and professional practice.

Program Requirements

M.S. in Literacy: Birth-Grade 6

Requirements

The number of credits for each course is designated in parentheses after the course title.

GRDG 620 - Nature and Acquisition of Literacy (3)

GRDG 626 - Language, Literacy, and Diversity (3)

GRDG 635 - Assessment-Based Literacy Instruction (3)

GRDG 637 - Practicum in Literacy (3)

GRDG 639 - Emergent Literacy (3)

GRDG 640 - Administration and Supervision of Reading and Writing Programs (3)

GRDG 650 - Literacy Methods and Materials (3)

GRDG 658 - Literacy Coaching Practicum (3)

GRDG 670 - Theory and Practice of Integrating Literature into the Classroom (3)

GRDG 690 - Capstone Project: Action Research in Literacy (3)

Total: 30 credits

M.S. in Literacy: Grades 5-12

Requirements

The number of credits for each course is designated in parentheses after the course title.

GRDG 620 - Nature and Acquisition of Literacy (3)

GRDG 626 - Language, Literacy, and Diversity (3)

GRDG 634 - Literacy Instruction in the Content Areas (3)

GRDG 635 - Assessment-Based Literacy Instruction (3)

GRDG 638 - Practicum in Literacy: Grades 5–12 (3)

GRDG 640 - Administration and Supervision of Reading and Writing Programs (3)

GRDG 658 - Literacy Coaching Practicum (3)

GRDG 660 - Teaching Literacy Through Technology (3)

GRDG 670 - Theory and Practice of Integrating Literature into the Classroom (3)

GRDG 690 - Capstone Project: Action Research in Literacy (3)

Total: 30 credits

M.S. in Literacy: Birth-Grade 6 and Grades 5-12

Requirements

The number of credits for each course is designated in parentheses after the course title.

GRDG 620 - Nature and Acquisition of Literacy (3)

GRDG 626 - Language, Literacy, and Diversity (3)

GRDG 634 - Literacy Instruction in the Content Areas (3)

GRDG 635 - Assessment-Based Literacy Instruction (3)

Choose **ONE**:

- GRDG 637 - Practicum in Literacy: Birth-Grade 6 (3)

- GRDG 638 - Practicum in Literacy: Grades 5-12 (3)

GRDG 639 - Emergent Literacy (3)

GRDG 640 - Administration and Supervision of Reading and Writing Programs (3)

Choose **ONE**:

- GRDG 650 - Literacy Methods and Materials: Birth-Grade 6 (3)

- GRDG 660 - Teaching Literacy Through Technology (3)

GRDG 658 - Literacy Coaching Practicum (3)

GRDG 670 - Theory and Practice of Integrating Literature into the Classroom (3)

GRDG 690 - Capstone Project: Action Research in Literacy (3)

GRDG Elective - One elective chosen in consultation with advisor (3)

Total: 36 credits

Master of Science in Literacy Education (M.S.) Courses

GRDG-506 Tch Rdg Spec Needs B-6 (3)

This course will review current and seminal research related to the cognitive and psychosociolinguistic models of literacy development and their implications for educating young children with special needs. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring literacy skills. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will further develop instructional strategies to enhance teaching and learning for all students.

Attributes: TGRD

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GRDG-507 Tch Rdg Spec Needs 5-12 (3)

This course will review current and seminal research related to the cognitive and psychosociolinguistic models of literacy development and their implications for educating children with special needs in middle and secondary grades. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring and applying literacy in home and school contexts. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will consider how to use technology in ways that expand educational opportunities and benefit all students.

Attributes: TGRD

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GRDG-534 Literacy Inst Content Area (3)

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies will be presented in conjunction with the New York State Common Core Learning Standards. An additional focus of the course is to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods including the use of technology.

Attributes: TGRD

Restrictions: Including: -Level: Graduate

GRDG-535 Literacy Inclu Classrm: Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the primary classroom (grades 1 to 3). A key focus of this course is to help candidates address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. This course addresses the learning needs of diverse students by integrating social justice education through critical literacy into the curriculum. Candidates demonstrate knowledge of the New York State Common Core Learning Standards in pedagogy and curriculum. A field experience component is required.

Attributes: TGRD

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GRDG-550 Literacy Inclu Classrm: Int (3)

This course builds on theories, assessments, teaching methods, and materials introduced in GRDG 535 and has a focus on literacy instruction for an inclusive classroom at the intermediate grade levels. A focus on linking the New York State Common Core Learning Standards in pedagogy and curriculum is emphasized. A field experience component is required.

Attributes: TGRD

Pre-requisites: GRDG-535 C

Restrictions: Including: -Level: Graduate

GRDG-620 Nature&Acquisitn:Literacy (3)

This course is an overview of theories of language and literacy acquisition including but not limited to autonomous and ideological models of reading, socio-cultural-historical views of literacy, critical literacy, language variation, and literacy in a post-typographic world.

Attributes: TGRD

Restrictions: Including: -Level: Graduate

GRDG-626 Lang, Literacy & Diversity (3)

In this course, students will examine theory and research around the concept of diversity and its relation to literacy learning. We will draw on Critical Race Theory, sociocultural theory and the concept of discourse communities to conceptualize diversity and to understand the educational challenges and opportunities presented by diversity in relation to literacy learning. Questions about the unique challenges of teaching literacy in a complex classroom will be raised, and consideration will be given to different ways of investigating those questions. Also, questions with regard to how research has contributed to our thinking and methods of teaching literacy to diverse student populations will be examined.

Attributes: TGRD

Pre-requisites: GRDG-620 C

GRDG-634 Lit Instr Content Area (3)

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies will be presented in conjunction with the New York State Common Core Learning Standards. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods, including the use of technology.

Attributes: TGRD

Pre-requisites: GRDG-620 Y C

Restrictions: Including: -Level: Graduate

GRDG-635 Assessment Based Lit Instr (3)

GRDG-635 Assessment-Based Lit Instr (3)

This course will examine the nature and function of formal and informal assessment processes in literacy instruction for students in grades 3-12. An examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction is addressed. A field experience component in a local school is required.

Attributes: TGRD

Pre-requisites: GRDG-620 Y C

Restrictions: Including: -Level: Graduate

GRDG-637 Practicum in Literacy (3)

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base. Permission of the Program Director required to register.

Attributes: TGRD

Pre-requisites: GRDG-635 C

Restrictions: Including: -Level: Graduate; Excluding: -Major: Reading

GRDG-638 Practicum in Literacy (3)

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are work with a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student. Permission of the Program Director is required to register.

Attributes: TGRD

Pre-requisites: GRDG-635 C

Restrictions: Including: -Major: Literacy Education -Level: Graduate

GRDG-639 Emergent Literacy (3)

This course will focus on literacy development, knowledge, and assessment for children from birth to grade two. The impact of culture and language on literacy development and the use of technology to support literacy will be explored. A field experience component is required.

Attributes: TGRD

Pre-requisites: GRDG-620 Y C

Restrictions: Including: -Level: Graduate

GRDG-640 Admin&Sup-Rdg/Wrtng Prgm (3)

The course is designed to aid future literacy specialists in developing proficiency in organizing and enhancing school-wide literacy programs. In addition, candidates will explore techniques, including the use of technology, for analyzing and improving curriculum and instruction and for ensuring alignment with New York State Common Core Learning Standards. Effective leadership skills, including the ability to work with individuals from diverse backgrounds, will be examined.

Attributes: TGRD

Pre-requisites: GRDG-635 Y C

Restrictions: Including: -Level: Graduate

GRDG-650 Literacy Methods (3)

The focus is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. Candidates will examine models of literacy instruction, as well as commercially published materials and programs.

Attributes: TGRD

Pre-requisites: GRDG-620 Y C

Restrictions: Including: -Level: Graduate

GRDG-652 Dev CritLit Skills thruLit (3)

The emphasis of this course is on the critical examination of literature from multiple perspectives (e.g., linguistic, political, social, multicultural, and psychological). Candidates will use information technology and other resources to help identify and analyze literary elements of diverse texts and illustrations in relation to the varying perspectives and will discuss the implications of these analyses for the teaching of all students.

Attributes: TGRD

Pre-requisites: GRDG-620 Y C

Restrictions: Including: -Level: Graduate

GRDG-658 Literacy Coaching: Practicum (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate. Candidates will complete an action research project that provides an opportunity to practice the methods and means of collecting data, to engage in the process of analyzing and writing up research, and to formally present research to colleagues. The project will reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate will demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning.

Note: For students in a 30 credit Literacy program, a minimum of 21 credits of the program must be completed to register for GRDG 690. For students in the 36 credit Literacy program, a minimum of 27 credits must be completed to register for GRDG 690.

Attributes: TGRD

Pre-requisites: GRDG-637 C OR GRDG-638 C

Restrictions: Including: -Major: Literacy Education, Reading

GRDG-660 Teaching Lit Thru Technolog (3)

In this course, students will examine the theoretical underpinnings and research related to using technology to teach literacy. Students will be exposed to different digital technologies used in the teaching of writing, reading, literature, and discussion. Other possible topics that may be addressed will be the use of technology with struggling readers, digital storytelling, online learning and teaching, gaming, and also expose students to literature written that utilizes technology in its narrative. Students will be expected to experiment with the different technologies presented and practice them with students in the field.

Attributes: TGRD

GRDG-670 Thry&Prac Integ Lit Class (3)

This course focuses on literature and the theoretical considerations and practices teachers use to integrate literature into the school curriculum. Candidates are introduced to different reading theories that inform the interpretation of literature (i.e., new criticism, reader response, critical literacy, etc.). Candidates will also have opportunities to enrich and expand their pedagogical knowledge through the introduction of instructional strategies focused on the teaching of literature (i.e., discussion, writing, and technology integration). Graded S/U.

Attributes: TGRD

Restrictions: Including: -Major: Literacy Education, Reading

GRDG-690 Capstone: Action Res Ltrcy (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate. Candidates will complete an action research project that provides an opportunity to practice the methods and means of collecting data, to engage in the process of analyzing and writing up research, and to formally present research to colleagues. The project will reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate will demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning.

Note: For students in a 30 credit Literacy program, a minimum of 21 credits of the program must be completed to register for GRDG 690. For students in the 36 credit Literacy program, a minimum of 27 credits must be completed to register for GRDG 690.

Attributes: TGRD ZCAP ZRES

Pre-requisites: GRDG-637 C OR GRDG-638 C

Restrictions: Including: -Major: Literacy Education, Reading -Level: Graduate

GRDG-696 Independent Study (1 TO 3)

Independent study courses are intended to provide candidates with options to further develop their knowledge and skills. Independent Study Authorization form is required.

Attributes: TGRD

Restrictions: Including: -Major: Literacy Education, Reading -Level: Graduate

GEDU-501 Issues in Health & Safety (0)

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-520 Hist & Phil of Educ (3)

This course provides an overview of the history of education in the United States along with

an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED

Restrictions: Including: -Level: Graduate

Master of Science in Library Media (M.S.)

Overview

Belinda O'Brien, *Chair*

The online Master of Science in Library Media (Teacher Librarian) program leads not only to initial certification as a library media specialist, but also to professional certification in your original initial teaching certificate area.

The program effectively prepares you to undertake the productive, critical, and efficient use of libraries, media, and information technology. You also will learn many ways to contribute, in a collaborative manner, to student literacy and inquiry skills.

The program is designed for those who hold initial teacher certification and wish to specialize in

library media. As a library media graduate, you may also apply for your certificate as a public librarian.

Mission

Consistent with the missions of St. John Fisher College and the Ralph C. Wilson, Jr. School of Education, as well as the standards set forth by American Library Association/ American Association of School Librarians, the library media program develops the knowledge, skills, and dispositions needed by school library media specialists in order to effectively prepare all students for productive, critical, and efficient use of libraries, media, and information technology, and to contribute in a collaborative manner to the literacy and inquiry skills of all students.

About the Program

Admission Requirements

Applicants must hold a bachelor's degree from a regionally accredited college or university and present satisfactory evidence of the ability to perform at the graduate level. Candidates seeking admission to the M.S. in library media program are required to have initial or provisional teacher certification. The Admissions Committee, the graduate program director, and the director of graduate admissions will make an admission decision. Virtual meetings are easily arranged with the program director.

General Application Requirements

- Completed Application
- Application fee
- Baccalaureate degree from an accredited college or university
- Official transcripts of all undergraduate and graduate work (if applicable)
- Two Letters of Recommendation
- Current résumé
- Personal statement
- Results of the TOEFL (if native language is not English)
- Graduate Transfer Credit Request Form and supporting documents (if applicable)

Program-Specific Application Requirements

A copy of New York State Teaching Certification **or** proof of pending certification is required for students just completing their undergraduate studies.

To comply with New York State regulations, all applicants to graduate-level teacher certification programs who do not have a master's degree must provide St. John Fisher College with score from either of the following:

- Miller Analogies Test (MAT)*
- Graduate Record Examination (GRE)*

- Note: Applicants who already have a masters degree are exempt from submitting test scores.

Applicants must have earned a minimum cumulative grade point average (GPA) of 3.0 for baccalaureate degrees from approved post-secondary institutions.

**Test scores are valid on these exams for five years. Please contact the Office of Transfer and Graduate Admissions at grad@sjfc.edu or (585) 385-8064 to inquire about minimum score required on these exams.*

Learning Outcomes

The program is specifically designed to meet New York state learning objectives for library media specialists. To qualify for certification, candidates must demonstrate, through coursework and clinical experiences, that they understand the following:

- The role of the library media program and its relation to the whole school
- The roles and responsibilities of the library media specialist
- The instructional partner role of the library media specialist in curriculum development
- Professional requirements, legal requirements, and ethical issues in the library media program
- The relationship between the library media program and information resources and services beyond the school.
- Types and characteristics of print, nonprint, and electronic resources
- Types and characteristics of literature for children and young adults
- Issues and procedures related to collection development
- Methods for teaching information literacy skills to students
- How to determine information needs and initiate searches, and how to teach these skills to students
- How to locate and access resources, and how to teach these skills to students
- Strategies for assessing progress during a search, analyzing, and evaluating information and teaching these skills to students
- How to communicate information obtained from a search, and how to teach these skills to students
- The leadership role of the library media specialist within the entire educational community
- Facilities use in the library media center
- Procedures for library media resource organization and circulation
- Procedures and issues related to fiscal and staff management in library media programs
- Development, implementation, and ongoing evaluation of a library media program

Program Requirements

The program is designed to be completed online in one calendar year. In addition to coursework, fieldwork, and practica as described below, candidates must take and pass the New York State Teacher Certification Examination in Library Media Specialist and meet any additional

requirements at the time they apply for certification.

Requirements for candidates in the M.S. in library media program are:

- Twenty-four (24) credit hours of coursework at the graduate level specific to school librarianship (designated GLMS)
- 100 clock hours of supervised fieldwork
- Six credit hours of practicum

Each GLMS course entails one or more portfolio artifacts, and candidates are required to construct a professional portfolio with final reflection linking all the artifacts, as a graduation requirement.

Online M.S. in Library Media

Requirements

The number of credits for each course is designated in parentheses after the course title.

- GLMS 600 - Introduction to School Librarianship (3)
- GLMS 602 - Children’s Literature, Media, and Literacy (3)
- GLMS 604 - Adolescent Literature, Media, and Literacy (3)
- GLMS 606 - Inquiry and the Library Media Program (3)
- GLMS 608 - Managing the Library Media Program (3)
- GLMS 610 - Curriculum, Collaboration, and Leadership for the Library Media Specialist (3)
- GLMS 611 - Organization of Information (3)
- GLMS 612 - Information Literacy, Media Literacy, and New Literacies (3)
- GLMS 614 - Practicum in the Library Media Center: Elementary (3)
- GLMS 616 - Practicum in the Library Media Center: Secondary (3)

Total: 30 credits

Note: *Completion of the program requires 100 hours of supervised fieldwork and portfolio completion with final reflection linked to artifacts.*

Recommended Progression

Program of Study for Full-time Candidates - 7 Week Sessions

Library Media Program Progression for Full-time Students

Summer	First 7-Week Session	

GLMS 600	Introduction to School Librarianship	(3)
GLMS 602	Children's Literature, Media, and Literacy	(3)
Summer	Second 7-Week Session	
GLMS 604	Adolescent Literature, Media, and Literacy	(3)
GLMS 606	Inquiry and the Library Media Program	(3)
Fall	First 7-Week Session	
GLMS 608	Managing the Library Media Program	(3)
GLMS 610	Curriculum, Collaboration, and Leadership for the Library Media Specialist	(3)
Fall	Second 7-Week Session	
GLMS 612	Information Literacy, Media Literacy, and	(3)

	New Literacies	
	100 hours of supervised fieldwork	(0)
Spring	First 7-Week Session	
GLMS 611	Organization of Information	(3)
GLMS 614	Practicum in the Library Media Center: Elementary*	(3)
GLMS 616	Practicum in the Library Media Center: Secondary*	(3)
	Completed portfolio with final reflection linked to artifacts*	(0)
Total		(30)

*GLMS 614 and 616 may be taken in either the Spring or Summer semester. The portfolio may be completed in either the Spring or Summer semester.

Master of Science in Library Media (M.S.) Courses

GLMS-600 Intr to Schl Librarianship (3)

This course focuses on the professional, legal, and ethical responsibilities of the LMS and resources for carrying out those responsibilities, including B.O.C.E.S. library networks, professional organizations, and professional development venues. Candidates learn the

importance of evidence-based practice and use of data to drive both instruction and collaboration. Candidates read and discuss major studies on the impact of the Library Media Program (LMP) on student achievement. Candidates learn the importance of advocacy and visibility of Library Media Center (LMC) services to the educational community. Candidates are introduced to the importance of collaboration and to models and examples of collaboration in the LMP. The course also provides a survey of information technology relative to schools and schoolchildren (tools for library automation; data collection and analysis; bibliographic and cataloging databases. Candidates are introduced to collection development, including literature, non-fiction, non-print, and access to materials and resources outside the school, including NOVEL. Candidates consider teacher research for continual improvement of the LMP, by analyzing the collection and usage patterns in the LMC; monitoring student outcomes and classroom collaboration; and conducting their own research. Each candidate begins the professional portfolio and prepares a professional resume.

Attributes: TGLM

Restrictions: Including: -Level: Graduate

GLMS-602 Child Lit Media & Literacy (3)

This course uses children's literature and media to address the LMS role in fostering enjoyment of reading; in developing children's abilities in learning-to-read, reading-to-learn, vocabulary development, and comprehension; and in preparing children to use libraries knowledgeably and habitually. Candidates learn to create and monitor a literacy learning environment in the LMC. The course addresses the multicultural nature of the student population, the needs of English Language Learners (ELL), and students with special needs. The course addresses collection development for childhood, including literature, non-fiction, non-print, and access to materials and resources outside the school. Candidates investigate the feasibility of LMP outreach to and collaboration with community agencies with children's services, including public libraries, home schools, charter schools, and private schools.

Attributes: TGLM

Restrictions: Including: -Level: Graduate

GLMS-604 Adol Lit Media & Literacy (3)

This course addresses the role of the LMS in promoting reading comprehension and critical thinking, through literature, non-fiction, and non-print, as well as the challenge of serving struggling readers, reluctant readers, ELLs, and students with special needs. Topics include: the importance of motivation, engagement, and student choice; literature and other resources for special issues and populations at the adolescence level; graphic novels, multimodal text, and non-print resources for adolescent literacy; book clubs (face-to-face and online); and the integration in the LMP of blogs, wikis, podcasts, and other Web 2.0 technologies, by and for adolescents. Candidates are introduced to media literacy in the context of young adult media practices. The course addresses collection development for

adolescence, including literature, non-fiction, non-print, and access to materials and resources outside the school. The course discusses scheduling in the secondary LMC and approaches to maximizing usage of the facility, LMS expertise, and the collection, by content area teachers, special educators, special subject teachers, and students.

Attributes: TGLM

Restrictions: Including: -Level: Graduate

GLMS-606 Inquiry & Schl Libry Prgm (3)

? GLMS 606 focuses on the school librarian instructional and leadership role in inquiry and research within the K-12 curriculum. Candidates compare and contrast K-12 research models, studying an inquiry model in depth. An immersive standards-aligned unit planning experience prepares candidates in strategies for effective inquiry-based collaboration intended to meet the needs of diverse learners. Topics include: searching for and evaluating sources; print, electronic and open access reference sources; using primary sources; facilitating access to resources through pathfinders, web guides, databases, and other techniques; crediting sources and citation formats; ethical use of information; technology for inquiry; virtual and physical space implications of the ADA guidelines and assistive technology resources. Candidates consider inquiry implications of makerspaces, coding, Genius Hour, and breakout games.

Attributes: TGLM

Restrictions: Including: -Level: Graduate

GLMS-608 Manage Schl Libry Prgm (3)

This course focuses on the multi-faceted responsibility of operating an effective, efficient, and economical LMP. Topics include: budgeting and acquisition; space and facilities planning; policies and administration; programming and planning; fundraising, fairs, and other library promotions. Collection development and management are a major focus, which emphasizes a bias-free, curriculum-related collection reflecting a global society; organization of the collection; digital/virtual library services; use of data to drive acquisitions; and collaboration with Library Systems in the region. Candidates are introduced to the management of people resources, including vendor relations and the role of volunteers, parents, and students in the LMC. Candidates revisit the topic of teacher action research, introduced in GLMS 600, as a tool for monitoring and continually improving the LMP.

Attributes: TGLM

Pre-requisites: GLMS-600 C

Restrictions: Including: -Level: Graduate

GLMS-610 Curr Collab Ldrshp for LMS (3)

One focus of this course is pedagogy in the LMP at the primary, intermediate, middle, and high school levels. Topics include: evidence-based instruction; collaborative curriculum

development and planning; creating classroom/instructional resources; approaches such as Universal Design for Learning and Understanding by Design; co-teaching with classroom teachers and special educators. The course also examines the role of the LMS as school leader in the areas of advocacy intellectual property, copyright, and fair use. Candidates learn the difference between teaching students and teaching adults, and they prepare for their leadership role as professional developers with regard to copyright, intellectual property, media, and information technology, including web tools, games, video streaming, online teaching, and the use of hardware and software for instruction and communication.

Attributes: TGLM

GLMS-611 Organization of Information (3)

? In this course, students will learn the fundamentals of cataloging and basic library organizational skills. Emphasis will be on using the original and copy cataloging features in current school library automation programs and related MARC editing software. BOCES SLS assistance in cataloging, collection development and grant writing will also be addressed.

Attributes: TGRD

GLMS-612 Info Lit Media Lit & New Lit (3)

In this advanced course, candidates learn to bridge out-of-school literacies to develop information and media literacy in students. Candidate teams construct a digital project for contemporary information and media literacy skills K-12. Candidates explore the changing nature and enduring importance of authority, verifiability, and authenticity of information, while considering how to develop information/media literacy in learners. They examine/review ICT standards for information literacy, ISTE standards, AASL standards, and 21st century learning skills. They examine critical thinking and critical literacy strategies to combat media bombardment and information overload/saturation and learn ways to develop these strategies in students. Candidates also consider misuse of information technology relevant to school children, such as cyberbullying, internet safety, privacy in the context of social networking, sexting and the digital footprint; the ethical behavior of students and colleagues and discuss the role of the school and the LMP in addressing these problems.

Attributes: TGLM

Pre-requisites: GLMS-606 C

Restrictions: Including: -Level: Graduate

GLMS-614 Practicum LMC Elem (3)

The candidate works in an elementary LMC under the supervision of the host LMS and a college supervisor for 20 days. The candidate is expected to perform the range of responsibilities of a LMS, to discuss performance and progress with the supervising LMS and with the college supervisor, and to reflect on the experience in the context of continuing

professional development. Candidates meet with the practicum college supervisor once face-to-face and twice virtually. These meetings are used for guided discussion of instructional management, pedagogy, LMC management, portfolio development, and professional issues that have arisen during the practicum. Graded S/U.

Attributes: TGLM

Pre-requisites: GLMS-600 C AND GLMS-602 C AND GLMS-604 C AND GLMS-606 C AND GLMS-608 C AND GLMS-610 C AND GLMS-612 C

Restrictions: Including: -Level: Graduate

GLMS-616 Practicum LMC Sec (3)

The candidate works in a secondary LMC under the supervision of the host LMS and a college supervisor for 20 days. In each practicum experience, the candidate is expected to perform the range of responsibilities of an LMS, to discuss performance and progress with the supervising LMS and with the college supervisor, and to reflect on the experience in the context of continuing professional development. Candidates meet with the practicum college supervisor once face-to-face and twice virtually. These meetings are used for guided discussion of instructional management, pedagogy, LMC management, portfolio development, and professional issues that have arisen during the practicum. Graded S/U.

Attributes: TGLM

Pre-requisites: GLMS-600 C AND GLMS-602 C AND GLMS-604 C AND GLMS-606 C AND GLMS-608 C AND GLMS-610 C AND GLMS-612 C

Restrictions: Including: -Level: Graduate

Master of Science in Special Education: Severe or Multiple Disabilities

Overview

The graduate-level special education program in severe or multiple disabilities at Fisher prepares teachers for distinguished careers in special education and is designed for those who are seeking a deeper understanding of special education laws and best practices, with a focus on students with severe and multiple disabilities.

The 30 credit-hour (10 classes) master's program features integrated coursework and practicum and is completed in three semesters. Materials within classes are tailored to fit the specific grade levels (childhood or adolescence) you will teach.

The program is offered in a hybrid format with a combination of online and in-seat courses in a supportive learning environment.

The program can be used for NYS professional certification requirements. Additionally, the Severe and Multiple Disabilities Annotation will attach to grade level initial certification.

Admission Requirements

The graduate-level special education programs operate on a rolling admissions basis. Applications are reviewed as they are received and admissions decisions are made within four weeks of receipt of a completed application.

General Application Requirements

Completed [online application](#)

Application fee

Baccalaureate degree from an accredited college or university

Official transcripts of **all** undergraduate and graduate work (if applicable)

Two letters of recommendation which can be submitted online. Please refer to the [online application](#) for instructions.

Current résumé and personal goals statement

Results of the TOEFL (if native language is not English)

[Graduate Transfer Credit Request Form \[pdf\]](#) and supporting documents (if applicable)

Program-Specific Application Requirements

A copy of New York state teaching certification **OR** proof of pending certification is required for students just completing their undergraduate studies.

To comply with New York state regulations, applicants to graduate-level teacher professional certification programs **who do not have a master's degree** must provide St. John Fisher College with scores from either of the following:

- [Miller Analogies Test \(MAT\)](#) *
- Graduate Record Examination (GRE)*
- **Note:** *Applicants who already have a master's degree are exempt from submitting test scores.*

Applicants must have earned a minimum cumulative grade point average (GPA) of 3.0 for baccalaureate degrees from approved postsecondary institutions.

*Test scores are valid on these exams for five years. Please contact the Office of Graduate Admissions at grad@sjfc.edu or (585) 385-8064 to inquire about minimum scores required on these exams.

Learning Outcomes

Learning Outcomes

Upon completion of the program, candidates will:

Identify and apply current legal and policy issues surrounding assessment and accountability

to legal cases in the field that promote school-based procedures for special education services.

Explore district needs through a comprehensive self-assessment to enhance inclusive practices in the district.

Analyze case situations involving complex behavioral challenges; describe inclusive and culturally-responsive supports for student behavior; and recommend changes to school-based policies and procedures that protect the welfare and safety of students and school staff.

Complete a 50-hour supervised field experience and participate in school-related activities that support development in school leadership.

Examine the historical contexts and perspectives on severe disability and analyze the current trends and issues in the field of inclusion.

Become familiar with the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood.

Conduct assessment case studies and practice the skills of person-centered IEP planning.

Become proficient in the area of communication supports for students with severe or multiple disabilities, focusing on full academic and social inclusion in school, home and community.

Understand how to develop and provide inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum, including working as part of an integrated team.

Research positive behavioral supports and interventions for students with severe and multiple disabilities and present the findings in a portfolio or manual format.

Complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities and conduct an action research project.

Program Requirements

Master of Science in Special Education: Severe or Multiple Disabilities

The M.S. program includes 30 credit hours of coursework, field experiences, and student teaching as outlined below.

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with a field experience component, the number of hours required is also designated in parentheses.

GSED 601 - Foundations, Policy, and Best Practices in Special Education (3)

GSED 602 - Evaluating Inclusive Practices, Classrooms, and Professional Development (3)

GSED 605 - District-Wide Management and Discipline of Students with Disabilities (3)

GSED 617 - Seminar in Special Education Leadership (3)

GSED 630 - Teaching Students with Severe or Multiple Disabilities (3)

GSED 631 - Assessment and Transition Planning for Students with Severe or Multiple Disabilities (3)

GSED 632 - Communication, Supports, Interventions, and Technology for Students with Severe or Multiple Disabilities (3)

GSED 633 - Curriculum, Instruction, and IEP Development for Students with Severe or Multiple Disabilities (3)

GSED 634 - Positive Behavioral Support and Interventions for Students with Severe or Multiple Disabilities (3)

GSED 635 - Practicum and Applied Research in Teaching Students with Severe or Multiple Disabilities (3)

Total: 30 credits

Recommended Progression

Fall - 9 Credits

GSED 630 – Weekend I

GSED 631 – Weekend II

GSED 632 – Online-full semester

Spring - 9 Credits

GSED 633 – Weekend I

GSED 634 – Weekend II

GSED 635 – Full semester practicum placement

Summer Session I (6 weeks) - 6 Credits

GSED 601 – online

GSED 602 – online

Summer Session II (6 weeks) - 6 Credits

GSED 605 – online

GSED 617 – 6 week fieldwork placement with and online seminar component

Master of Science in Special Education: Severe or Multiple Disabilities Courses

GSED-500 Critical Issues Includ Educ (3)

Candidates research, discuss, and reflect on current issues in each field. The course

presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-501 Incl Ed in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-502 Methods & Strategies (3)

This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

Attributes: TGSE

Pre-requisites: GSED-516 C

Restrictions: Including: -Level: Graduate

GSED-508 Behavior Mgmt – Childhood (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-512 Behavior Mgmt-Adolescence (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-515 Ed Tech B-6 (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

Attributes: TGSE

GSED-516 Assessment Diag & Eval (3)

By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-531 C,I&A Math, Science, Tech (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, the relative merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-group work, and large-group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment. Candidates will be required to prepare a thematic mathematics, science, and technology unit of study.

Attributes: TGSE

GSED-555 Field Exp III: Child SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-557 Field Placement Grades 7-9 (0)

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification

candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-558 Field Placement Grde 10-12 (0)

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-590 Y S

Restrictions: Including: -Level: Graduate

GSED-586 Stu Teach Sem:Adol SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-591 Y S

Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools.

Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-585 Y S

Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools.

Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-586 Y C

Restrictions: Including: -Level: Graduate

GSED-595 Research in SPED-Capstone (3)

In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement.

Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action research. Graded S/U.

Attributes: TGSE ZCAP ZRES

Pre-requisites: GSED-500 C

Restrictions: Including: -Level: Graduate

GSED-601 Found & Policy in SPED (3)

No other area of practice in education is more influenced and controlled by public policy, law, and litigation. Administrators are often asked to adjudicate on matters about special education referrals and consider placement, provision, and extent of special education services to students who may qualify under the Individuals with Disabilities Education Improvement Act. All of these highly-impactful decisions are governed by federal and state law through court decisions. This course is an advanced study of federal and state legislation with discussion on litigation involving with students with disabilities between the ages of birth-21 years. Students will be exposed to historical and current legislation used as a basis for providing special education services. Students will become knowledgeable about the legal precedence for relevant topics in the field of special education.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-602 Eval Incl Pract, Clrms, PD (3)

The Individuals with Disabilities Education Act 20 U.S.C. & 1400, et. seq (2004), the federal law which governs special education, places a high priority on inclusive practices by mandating a least restrictive environment for students with disabilities. The reality of inclusion for students with disabilities is that instructional practices and services are defined and delivered differently from school to school. Therefore, it is essential that administrators have a deep understanding of the philosophy of inclusion and be able to effectively research and weave inclusion into the fabric of the school culture. This course is a study of the interaction between curriculum pedagogy, instructional delivery, and professional development to allow prospective or current leaders the opportunity to practice evaluating the effectiveness of inclusion in a school. Students will critically examine the quality of instructional practice, environments, and in-service programs that are sustained by district-level planning in order to enhance the capacity to maintain more inclusive environments for students with disabilities.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-605 Management of St. with Disab (3)

Schools have a legal responsibility to ensure that all students receive a safe and appropriate education. Specific to students with disabilities, these guidelines are defined by the most recent Individuals with Disabilities Education Act, 20 U.S.C ? 1400 (2004) and regulated by the New York State Education Department in the Regulations of the Commissioner of Education Parts 1 and 2 . School leaders must be aware of the vast complexity of student discipline cases and have knowledge about federal laws and state regulations that inform district supports and discipline procedures for students with disabilities. This course is a review of the New York State Education Department regulations that address procedural safeguards for students with disabilities subject to discipline. Students will become familiar with district-wide initiatives used to support student behavior and examine data and literature to determine effectiveness of those approaches. Students will be exposed to complex student behavioral challenges that warrant administration intervention and will learn best practices for responding and building capacity to support an inclusive, culturally-responsive school environment

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-617 Seminar in SPED Leadership (3)

This course is designed to provide educators an opportunity to gain direct experience in areas related to special education leadership. The course requires students to complete a 50 hour field work experience in a school district with a school leader responsible for special education programming. In addition, students are expected to participate in an online seminar offered concurrently with the field experience. The seminar offers additional instruction and feedback to support the field work experience. The main goals of the seminar are to: 1) strengthen skills in the areas of problem analysis, data collection; 2) experience key challenges in the field such as CSE management, behavioral challenges, related services, placement of students with disabilities; and 3) improve school/community relations. Additionally, the seminar will offer opportunities to practice interpretation and use of statistical data particularly for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Attributes: TGSE ZCLX ZEXL

Pre-requisites: GSED-601 C AND GSED-602 C AND GSED-605 C

Restrictions: Including: -Level: Graduate

GSED-630 Tch Students Sev/ Mult Dis (3)

This course introduces current issues in teaching students with severe or multiple disabilities with complex learning needs. Several topics are addressed, including historical contexts and perspectives on severe disability; benefits of, and barriers to, inclusive settings; relevant

laws and legislation; characteristics of students with severe or multiple disabilities; classification processes and policies; issues of labeling; family issues; and the importance of early identification and intervention. Candidates will examine shifts in paradigms and practices; discuss the inclusion/standards debate; and analyze current trends and issues in the field.

Attributes: TGSE

Pre-requisites: GSED-631 Y C AND GSED-632 Y C

GSED-631 Assess & Trans Planning (3)

This course prepares teacher candidates in the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood. Several topics are addressed including legal policies and practices in assessment; informal, formal and alternative assessment; outcomes-based assessment; role of diagnostician/assessor on CSE planning teams; collaborative partnerships with families for the benefit of students with severe or multiple disabilities; interagency collaboration birth through transition; self-determination and person-centered planning through school; transition legislation and policy; and post-secondary education, employment, community living and human service supports.

Attributes: TGSE

Pre-requisites: GSED-630 Y C AND GSED-632 Y C

GSED-632 Comm Supp, Interv, & Tech (3)

This course prepares teacher candidates in the area of communication supports for students with severe or multiple disabilities. The focus is on full academic and social inclusion in school, home and community. Several topics are addressed including language development; roles of, and collaboration with, speech and language professionals; total communication systems; augmentative and alternative communication; assistive and instructional technology; seating and mobility supports; building social relationships; cooperative learning; self-advocacy; and current issues in the field.

Attributes: TGSE

Pre-requisites: GSED-630 Y C AND GSED-631 Y C

GSED-633 Curr, Inst and IEP Dev (3)

This course prepares teacher candidates to develop and provide varied inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum. Several topics are addressed, including working as part of an integrated team; family-centered planning; adaptation, modification and development of instructional methods and materials; integrating creative arts in instruction; integrating developmental therapies in instruction; accessing typical school and community activities; building peer relationships; and

cooperative learning.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-634 Y C AND GSED-635 Y C

GSED-634 Pos Beh Supp & Interv (3)

This course prepares teacher candidates to provide positive behavioral supports and interventions for students with severe or multiple disabilities. Several topics are covered, including the PBIS model and research; legal and ethical considerations; planning and managing learning environments; conflict resolution; peer mediation; prosocial behavior; skill streaming; cooperative learning; mental health supports and interventions; trauma informed care; crisis situations; and collaboration with families.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-635 Y C

GSED-635 Practicum in Sev or Mult (3)

Candidates will complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities. Teaching activities to be completed include planning and instruction of students; management of classroom; collaboration with other professionals and families for the benefit of students with severe or multiple disabilities. In addition, an action research project will be conducted. The final paper and project will be presented in an evaluative forum. This practicum is graded S/U.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-634 Y C

GSED-650 Practicum SPED:Childhood (3)

This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-502 C

Restrictions: Including: -Level: Graduate

GSED-651 Practicum SPED:Adolescence (3)

GSED-651 PracticumSPED:Adolescence (3)

This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-500 C AND GSED-501 C AND GSED-502 C AND GSED-512 C AND GSED-512 C

Restrictions: Including: -Level: Graduate

GSED-696 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

Master of Science in Special Education: Adolescence (Grades 7-12) (M.S.)

Overview

Dr. Jeffrey Liles, *Chair*

Mission

The mission of the Special Education: Adolescence programs is to provide a quality educational experience that prepares candidates for distinguished careers in inclusive education and for leadership roles in schools and communities. The special education programs develop the knowledge, skills, and dispositions special educators need in order to effectively teach all students, including those with exceptional learning needs.

Adolescence Options in Special Education (Grades 7-12 - Generalist)

M.S. in Special Education Dual Initial Certification

Dual certification prepares noncertified graduate candidates who are pursuing adolescence initial certification in English, Languages Other Than English (LOTE)—French or Spanish, social studies, mathematics, biology, chemistry or physics grades 7–12, and certification to teach students with disabilities at the same developmental level, and results in a Master of Science in Special Education.

Candidates who, at the time of applying, have not yet passed the New York State Content Specialty Test (CST) for the subject area in which they seek certification are admitted provisionally. This provisional status enables the applicant to take courses for the first semester, during which they must take and pass the CST in order to continue in the program.

M.S. in Special Education Initial/Professional (Adolescence)

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

This program prepares teachers who are initially certified in adolescence education and pursuing certification to teach students with disabilities, and results in a Master of Science in Special Education.

Special Education Advanced Certification Generalist 7-12

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

The advanced certification program prepares teachers who have completed the master's degree requirement and are pursuing certification to teach students with disabilities in grades 7–12.

Admission Requirements

The Admissions Committee of the special education program and the graduate program director review applicant qualifications.

In addition to the materials and credentials outlined in the general admission requirements, the following are required for all initial teacher certification programs:

To comply with New York State regulations, all applicants to graduate-level teacher certification (or educational leadership certification) programs must provide St. John Fisher College with official scores on the Graduate Record Examination* (GRE).

- [Graduate Records Examination \(GRE\)](#)

Applicants must have earned a minimum cumulative college grade point average (GPA) of 3.0 for the baccalaureate degree from an approved post-secondary institution.

*Test scores are valid on either of these two exams for five years after the testing year in which you tested. If your scores are from more than five years ago, you will need to take the test again. We want to provide you with the opportunity to submit your application for Fall 2018 and have it reviewed even if you have not yet taken the GRE. Individuals who apply for Fall 2018 matriculation but who have not submitted their GRE scores may still be provisionally accepted, but must submit

evidence of having earned an acceptable score on the GRE exam by January 10, 2019. If an acceptable score is not submitted by those deadlines, you cannot continue in the program until you submit acceptable scores.

For information regarding application and admission to a graduate program in special education, please contact the Office of Graduate Admissions at **(585) 385-8064** or email grad@sjfc.edu.

For specific information regarding the Master of Science in Special Education program, please contact Dr. Jeff Liles, program director, through the School of Education office, **(585) 385-5264** or email jliles@sjfc.edu.

Learning Outcomes

Teacher Preparation Outcomes

Upon completion of the teacher education programs, candidates will be able to address:

Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.

Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, as well as build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of

his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and advance the profession.

Theory and Practice: Candidates will demonstrate an understanding of the philosophical underpinnings, theories, and best practices that promote high-quality teaching and learning environments for all students.

Program Requirements

M.S. in Special Education Dual Initial Certification

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with a field experience component, the number of hours required is also designated in parentheses.

Required Courses - **33 credits**

- GAED 528 - The Adolescent (3)
- GAED 533 - Field Experience I (0) (50 hours)
- GAED 534 - Field Experience II (0) (50 hours)
- GEDU 501 - Issues in Student Health and Safety (0)
- GEDU 520 - History and Philosophy of Education (3)
- GEDU 526 - Diversity, Social Justice, and Schooling (3)
- GRDG 507 - Teaching Reading to Learners with Special Needs: Adolescence (3)
- GRDG 534 - Literacy Instruction in the Content Areas (3)
- GSED 501 - Inclusive Education in Today's Schools (3)
- GSED 502 - Methods and Strategies for Teaching Students in the Inclusive Classroom (3)
- GSED 512 - Behavior Management in the Inclusive Classroom: Adolescence (3)
- GSED 516 - Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom (3)
- GSED 556 - Field Experience III (0) (50 hours)
- GSED 586 - Student Teaching Seminar: Special Education and Adolescence (0)
- GSED 591 - Student Teaching: Special Education and Adolescence (6)

Content Methods Course: **Effective Practice - 3 credits**

Choose **ONE** content methods course from the following.

- GAED 541 - Effective Practice in Social Studies Education (3)
- GAED 542 - Effective Practice in English Education (3)

GAED 543 - Effective Practice in LOTE Education (3)

Content Methods Course: Curriculum, Instruction, and Assessment - 3 credits

Choose **ONE** content methods course from the following.

GAED 537 - Curriculum, Instruction, and Assessment in Social Studies Education (3)

GAED 538 - Curriculum, Instruction, and Assessment in English Education (3)

GAED 539 - Curriculum, Instruction, and Assessment in LOTE Education (3)

Culminating Content-based Course - 3 credits

Choose **ONE** culminating content-based course from the following.

GAED 561 - Research in Social Studies Education (3)

GAED 562 - Research in English Education (3)

GAED 563 - Research in LOTE Education (3)

GAED 564 - Research in Mathematics Education (3)

GAED 565 - Research in Science Education (3)

Total: 42 credits

Field Experiences and Student Teaching

Field experiences are required for certification and the master's degree. Candidates must complete 150 hours of field work before student teaching.

The semester long student teaching experience may be in any grade between 7th and 12th. It may or may not be in a high-needs school/district.

To qualify for student teaching, candidates must:

Complete all degree requirements with the exception of GAED 561 or 562 or 563

Complete the NYS requirements for the adolescence content area - English, LOTE, social studies, biology, chemistry, physics or math.

Complete all New York State teacher certification examinations

M.S. in Special Education Initial/Professional Certification

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

Requirements

The number of credits is indicated in parentheses at the end of each course title.

GEDU 526 - Diversity, Social Justice, and Schooling (3)
GRDG 507 - Teaching Reading to Learners with Special Needs: Adolescence (3)
GRDG 634 - Literacy Instruction in the Content Areas (3)
GSED 500 - Critical Issues in Inclusive Education (3)
GSED 501 - Inclusive Education in Today's Schools (3)
GSED 502 - Methods and Strategies for Teaching Students in the Inclusive Classroom (3)
GSED 512 - Behavior Management in the Inclusive Classroom: Adolescence (3)
GSED 516 - Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom (3)
GSED 556 - Field Experience III Adolescence Special Education (0)
GSED 595 - Research in Special Education and Capstone Project (3)
GSED 651 - Practicum in Special Education: Adolescence (3)

Total: 30 credits

Special Education Advanced Certification

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

Requirements

The number of credits is indicated in parentheses at the end of each course title.

GSED 500 - Critical Issues in Inclusive Education (3)
GSED 501 - Inclusive Education in Today's Schools (3)
GSED 502 - Methods and Strategies for Teaching Students in the Inclusive Classroom (3)
GSED 512 - Behavior Management in the Inclusive Classroom: Adolescence (3)
GSED 516 - Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom (3)
GSED 651 - Practicum in Special Education: Adolescence (3)

Total: 18 credits

New York State Requirements: Adolescence and 7-12 Students with Disabilities Generalist Certificates

Candidates who are seeking the Adolescence and Students with Disabilities 7-12 Generalist Certificate are required to have 30 credits in a chosen content area. Candidates must also have an adequate knowledge base for teaching the New York State Learning Standards. This includes 24 credits of coursework in English language arts (6 credits); social studies (6 credits); science (6 credits); and mathematics (6 credits).

Transcripts are reviewed prior to admission to determine adequate preparation for the program.

Candidates with inadequate preparation will be required to take additional coursework in these core content areas prior to the student teaching semester.

Master of Science in Special Education: Adolescence (Grades 7-12) (M.S.) Courses

GAED-528 The Adolescent (3)

This course focuses on the developing adolescent to provide knowledge for teachers who will work with students in late childhood and adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their cognitive and affective development; the relationship to and impact of these variables on learning; and knowledge acquisition and cultural influences on learning. Reviews of psychoanalytic theory, behaviorism, and cognitive theory will be included. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-533 Field Exp I-Adolescence (0)

This 50-hour field experience accompanies GAED 537, 538, or 539 to facilitate the analysis of the relationship between theory and practice. Candidates record their observations and use them in their content-specific methods courses. Candidates have opportunities to work directly with students in grades 7-12 individually and in small groups. Graded S/U.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-534 Field Exp II-Adolescence (0)

This 50-hour field experience accompanies GAED 541, 542, or 543 to continue/extend the analysis of the relationship between theory and practice. In addition to observing and working with students individually or in small groups, candidates have opportunities to plan and teach whole-class lessons. Graded S/U.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-535 C, I, & A in Mathematics (3)

New York State and National Council of Teachers of Mathematics (NCTM) learning

standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-536 C, I, & A in Science (3)

New York State and Next Generation Science Standards (NGSS) learning standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-537 C, I & A in Social Studies (3)

New York State and National Council for Social Studies (NCSS) learning standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 Y S

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-538 C,I&A in English Educ (3)

The New York State and National Council of Teachers of English (NCTE) learning standards will be presented to enable candidates to select appropriate curricular materials, plan lessons, teach in ways that are culturally relevant, and assess student learning effectively. The focus will be on designing classroom activities to support the development of students' reading, writing, listening, speaking, and viewing skills. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge, integrate instructional theories and best practices in classroom management, and use instructional strategies to enhance teaching and learning for all students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 Y S

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-539 C,I&A in LOTE (3)

The New York State and American Council on the Teaching of Foreign Languages (ACTFL) learning standards will be presented to enable candidates to select appropriate curricular materials, plan lessons to teach in ways that are culturally relevant, and assess student learning effectively. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge, integrate instructional theories and best practices in classroom management, and use instructional strategies to enhance teaching and learning for all students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 Y S

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-541 Effec Prac: Social Studies (3)

The course is the second methods course focusing on curriculum, instruction, and assessment in social studies education. The purpose of this course is to prepare future social studies teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of social studies education, as defined by the National Council for the Social Studies (NCSS) themes and the New York State learning standards. They will also work collaboratively within a community of learners to become knowledgeable concerning the local community, state, nation, and world, discussing critical issues and the responsibilities of productive citizens living within those arenas. Candidates will identify a wide variety of social studies data sources, materials, and resources and develop plans to teach in ways that are culturally relevant. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-534 Y S

Restrictions: Including: -Level: Graduate

GAED-542 Effec Prac: English Educ (3)

This course is the second methods course focusing on curriculum, instruction, and assessment in English education. The purpose of this course is to prepare future English teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will have opportunities to enrich and

expand their content and pedagogical knowledge and integrate instructional theories and best practices including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of English education, as defined by the National Council of Teachers of English (NCTE) and the New York State learning standards. Candidates have opportunities to enrich and expand their content knowledge and develop instructional theories and practices for the classroom. Candidates will identify a wide variety of materials and resources, including information technologies, and develop plans for use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-534 Y S

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-543 Effec Prac: LOTE (3)

The course is the second methods course in the program, focusing on curriculum, instruction, and assessment in LOTE education. Candidates will work to further develop the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings. The course will focus on knowledge related to the target language, its literature, and its culture appropriate to the developmental needs and interests of candidates. Candidates will explore and demonstrate knowledge of second language instructional methods and resources that support critical and creative thinking. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of foreign language education, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New York State Learning Standards. They will also identify a wide variety of materials and resources, including information technologies, and develop plans for their use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-534 Y S

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-544 Effec Prac: Mathematics (3)

The course is the second methods course focusing on curriculum, instruction, and

assessment in mathematics education. The purpose of this course is to prepare future mathematics teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of mathematics education, as defined by the National Council of Teachers of Mathematics (NCTM) themes and the Common Core State Standards for mathematics. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 S AND GAED-543 Y S

GAED-545 Effec Prac: Science (3)

The course is the second methods course focusing on curriculum, instruction, and assessment in science education. The purpose of this course is to prepare future science teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of science education, as defined by the National Science Teachers Association (NSTA) and the Next Generation Science Standards (NGSS). Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-561 Research Social Studies Ed (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in Social Studies education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE ZRES

GAED-562 Research in English Educ (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in English education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE ZRES

Restrictions: Including: -Program: MS Special Ed & English Cert, MSED Adoles Ed English

GAED-563 Research in LOTE Education (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in LOTE education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE ZRES

Restrictions: Including: -Program: MS Special Ed & French Cert, MS Special Ed & Spanish Cert

GAED-564 Research in Mathematics Ed (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in mathematics education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE ZRES

GAED-565 Research in Science Ed (3)

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in science education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE ZRES

GAED-586 Student Teach Sem: ADOL (0)

The Student Teaching Seminar is a required class that meets regularly during the student teaching semester. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to enhance the student teaching experience. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues related to the learning needs of all students. Graded S/U.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GAED-591 Student Teach: ADOL (6)

Student teaching is the culminating field experience of the program. Candidates will develop their knowledge, skills, and dispositions gained in courses, field experiences, and their working with diverse students. They will have the opportunity to develop curriculum materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively. Candidates are expected to demonstrate proficiencies that support learning by all students and skills for working with colleagues, parents, families, and communities. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGAE

Pre-requisites: GAED-586 Y C

Restrictions: Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

GSED-500 Critical Issues Inclu Educ (3)

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-501 Incl Ed in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the

right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-502 Methods & Strategies (3)

This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

Attributes: TGSE

Pre-requisites: GSED-516 C

Restrictions: Including: -Level: Graduate

GSED-508 Behavior Mgmt – Childhood (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-512 Behavior Mgmt-Adolescence (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-515 Ed Tech B-6 (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

Attributes: TGSE

GSED-516 Assessment Diag & Eval (3)

By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-531 C,I&A Math, Science, Tech (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, the relative merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-group work, and large-group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment. Candidates will be required to prepare a thematic mathematics, science, and

technology unit of study.

Attributes: TGSE

GSED-555 Field Exp III: Child SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-557 Field Placement Grades 7-9 (0)

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-558 Field Placement Grde 10-12 (0)

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-590 Y S

Restrictions: Including: -Level: Graduate

GSED-586 Stu Teach Sem:Adol SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-591 Y S

Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a

special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-585 Y S

Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-586 Y C

Restrictions: Including: -Level: Graduate

GSED-595 Research in SPED-Capstone (3)

In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action research. Graded S/U.

Attributes: TGSE ZCAP ZRES

Pre-requisites: GSED-500 C

Restrictions: Including: -Level: Graduate

GSED-601 Found & Policy in SPED (3)

No other area of practice in education is more influenced and controlled by public policy, law, and litigation. Administrators are often asked to adjudicate on matters about special education referrals and consider placement, provision, and extent of special education

services to students who may qualify under the Individuals with Disabilities Education Improvement Act. All of these highly-impactful decisions are governed by federal and state law through court decisions. This course is an advanced study of federal and state legislation with discussion on litigation involving with students with disabilities between the ages of birth-21 years. Students will be exposed to historical and current legislation used as a basis for providing special education services. Students will become knowledgeable about the legal precedence for relevant topics in the field of special education.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-602 Eval Incl Pract, Clrms, PD (3)

The Individuals with Disabilities Education Act 20 U.S.C.& 1400,et.seq (2004), the federal law which governs special education, places a high priority on inclusive practices by mandating a least restrictive environment for students with disabilities. The reality of inclusion for students with disabilities is that instructional practices and services are defined and delivered differently from school to school. Therefore, it is essential that administrators have a deep understanding of the philosophy of inclusion and be able to effectively research and weave inclusion into the fabric of the school culture. This course is a study of the interaction between curriculum pedagogy, instructional delivery, and professional development to allow prospective or current leaders the opportunity to practice evaluating the effectiveness of inclusion in a school. Students will critically examine the quality of instructional practice, environments, and in-service programs that are sustained by district-level planning in order to enhance the capacity to maintain more inclusive environments for students with disabilities.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-605 Mangment of St. with Disab (3)

Schools have a legal responsibility to ensure that all students receive a safe and appropriate education. Specific to students with disabilities, these guidelines are defined by the most recent Individuals with Disabilities Education Act, 20 U.S.C ? 1400 (2004) and regulated by the New York State Education Department in the Regulations of the Commissioner of Education Parts 1 and 2 . School leaders must be aware of the vast complexity of student discipline cases and have knowledge about federal laws and state regulations that inform district supports and discipline procedures for students with disabilities. This course is a review of the New York State Education Department regulations that address procedural safeguards for students with disabilities subject to discipline. Students will become familiar with district-wide initiatives used to support student behavior and examine data and literature to determine effectiveness of those approaches. Students will be exposed to complex

student behavioral challenges that warrant administration intervention and will learn best practices for responding and building capacity to support an inclusive, culturally-responsive school environment

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-617 Seminar in SPED Leadership (3)

This course is designed to provide educators an opportunity to gain direct experience in areas related to special education leadership. The course requires students to complete a 50 hour field work experience in a school district with a school leader responsible for special education programming. In addition, students are expected to participate in an online seminar offered concurrently with the field experience. The seminar offers additional instruction and feedback to support the field work experience. The main goals of the seminar are to: 1) strengthen skills in the areas of problem analysis, data collection; 2) experience key challenges in the field such as CSE management, behavioral challenges, related services, placement of students with disabilities; and 3) improve school/community relations. Additionally, the seminar will offer opportunities to practice interpretation and use of statistical data particularly for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Attributes: TGSE ZCLX ZEXL

Pre-requisites: GSED-601 C AND GSED-602 C AND GSED-605 C

Restrictions: Including: -Level: Graduate

GSED-630 Tch Students Sev/ Mult Dis (3)

This course introduces current issues in teaching students with severe or multiple disabilities with complex learning needs. Several topics are addressed, including historical contexts and perspectives on severe disability; benefits of, and barriers to, inclusive settings; relevant laws and legislation; characteristics of students with severe or multiple disabilities; classification processes and policies; issues of labeling; family issues; and the importance of early identification and intervention. Candidates will examine shifts in paradigms and practices; discuss the inclusion/standards debate; and analyze current trends and issues in the field.

Attributes: TGSE

Pre-requisites: GSED-631 Y C AND GSED-632 Y C

GSED-631 Assess & Trans Planning (3)

This course prepares teacher candidates in the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood. Several topics are addressed including legal policies and practices in

assessment; informal, formal and alternative assessment; outcomes-based assessment; role of diagnostician/assessor on CSE planning teams; collaborative partnerships with families for the benefit of students with severe or multiple disabilities; interagency collaboration birth through transition; self-determination and person-centered planning through school; transition legislation and policy; and post-secondary education, employment, community living and human service supports.

Attributes: TGSE

Pre-requisites: GSED-630 Y C AND GSED-632 Y C

GSED-632 Comm Supp, Interv, & Tech (3)

This course prepares teacher candidates in the area of communication supports for students with severe or multiple disabilities. The focus is on full academic and social inclusion in school, home and community. Several topics are addressed including language development; roles of, and collaboration with, speech and language professionals; total communication systems; augmentative and alternative communication; assistive and instructional technology; seating and mobility supports; building social relationships; cooperative learning; self-advocacy; and current issues in the field.

Attributes: TGSE

Pre-requisites: GSED-630 Y C AND GSED-631 Y C

GSED-633 Curr, Inst and IEP Dev (3)

This course prepares teacher candidates to develop and provide varied inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum. Several topics are addressed, including working as part of an integrated team; family-centered planning; adaptation, modification and development of instructional methods and materials; integrating creative arts in instruction; integrating developmental therapies in instruction; accessing typical school and community activities; building peer relationships; and cooperative learning.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-634 Y C AND GSED-635 Y C

GSED-634 Pos Beh Supp & Interv (3)

This course prepares teacher candidates to provide positive behavioral supports and interventions for students with severe or multiple disabilities. Several topics are covered, including the PBIS model and research; legal and ethical considerations; planning and managing learning environments; conflict resolution; peer mediation; prosocial behavior; skill streaming; cooperative learning; mental health supports and interventions; trauma informed care; crisis situations; and collaboration with families.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-635 Y C

GSED-635 Practicum in Sev or Mult (3)

Candidates will complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities. Teaching activities to be completed include planning and instruction of students; management of classroom; collaboration with other professionals and families for the benefit of students with severe or multiple disabilities. In addition, an action research project will be conducted. The final paper and project will be presented in an evaluative forum. This practicum is graded S/U.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-634 Y C

GSED-650 Practicum SPED:Childhood (3)

This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-502 C

Restrictions: Including: -Level: Graduate

GSED-651 Practicum SPED:Adolescence (3)

This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-500 C AND GSED-501 C AND GSED-502 C AND GSED-512 C AND GSED-512 C

Restrictions: Including: -Level: Graduate

GSED-696 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GEDU-501 Issues in Health & Safety (0)

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-520 Hist & Phil of Educ (3)

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism;

sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED

Restrictions: Including: -Level: Graduate

Master of Science in Special Education: Childhood (Grades 1-6) (M.S.)

Overview

Dr. Jeffrey Liles, *Chair*

Mission

The mission of the Master of Science in Special Education: Childhood program is to provide a quality educational experience that prepares candidates for distinguished careers in inclusive education, and for leadership roles in schools and communities. The special education programs develop the knowledge, skills, and dispositions special educators need in order to effectively teach all students, including those with exceptional learning needs.

Childhood Options in Special Education (Grades 1-6)

M.S. in Special Education Dual Initial Certification

This option prepares noncertified graduate candidates who are pursuing childhood initial certification and certification to teach students with disabilities at the same developmental level, and results in the Master of Science in Special Education degree.

M.S. in Special Education Initial/Professional Certification (Childhood)

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

This option prepares teachers who are initially certified in childhood education and are pursuing certification to teach students with disabilities at the same developmental level, and results in the Master of Science in Special Education degree.

Special Education Advanced Certification

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

This option prepares teachers who have completed the master's degree requirement and are pursuing certification to teach students with disabilities in grades 1–6.

Admission Requirements

The Admissions Committee of the special education program and the graduate program director review applicant qualifications.

In addition to the materials and credentials outlined in the general admission requirements, the following are required for all initial teacher certification programs:

To comply with New York State regulations, all applicants to graduate-level teacher certification (or educational leadership certification) programs must provide St. John Fisher College with official scores on the Graduate Record Examination* (GRE).

- [Graduate Records Examination \(GRE\)](#)

Applicants must have earned a minimum cumulative college grade point average (GPA) of 3.0 for the baccalaureate degree from an approved post-secondary institution.

*Test scores are valid on either of these two exams for five years after you have tested. If your scores are from more than five years ago, you will need to take the test again. We want to provide you with the opportunity to submit your application for Fall 2018 and have it reviewed even if you have not yet taken the GRE. Individuals who apply for Fall 2018 matriculation but who have not submitted their GRE scores may still be provisionally accepted, but must submit evidence of having earned an acceptable score on the GRE exam by January 10, 2019. If an acceptable score is not submitted by those deadlines, you cannot continue in the program until you submit acceptable scores.

For information regarding application and admission to a graduate program in special education, please contact the Office of Transfer and Graduate Admissions at **(585) 385-8064** or email grad@sjfc.edu.

For specific information regarding the Master of Science in Special Education program, please contact Dr. Jeff Liles, program director, through the School of Education office, **(585) 385-5264** or email jliles@sjfc.edu.

Learning Outcomes

Teacher Preparation Outcomes

Upon completion of the teacher education programs, candidates will be able to address:

Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.

Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, as well as build skills to apply knowledge in meaningful ways.

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Theory and Practice: Candidates will demonstrate an understanding of the philosophical underpinnings, theories, and best practices that promote high-quality teaching and learning environments for all students.

Program Requirements

M.S. in Special Education Dual Initial Certification

The M.S. program includes 42 credit hours of coursework, field experiences, and student teaching as outlined below.

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with

a field experience component, the number of hours required is also designated in parentheses.

- GCED 522 - Research in Teaching, Learning, and Motivation in Childhood Education (3)
- GCED 525 - Critical Literacy Through Social Studies (3)
- GCED 531 - Field Experience I (0) (50 hours)
- GCED 532 - Field Experience II (0) (50 hours)
- GEDU 501 - Issues in Health and Safety (0)
- GEDU 520 - History and Philosophy of Education (3)
- GEDU 526 - Diversity, Social Justice, and Schooling (3)
- GMST 535 - Curriculum, Assessment, and Instruction in Mathematics, Science, and Technology (3)
- GRDG 535 - Literacy Instruction for the Inclusive Classroom: Primary (3)
- GRDG 550 - Literacy Instruction for the Inclusive Classroom: Intermediate (3)
- GSED 501 - Inclusive Education in Today's Schools (3)
- GSED 502 - Methods and Strategies for Teaching Students in the Inclusive Classroom (3)
- GSED 508 - Behavior Management in the Inclusive Classroom: Childhood (3)
- GSED 515 - Educational Technology (B-Grade 6) (3)
- GSED 516 - Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom (3)
- GSED 555 - Field Experience III (0) (50 hours)
- GSED 585 - Student Teaching Seminar: Special Education and Childhood (0)
- GSED 590 - Student Teaching: Special Education and Childhood (6)

Total: 42 credits

Field Experiences and Student Teaching

Field experiences are required for certification and the master's degree. Candidates must successfully complete 150 hours of field work before student teaching. The semester long student teaching experience may be in any grade between 1st and 6th. It may or may not be in a high needs school/district.

To qualify for student teaching, candidates must:

- Complete all degree requirements with the exception of GCED 522.
- Complete all New York State teacher certification examinations.

M.S. in Special Education Initial/Professional Certification

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with

a field experience component, the number of hours required is also designated in parentheses.

- GEDU 526 - Diversity, Social Justice, and Schooling (3)
- GRDG 506 - Teaching Reading to Learners with Special Needs: Childhood (3)
- GRDG 639 - Emergent Literacy (3)
- GSED 500 - Critical Issues in Inclusive Education (3)
- GSED 501 - Inclusive Education in Today's Schools (3)
- GSED 502 - Methods and Strategies for Teaching Students in the Inclusive Classroom (3)
- GSED 508 - Behavior Management in the Inclusive Classroom: Childhood (3)
- GSED 516 - Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom (3)
- GSED 555 - Field Experience III (0) (50 hours)
- GSED 595 - Research in Special Education and Capstone Project (3)
- GSED 650 - Practicum in Special Education: Childhood (3)

Total: 30 credits

Special Education Advanced Certification

Note: *As of Fall 2018, new students are no longer being admitted to this program.*

Requirements

The number of credits is indicated in parentheses at the end of each course title.

- GSED 500 - Critical Issues in Inclusive Education (3)
- GSED 501 - Inclusive Education in Today's Schools (3)
- GSED 502 - Methods and Strategies for Teaching Students in the Inclusive Classroom (3)
- GSED 508 - Behavior Management in the Inclusive Classroom: Childhood (3)
- GSED 516 - Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom (3)
- GSED 650 - Practicum in Special Education: Childhood (3)

Total: 18 credits

New York State Requirements: Childhood Certificates

Candidates who are seeking the Childhood and Special Education Certificates must have an adequate knowledge base for teaching to the New York State Learning Standards. This includes coursework in humanities, communication, written analysis and expression, history, social sciences, Languages Other Than English (LOTE), scientific process, mathematical process, health, physical education, family and consumer sciences, and artistic expression.

Transcripts are reviewed prior to admission to determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework prior to student teaching.

Master of Science in Special Education: Childhood (Grades 1-6) (M.S.) Courses

GCED-522 Teach, Learn, Motiv Child (3)

Candidates will study the current research that underlies methods and practices that address the needs of all learners. Candidates will learn how to access a wide range of technology, utilize library services and databases, and conduct research to inform practice. Topics will include but not be limited to excellence and equity in education; cognitive, emotional, and social development; diversity in teaching and learning styles; best practices in research, teaching, and learning; and the use of technology and information literacy to support teaching and learning.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-525 Crit Literacy Soc Studies (3)

Emphasis is on the cyclical components of planning, implementing and assessing effective social studies instruction for a diversely populated technological classroom. Assessment and reflection are underscored as the tools to indicate student learning and inform future instruction. Candidates will make links between and among the National Council for Social Studies themes, New York State Standards in Social Studies and local curricula in order to enhance pedagogy and improve student learning. Candidates will learn to introduce social studies to students with a focus on active citizenship. In addition, because this course will also emphasize the use of critical literacy to aid social studies instruction, the New York State Standards for the English Language Arts will be addressed. The course also will feature best practices in classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-531 Field Exp I-Childhood (0)

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a small group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field

experiences as established by New York State and national standards. Graded S/U.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-532 Field Exp II-Childhood (0)

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a whole group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Prescribed courses are to be taken concurrently with the field experience in order to support high-quality field experiences and to help candidates integrate theory and practice and the use of technology experience. Graded S/U.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-585 Student Tch Sem:Childhood (0)

The Student Teaching Seminar is a required class that meets on a regular basis during the student teaching semester for a minimum equivalent of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as receive feedback and guidance to make the student teaching experience most successful. Specific seminars are designed to provide support for candidates' data collection and analysis in order to complete a research project. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGCE

Restrictions: Including: -Major: Childhood Education -Level: Graduate

GCED-590 Student Teach: Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and

learning. Student teaching consists of 14 weeks (two seven-week placements) of full-time work in local schools. One placement will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school district. Both student teaching placements are completed at the developmental level of the certificate. Graded S/U.

Attributes: TGCE

Pre-requisites: GCED-585 Y

Restrictions: Including: -Major: Childhood Education -Level: Graduate

GSED-500 Critical Issues Inclu Educ (3)

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-501 Incl Ed in Today's Schools (3)

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-502 Methods & Strategies (3)

This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

Attributes: TGSE

Pre-requisites: GSED-516 C

Restrictions: Including: -Level: Graduate

GSED-508 Behavior Mgmt – Childhood (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-512 Behavior Mgmt-Adolescence (3)

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-515 Ed Tech B-6 (3)

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

Attributes: TGSE

GSED-516 Assessment Diag & Eval (3)

GSED-510 Assessment, Diag & Eval (3)

By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-531 C,I&A Math, Science, Tech (3)

This course is a thorough and comprehensive study of national and state curriculum and assessment standards in mathematics, science, and technology. Candidates will study standards for teaching mathematics and science. Additionally, the relative merits of various modes of instructional deliveries, including inquiry-based lessons, lectures, demonstrations, activities, projects, small-group work, and large-group work, will be discussed and analyzed. Other instructional issues include effective use of time and establishing inquiry-based classroom discourse. Assessment issues include the purposes of assessment and methods of assessment. Candidates will be required to prepare a thematic mathematics, science, and technology unit of study.

Attributes: TGSE

GSED-555 Field Exp III: Child SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED (0)

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special

education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-557 Field Placement Grades 7-9 (0)

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-558 Field Placement Grde 10-12 (0)

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED (0)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-590 Y S

Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach Sem:Adol SPED (0)

GSED-586 Stu Teach Sem:ADOL SPED (U)

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-591 Y S

Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-585 Y S

Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence (6)

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-586 Y C

Restrictions: Including: -Level: Graduate

GSED-595 Research in SPED-Capstone (3)

In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action research. Graded S/U.

Attributes: TGSE ZCAP ZRES

Pre-requisites: GSED-500 C

Restrictions: Including: -Level: Graduate

GSED-601 Found & Policy in SPED (3)

No other area of practice in education is more influenced and controlled by public policy, law, and litigation. Administrators are often asked to adjudicate on matters about special education referrals and consider placement, provision, and extent of special education services to students who may qualify under the Individuals with Disabilities Education Improvement Act. All of these highly-impactful decisions are governed by federal and state law through court decisions. This course is an advanced study of federal and state legislation with discussion on litigation involving with students with disabilities between the ages of birth-21 years. Students will be exposed to historical and current legislation used as a basis for providing special education services. Students will become knowledgeable about the legal precedence for relevant topics in the field of special education.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-602 Eval Incl Pract, Clrms, PD (3)

The Individuals with Disabilities Education Act 20 U.S.C. & 1400, et seq (2004), the federal law which governs special education, places a high priority on inclusive practices by mandating a least restrictive environment for students with disabilities. The reality of inclusion for students with disabilities is that instructional practices and services are defined and delivered differently from school to school. Therefore, it is essential that administrators

have a deep understanding of the philosophy of inclusion and be able to effectively research and weave inclusion into the fabric of the school culture. This course is a study of the interaction between curriculum pedagogy, instructional delivery, and professional development to allow prospective or current leaders the opportunity to practice evaluating the effectiveness of inclusion in a school. Students will critically examine the quality of instructional practice, environments, and in-service programs that are sustained by district-level planning in order to enhance the capacity to maintain more inclusive environments for students with disabilities.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-605 Management of St. with Disab (3)

Schools have a legal responsibility to ensure that all students receive a safe and appropriate education. Specific to students with disabilities, these guidelines are defined by the most recent Individuals with Disabilities Education Act, 20 U.S.C ? 1400 (2004) and regulated by the New York State Education Department in the Regulations of the Commissioner of Education Parts 1 and 2 . School leaders must be aware of the vast complexity of student discipline cases and have knowledge about federal laws and state regulations that inform district supports and discipline procedures for students with disabilities. This course is a review of the New York State Education Department regulations that address procedural safeguards for students with disabilities subject to discipline. Students will become familiar with district-wide initiatives used to support student behavior and examine data and literature to determine effectiveness of those approaches. Students will be exposed to complex student behavioral challenges that warrant administration intervention and will learn best practices for responding and building capacity to support an inclusive, culturally-responsive school environment

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GSED-617 Seminar in SPED Leadership (3)

This course is designed to provide educators an opportunity to gain direct experience in areas related to special education leadership. The course requires students to complete a 50 hour field work experience in a school district with a school leader responsible for special education programming. In addition, students are expected to participate in an online seminar offered concurrently with the field experience. The seminar offers additional instruction and feedback to support the field work experience. The main goals of the seminar are to: 1) strengthen skills in the areas of problem analysis, data collection; 2) experience key challenges in the field such as CSE management, behavioral challenges, related services, placement of students with disabilities; and 3) improve school/community relations.

Additionally, the seminar will offer opportunities to practice interpretation and use of statistical data particularly for school improvement planning, curriculum development, student and program evaluation, staff development, scheduling, and the uses of technology.

Attributes: TGSE ZCLX ZEXL

Pre-requisites: GSED-601 C AND GSED-602 C AND GSED-605 C

Restrictions: Including: -Level: Graduate

GSED-630 Tch Students Sev/ Mult Dis (3)

This course introduces current issues in teaching students with severe or multiple disabilities with complex learning needs. Several topics are addressed, including historical contexts and perspectives on severe disability; benefits of, and barriers to, inclusive settings; relevant laws and legislation; characteristics of students with severe or multiple disabilities; classification processes and policies; issues of labeling; family issues; and the importance of early identification and intervention. Candidates will examine shifts in paradigms and practices; discuss the inclusion/standards debate; and analyze current trends and issues in the field.

Attributes: TGSE

Pre-requisites: GSED-631 Y C AND GSED-632 Y C

GSED-631 Assess & Trans Planning (3)

This course prepares teacher candidates in the area of assessment, diagnosis and evaluation of students with severe or multiple disabilities, from early identification through transition to adulthood. Several topics are addressed including legal policies and practices in assessment; informal, formal and alternative assessment; outcomes-based assessment; role of diagnostician/assessor on CSE planning teams; collaborative partnerships with families for the benefit of students with severe or multiple disabilities; interagency collaboration birth through transition; self-determination and person-centered planning through school; transition legislation and policy; and post-secondary education, employment, community living and human service supports.

Attributes: TGSE

Pre-requisites: GSED-630 Y C AND GSED-632 Y C

GSED-632 Comm Supp, Interv, & Tech (3)

This course prepares teacher candidates in the area of communication supports for students with severe or multiple disabilities. The focus is on full academic and social inclusion in school, home and community. Several topics are addressed including language development; roles of, and collaboration with, speech and language professionals; total communication systems; augmentative and alternative communication; assistive and instructional technology; seating and mobility supports; building social relationships; cooperative learning; self-advocacy; and current issues in the field.

Attributes: TGSE

Pre-requisites: GSED-630 Y C AND GSED-631 Y C

GSED-633 Curr, Inst and IEP Dev (3)

This course prepares teacher candidates to develop and provide varied inclusive, standards-based instruction for students with severe or multiple disabilities with complex support needs in the general education setting, with access to the general education curriculum. Several topics are addressed, including working as part of an integrated team; family-centered planning; adaptation, modification and development of instructional methods and materials; integrating creative arts in instruction; integrating developmental therapies in instruction; accessing typical school and community activities; building peer relationships; and cooperative learning.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-634 Y C AND GSED-635 Y C

GSED-634 Pos Beh Supp & Interv (3)

This course prepares teacher candidates to provide positive behavioral supports and interventions for students with severe or multiple disabilities. Several topics are covered, including the PBIS model and research; legal and ethical considerations; planning and managing learning environments; conflict resolution; peer mediation; prosocial behavior; skill streaming; cooperative learning; mental health supports and interventions; trauma informed care; crisis situations; and collaboration with families.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-635 Y C

GSED-635 Practicum in Sev or Mult (3)

Candidates will complete a college-supervised practicum (minimum of 50 clock hours) in a setting teaching students with severe or multiple disabilities. Teaching activities to be completed include planning and instruction of students; management of classroom; collaboration with other professionals and families for the benefit of students with severe or multiple disabilities. In addition, an action research project will be conducted. The final paper and project will be presented in an evaluative forum. This practicum is graded S/U.

Attributes: TGSE

Pre-requisites: GSED-630 C AND GSED-631 C AND GSED-632 C AND GSED-633 Y C AND GSED-634 Y C

GSED-650 Practicum SPED:Childhood (3)

This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-502 C

Restrictions: Including: -Level: Graduate

GSED-651 PracticumSPED:Adolescence (3)

This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Pre-requisites: GSED-500 C AND GSED-501 C AND GSED-502 C AND GSED-512 C AND GSED-512 C

Restrictions: Including: -Level: Graduate

GSED-696 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE

Pre-requisites: -

Restrictions: Including: -Level: Graduate

GEDU-501 Issues in Health & Safety (0)

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-520 Hist & Phil of Educ (3)

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED

Restrictions: Including: -Level: Graduate

Advanced Certificate in Special Education Leadership

Overview

The Advanced Certificate in Special Education Leadership will engage candidates through intellectual inquiry on the role of special education leadership, and educate them on civic engagement in areas of law, instruction and curriculum design, and behavioral interventions and supports through field- and coursework. The program emphasizes culturally responsive and

inclusive practices indicating that diversity and service to others is valued.

The Advanced Certificate in Special Education Leadership consists of 12 credits (four 3-credit courses). It is designed for a) certified teachers and b) either current or prospective administrators interested in additional education and experience in special education leadership.

The coursework is delivered in a **distance education format** and emphasizes: special education law and regulations; curriculum design and instruction; professional development for inclusive classrooms; NYSED regulations on discipline of students with disabilities; and relevant interventions and supports for students with disabilities from prekindergarten through grade 12.

Candidates also will participate in a 50-hour fieldwork experience in a school district with a supervising special education administrator as part of a seminar course. This program is designed to facilitate growth in topics pertinent to special education to support certified teachers/administrators in positions of case managers, CSE chairs, teacher leaders, or other school leadership roles.

Admissions Requirements

1. An applicant must have completed, **at a minimum**, an undergraduate education degree leading to teacher certification or an undergraduate degree in a related services field (such as school counseling, speech and language, or physical therapy), or be a current student in a master's degree program in education, including master's programs leading to initial teacher certification or related services field.
2. An applicant must have earned a baccalaureate degree with a grade-point average of at least 3.0. Applicants whose undergraduate grade-point averages are below the minimum of 3.0 may submit a letter of appeal to the program director, and may receive an interview to determine candidacy into the program. Applicants who are accepted into the program will be enrolled on a conditional basis, and must maintain a 3.0 GPA for the first semester of the program to remain in good standing.
3. Two professional letters of recommendation.
4. Current resume detailing all relevant past and present professional employment, experience, memberships, and related service.
5. A cover letter describing the applicant's relevant experience as well as the reason and motivation for applying for the advanced certificate. (College admissions and School of Education).

Learning Outcomes

Candidates will be able to describe political and economic issues that affect policy development within state and local educational agencies and across other service systems. Candidates will examine the ramifications of school noncompliance with current law and apply the principles to legal cases in the field that will promote review and updates to school-based policies and procedures for special education services. Candidates will examine federal, state, and local policies and procedures governing the

discipline of students with disabilities, and draft district procedures that promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Candidates will identify current legal and policy issues surrounding assessment and accountability related to students identified as at risk or labeled with disabilities, and apply the principles to legal cases in the field that promote school-based policies and procedures for special education services.

Candidates will be able to describe key instructional practices and strategies that support inclusion for students with disabilities, and examine district needs using evidence and data to create a comprehensive plan to improve student outcomes in the areas of instructional delivery and design.

Candidates will examine data sets and/or data reports that promote school-based policies and procedures that protect the welfare and safety of students and staff within the school, and create a policy and action plan to address the district need.

Candidates will explore professional development needs for a district through a needs assessment, research evidenced-based practices in the area of professional development, and apply the needs assessment and research to develop a professional development plan for a district.

Candidates will identify several large-scale district initiatives to support student behavior, and describe best practices for supporting students with disabilities.

Candidates will analyze case situations involving complex behavioral challenges and describe varying ways to respond to student behavior that is inclusive and culturally-responsive, recommending changes to school-based policies and procedures that protect the welfare and safety of students and staff within the school.

Candidates will have direct experience developing the capacity to manage/facilitate administrative duties in order to become effective school leaders.

Candidates will have direct experience in problem identification and the formation of solutions related to organizational leadership in the field of special education.

Candidates will use professional language and conduct in all situations to support collaboration with school and community members pertinent to the improvement of the school's educational environment.

Program Requirements

Advanced Certificate in Special Education Leadership

The Advanced Certificate in Special Education Leadership consists of 12 credits (four 3-credit courses) delivered in a distance education format.

Each course is in a seven-week format, and the first three courses (GSED 601, GSED 602, and GSED 605) can be taken in any sequence, with GSED 617 as the final course serving as a culminating, practical experience.

Requirements

The number of credits for each course is designated in parentheses after the course title.

- GSED 601 - Foundations, Policy, and Best Practices in Special Education (3)
- GSED 602 - Evaluating Inclusive Practices, Classrooms, and Professional Development (3)
- GSED 605 - District-wide Management and Discipline of Students with Disabilities (3)
- GSED 617 - Seminar in Special Education Leadership (3)*

Total: 12 credits

**GSED 617 – Seminar in Special Education Leadership includes a 50 hour field experience in a school district that immerses prospective or current administrators and teacher leaders in substantive administrative responsibilities and processes related to special education. This is achieved through direct contact in the school site with a supervising organizational leader assigned through the College. Feedback occurs through regular communication between the supervised organizational leader and the course instructor from St. John Fisher College via email or individual meetings and through observations and evaluations at the school site by the supervised organizational leader.*

Recommended Progression

Advanced Certificate in Special Education Leadership Recommended Progression

	SEMESTER I	SEMESTER II
SESSION A	GSED 601	GSED 605
SESSION B	GSED 602	GSED 617

Advanced Certificate in Special Education Leadership Courses

Doctor of Nursing Practice (DNP)

Overview

Dr. John C. Kirchgessner, *Chair*

The Doctor of Nursing Practice (DNP) program is a rigorous advanced-practice clinical doctorate that reflects the evolution and development of professional nursing. The Doctor of Nursing Practice program is conceived with **two entrance points**. The post-master's entry point is a two-year program. The post-baccalaureate entry point is a three-and-one-half-year program. Students seeking post-master's admission to the DNP program, who hold a master's degree in nursing, must have advanced practice specialization as a nurse practitioner, clinical nurse specialist,

certified registered nurse anesthetist, or certified nurse midwife. Students seeking post-baccalaureate admission will be prepared as either a nurse practitioner or clinical nurse specialist as part of their program.

The Wegmans School of Nursing DNP program is registered by the New York State Education Department and accredited by the Commission on Collegiate Nursing Education.

Criteria for Admission

Candidates for the Doctor of Nursing Practice program should:

Have earned a GPA of 3.30 in graduate work, or a GPA of 3.00 from an undergraduate baccalaureate nursing program for the post-baccalaureate entry.

Submit official transcripts of all undergraduate and graduate work.

Be a graduate of an accredited advanced-practice nursing program. An advanced-practice nursing program is defined as a nurse practitioner, clinical nurse specialist, certified registered nurse anesthetist, or certified nurse midwife program, or, for post-baccalaureate entry, a B.S. degree in nursing from an accredited college or university.

Have a NYS license as a registered nurse, NYS certificate as an advanced practice nurse, or have eligibility and national professional certification in an APN specialty, if eligible.

(Students from other states will need to supply appropriate licensure and certification credentials.) Post-baccalaureate entry students must show evidence of current licensure as a registered professional nurse in New York (copy of the registration certificate from the University of the State of New York Education Department Office of the Professions).

Provide proof of immunizations.

Have a minimum of one full-time year of post-master's clinical experience or equivalent prior to entering into the DNP clinical courses.

Have earned a "B" grade or higher in a graduate statistics course, or have earned a master's degree in nursing, within the last five years.

Currently be practicing as an advanced-practice nurse.

The admissions process for the Doctor of Nursing Practice program involves two phases:

Phase 1

Candidates for admission are required to submit the following:

Two letters of recommendation from:

- A doctorally prepared academician or a health care provider
- A supervisor in an employment setting
- A practicing advanced-practice nurse familiar with the applicant's intellectual ability, academic achievement, clinical expertise, and professional commitment

A current résumé of no more than five pages

Copies of all professional licenses and certifications

A writing sample in the form of a professional education statement

Phase 2

Applicants who meet the requirements will be invited to participate in a formal interview process. All applicants will meet with the director of the DNP program. Post-baccalaureate applicants also will meet with the coordinator of their chosen advanced-practice program (primary care family nurse practitioner, adult/gerontology primary care nurse practitioner, adult/gerontology acute care nurse practitioner, psychiatric mental health nurse practitioner, or adult/gerontology clinical nurse specialist).

About the Program

Program Design

The program's accelerated weekend format provides both full- and part-time options for study. Four courses will be offered each semester. Two courses will be offered for the first eight weeks, followed by two courses during the last eight weeks. Courses will be held on Friday evenings and Saturdays every other weekend for an eight-week period (one course Friday evening and another course all day Saturday). A student who chooses the full-time option can complete the program in four semesters. A part-time student who takes two courses per semester can complete the program in four years. It is expected that each student will complete 1,000 hours of clinical practice in accordance with the American Association of Colleges of Nursing's "DNP Roadmap Task Force Report" (2006). For the post-master's entering student, coursework in the program will provide the student with the additional clinical practice hours, building upon the practice hours that were part of the student's master's degree to meet the 1,000-hour requirement. For the post-baccalaureate entering student, the 1,000 clinical practice hours will be completed within the program. Clinical placements will occur in interdisciplinary settings with an expert/mentor. Each setting will provide students with extensive advanced clinical practice experiences and allow students the opportunity to implement emerging science and practice innovations to improve the healthcare system. Each student will undertake a clinical scholarship project reflecting a practice site and population of interest supported by scholarly evidence. There is no dissertation requirement.

Attendance

Participation in and attendance at all classes is a critical component for successful completion of the DNP program.

As a future nurse leader, there is an expectation that a candidate's preparation, participation, attendance, and work will reflect the standards, care, and scholarship that are required in a rigorous doctoral-level program.

One missed weekend session is equivalent to being absent for 25 percent of a course and will adversely impact a candidate's final grade in that course. It is important, therefore, that candidates make every effort to be on time and attend every session. Students may be

required to fulfill additional course activities if a class is missed.

If it is necessary to miss or be late to a class, candidates are required to notify the faculty member teaching the course in advance.

Specific details of the attendance policy and requirements will be provided by the faculty at the start of each course.

Learning Outcomes

Purpose

The purpose of the Doctor of Nursing Practice program is to prepare graduates as expert clinicians for direct- or indirect-care roles in advanced practice and clinical leadership.

Program Outcomes

At the completion of the program, students will enact the following outcomes:

- Implement and evaluate clinical practice based on scientific knowledge

- Assume advanced-practice nursing roles as expert clinicians

- Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex healthcare organizations

- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice

- Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and health care outcomes

- Use advanced skills to design, develop, and implement the use of contemporary technological information systems

- Demonstrate expertise in the analysis, formulation, and implementation of healthcare policy.

- Collaborate with interdisciplinary teams necessary to meet health care needs of individuals and populations

- Apply ethical theories, legal and practice standards, and advocacy to decision making in health care issues

- Apply population-based methodologies for health promotion and disease prevention in advanced practice

Goals

The goals of the program are to:

- Provide a high-quality educational program that prepares candidates for successful careers as clinical experts and leaders.

- Implement a program of study that promotes expert clinical practice, continuous practice improvement, effective leadership practices, and clinical scholarship.

- Participate in the evolution, development, and improvement of clinical practice for professional nursing.

Create and implement a rigorous, clinically focused doctoral program that demonstrates the continuous improvement of clinical practice and scholarship.
Impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.

Program Requirements

Doctor of Nursing Practice: Post-Master's Entry Program

Post-master's candidates are required to successfully complete a minimum of 48 credit hours, 1,000 hours of clinical scholarship residency, and the clinical scholarship project.

Requirements

Credit hours for each course are indicated in parentheses after the course title.

Nursing Courses - 42 credits

- GNUR 701 - Foundations of Nursing Science (3)
- GNUR 703 - Philosophy and Foundations of Evidence-Based Practice (3)
- GNUR 705 - Foundations of Nursing Leadership (3)
- GNUR 707 - Biostatistics and Epidemiology (3)
- GNUR 709 - Nursing Practice Role Development (3)
- GNUR 711 - Advanced Healthcare Delivery Systems (3)
- GNUR 713 - Clinical Program Development (3)
- GNUR 715 - Multiple Research Methods (3)
- GNUR 721 - Clinical Practice Development (3)
- GNUR 723 - Health Policy (3)
- GNUR 725 - Improving the Health of Populations (3)
- GNUR 740 - Advanced Technology in Support of Clinical Management (3)
- GNUR 741 - Clinical Scholarship/Residency/Professional Seminar (6)

Cognates - 6 credits

The DNP program requires six credits of cognates. The School of Nursing offers GNUR 732, 734, 738, 744, 751 and 796 throughout the academic year. Students may choose from these five courses or, with permission of the DNP program director, any other graduate level course offered at St. John Fisher College.

Choose **TWO** courses from the following.

- GNUR 732 - International Nursing Practice (3)
- GNUR 734 - The Nurse Educator Role (3)
- GNUR 738 - Health Law for Health Professionals (3)

GNUR 744 - Grantsmanship for Health Professions (3)

GNUR 751 - Advanced Clinical Practicum (3)

GNUR 796 - Independent Study (3)

Total: 48 credits

Doctor of Nursing Practice: Post-Baccalaureate Entry Program

Student entering the post-baccalaureate program will need to elect a functional role in order to determine the curricular plan of study. All students need to meet with the DNP program director to determine their individual course of study. At the completion of the program, post-baccalaureate DNP students will be prepared as a primary care family nurse practitioner, adult/gerontology primary care nurse practitioner, adult/gerontology acute care nurse practitioner, psychiatric mental health nurse practitioner, or adult/gerontology clinical nurse specialist.

Also required is the successful completion of 1,000 hours of clinical scholarship residency.

Requirements

Credit hours for each course are indicated in parentheses after the course title.

Nursing Courses - 64 credits

GNUR 503 - Foundations of Nursing Research (3)

GNUR 504 - Evidence-based Research in Nursing (3)

GNUR 505 - Family Health for Advanced Practice Nurses (2)

GNUR 507 - Health Policy (2)

GNUR 509 - Professional & Systems Leadership (3)

GNUR 543 - Advanced Pathophysiology (3)

GNUR 570 - Pharmacology (3)

GNUR 571 - Diagnostic Reasoning (3)

GNUR 701 - Foundations of Nursing Science (3)

GNUR 703 - Philosophy and Foundations of Evidence-Based Practice (3)

GNUR 705 - Foundations of Nursing Leadership (3)

GNUR 707 - Biostatistics and Epidemiology (3)

GNUR 709 - Nursing Practice Role Development (3)

GNUR 711 - Advanced Healthcare Delivery Systems (3)

GNUR 713 - Clinical Program Development (3)

GNUR 715 - Multiple Research Methods (3)

GNUR 721 - Clinical Practice Development (3)

GNUR 723 - Health Policy (3)

GNUR 725 - Improving the Health of Populations (3)

GNUR 740 - Advanced Technology in Support of Clinical Management (3)

GNUR 741 - Clinical Scholarship/Residency/Professional Seminar (6)

Functional Role Courses - 13-23 credits

Choose **ONE** functional role from the options below.

Adult/Gerontology Clinical Nurse Specialist (AGCNS)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)

GNUR 567 - Advanced Concepts in the Care of Adults (3)

GNUR 632 - Adult Applications of the Spheres of Influence CNS Seminar (1)

GNUR 639 - Older Adult Applications of the Spheres of Influence CNS Seminar (1)

GNUR 688 - Synthesis CNS Practicum (1)

GNUR 689 - Synthesis of the Spheres of Influence CNS Seminar (1)

GNUR 699 - Issues in Acute Care (3)

Primary Care Family Nurse Practitioner (PCFNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)

GNUR 567 - Advanced Concepts in the Care of Adults (3)

GNUR 576 - Advanced Concepts in the Care of Women (3)

GNUR 577 - Advanced Concepts in the Care of Children (3)

GNUR 584 - Diagnosis & Management for Adults FNP Seminar (1)

GNUR 585 - Diagnosis & Management for Older Adults FNP Seminar (1)

GNUR 586 - Diagnosis & Management for Women FNP Seminar (1)

GNUR 587 - Diagnosis & Management for Pediatric Patients FNP Seminar (1)

GNUR 699 - Issues in Acute Care (3) (Elective)

Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)

GNUR 567 - Advanced Concepts in the Care of Adults (3)

GNUR 642 - AGPCNP Primary Care Diagnosis & Management Seminar II (1)

GNUR 644 - AGPCNP Primary Care Diagnosis & Management Seminar I (1)

GNUR 646 - AGPCNP Primary Care Diagnosis & Management Seminar III (1)

GNUR 648 - AGPCNP Primary Care Diagnosis & Management Seminar IV (1)

GNUR 669 - Complex Care of the Chronically Ill across Adulthood (3)

GNUR 699 - Issues in Acute Care (3)

Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)

GNUR 567 - Advanced Concepts in the Care of Adults (3)

GNUR 641 - AGACNP Acute Care Diagnosis & Management Seminar I (1)

- GNUR 643 - AGACNP Acute Care Diagnosis & Management Seminar II (1)
- GNUR 645 - AGACNP Acute Care Diagnosis & Management Seminar III (1)
- GNUR 647 - AGACNP Acute Care Diagnosis & Management Seminar IV (1)
- GNUR 669 - Complex Care of the Chronically III (3)
- GNUR 699 - Issues in Acute Care (3)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

- GNUR 513 - PMHNP Clinical Practicum I: Trauma-informed Assessment & Intervention (1)
- GNUR 514 - PMHNP Clinical Practicum II: Evidence-based Treatment Modalities (1)
- GNUR 515 - PMHNP Clinical Practicum III: Integrative Management of Complex Co-morbidities (1)
- GNUR 516 - PMHNP Clinical Practicum IV: Advanced Strategies for At-risk Populations (1)
- GNUR 520 - Foundations of Advanced Psychiatric-Mental Health Nursing Practice (3)
- GNUR 521 - Advanced Neuropsychiatric Assessment & Intervention (2)
- GNUR 522 - Advanced Psychopharmacology (2)
- GNUR 523 - Advanced Concepts in Psychotherapy with Individuals, Groups & Families (3)
- GNUR 524 - Advanced Concepts in Health Integration (3)
- GNUR 544 - Psychopathology & Differential Diagnosis (3)
- GNUR 545 - Advanced Concepts in Child & Adolescent Mental Health (3)

Cognates - 6 credits

The DNP program requires six credits of cognates. The School of Nursing offers GNUR 732, 734, 738, 744, 751, and 796 throughout the academic year. Students may choose from these courses or, with permission of the DNP program director, any other graduate level course offered at St. John Fisher College.

Choose **TWO** courses from the following.

- GNUR 732 - International Nursing Practice (3)
- GNUR 734 - The Nurse Educator Role (3)
- GNUR 738 - Health Law for Health Professionals (3)
- GNUR 744 - Grantsmanship for Health Professions (3)
- GNUR 751 - Advanced Clinical Practicum (3)
- GNUR 796 - Independent Study (3)

Total: 83-93 credits

Progression Policy

All students matriculating into the Wegmans School of Nursing program are required to maintain an overall GPA of 3.0 (B) in the graduate program for progression.

If a student does not achieve a grade of "B" on the first attempt, the student may retake the course **once**. If the student does not achieve a grade of "B" or higher on the second attempt, the student will not be allowed to progress and will be dismissed from the program.

Failing **two** GNUR courses or **two** GNUR/GMHC courses for PMHNP students, or **one** GNUR or GMHC course twice will result in dismissal from the program. (A grade of "U" or a grade less than a B in courses noted above is equivalent to a course failure).

For post-baccalaureate student progression, students must meet the above requirements for progression in addition to the policies below:

Post-baccalaureate students must achieve a grade of B (84-86) or higher in the following: Scholarship Core courses (GNUR 503 and GNUR 504), all Direct Care courses (GNUR 543, GNUR 570, GNUR 571) and all Clinical Courses specific to the students program of study.

Clinical Seminar Progression

Clinical Seminars are graded Satisfactory or Unsatisfactory (S/U). For clinical seminar courses, students must earn a satisfactory grade based on clinical preceptor and faculty site visitor evaluations in order to be successful in the course.

A grade of "S" in the clinical seminar courses reflects the successful demonstration of APRN competencies noted on the clinical evaluation tool and is required in order to progress in the nursing curriculum. A grade of "U" is considered a failure in the course. If a student does not achieve a grade of "S" on the first attempt, the student may retake the course **once to achieve an "S."**

Clinical Learning Experiences

The graduate student completes all clinical courses as precepted practicum experiences. The NP programs have a total of 600 clinical hours; the CNS program has a total of 500 clinical hours. Due to the demand for preceptors, the Wegmans School of Nursing cannot permit students to take more than one clinical course/semester. It is the policy of the graduate nursing program that the student's clinical learning experiences are separate and apart from his or her position of employment. Precepted clinical experiences are in a wide variety of health care agencies. Students are required to sign a formal attestation form that communicates their understanding of the clinical placement process.

In each clinical course, students must be rated as "competent" by the clinical preceptor and faculty site visitor in order to successfully complete the course. Failure to be rated "competent" at the final clinical evaluation will result in a grade of "U" for the course. Clinical failure can be due to unsatisfactory professional behavior or lack of clinical competence.

Note: *At least 50 percent of the clinical hours for primary care program students must be in primary care settings.*

Grading Scale for Nursing Programs

A (95–100)
A- (90–94)
B+ (87–89)
B (84–86)*
B- (80–83)
C+ (77–79)
C (74–76)
C- (72–74)
F (73 and below)
FA- (failure due to absence)

Note: Graduate students are expected to maintain a "B" average overall. Failure to do so will result in being placed on academic probation.

Doctor of Nursing Practice (DNP) Courses

GNUR-503 Found of Nsg Research (3)

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and the influence of theories on the development of nursing practice from philosophical, structural, theoretical, and epistemological perspectives will be explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative process and the use of descriptive statistics including an introduction to databases and statistical software are discussed. Qualitative research methods and their applicability in nursing knowledge are explored. This course is the first in the sequence of research coursework for the graduate program.

Additional fees apply.

Attributes: TGNU ZCIV ZRES

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-504 Evid-Based Research in Nsg (3)

This course examines and explores the development of evidence and evidence-based knowledge in nursing to prepare the graduate nurse for the role of change agent to promote a research-based nursing practice. Methods for clinical practice improvement using EBP are examined. Course includes critical appraisal of research evidence and interpretation of statistical analyses through the application of descriptive and inferential statistics. The course will explore practice areas where evidence-based integration is needed and facilitate the movement of evidence-based quality initiatives.

Attributes: TGNU

Pre-requisites: GNUR-503 C

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-505 Family Health for APNs (2)

This core course focuses on theoretical and evidence-based perspectives that guide advanced practice nursing practice in patient/family centered care. Students apply principles and processes of both family theory and family developmental theory to assess and promote optimal family functioning. Throughout the course students will investigate complex family dynamics stimulated by a variety of issues such as deployment in military families, domestic violence, sexual abuse, mental illness, loss of a family member, addiction, and post traumatic stress.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-506 Population Health and Epi (2)

This course studies the determinants for health of populations and methodologies of assessment and disease prevention. Epidemiological principles and measures of disease occurrence and risk will be used to study inequities in health, social determinants of health, clinical intervention strategies, and application of these strategies to clinical practice. How principles of genetics and genomics intersect with epidemiology and impact clinical practice will be discussed.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-507 Health Policy (2)

This course provides students with an understanding of current issues in U.S. health care policy at the local, regional and national level in the context of a dynamic global environment. Policy and regulatory processes are studied to analyze their impact on health care cost, quality and access, professional practice and workforce development. The impact of social determinants of health is studied to inform effective policy reform to eliminate disparities. Students analyze strategies for effective advocacy and professional leadership to promote change through health policy reform.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-508 HC Delivery Systems (2)

This course provides students with tools to assess and analyze the United States health

care delivery system including the driving economic and financial forces of a dynamic, complex, and changing health care environment. Using organizational theories and a global perspective, the U.S. health care system is analyzed with a focus on accessibility, cost, quality, care disparities and reimbursement alternatives. Basic finance and economic principles, including nursing cost/benefit analysis, are applied at the point of care to impact nursing health care delivery, advocacy and practice change.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-509 Prof & Systems Leadership (3)

The evolution of nursing, including scope of practice and professional socialization, along with knowledge of other disciplines is foundational to the creation of strategies to foster effective organizational relationships. This course explores the association between the systems, organization and the role of the advanced practice nurse. The enduring issues in American health care that continue to have an impact on advanced practice nursing are investigated using historiographic methods. Students will recognize the critical need for interprofessional teams, the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic healthcare system. Creative strategies to provide ethical and culturally competent patient centered care and methods to overcome barriers to system access are analyzed. This course promotes student engagement with patient care & communication technologies, use of nursing delivery systems, and the utilization of organizational and systems theory in the development of leadership and advocacy skills to facilitate change.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-512 Hlthcare, Econ, and Policy (4)

This course provides students with an understanding of healthcare policy, organization, and finance in the U.S. in the larger context of a dynamic global environment. Students learn and apply basic principles of finance and economics that impact healthcare delivery from the point of care to healthcare systems. Policy and regulatory processes are studied to analyze their impact of practice and healthcare delivery. Students analyze the organization and delivery of healthcare to determine if it functions effectively and assume a leadership role to effectively advocate for change within organizations and through healthcare policy reform.

Attributes: TGNU

Restrictions: Including: -Major: Management Graduate, Advanced Nursing Practice, Nursing;
Excluding: -Level: Undergraduate

GNUR-513 PMHNP Clinical Practicum I (1)

This course focuses upon the integration of knowledge from the biopsychosocial sciences in

order to perform a comprehensive assessment of psychiatric and/or addictive disorders and formulate an appropriate disposition. Students will apply knowledge trauma-informed approaches and motivational interviewing techniques to the assessment process in an acute clinical setting, and appropriately assess and manage emergency situations under the guidance of a clinical mentor. Students will also begin to develop their clinical portfolio and reflective journal, and participate in biweekly seminars which focus upon case presentations and readings related to the application of motivational interviewing techniques to the interview process, the management of acute symptoms of mental illness and/or addiction, and the implementation of person-centered treatment planning/referral.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-521 Y C AND GNUR-544 Y C

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-514 PMHNP Clinical Practice II (1)

This course focuses upon the integration of knowledge from psychopathology and psychopharmacology in order to implement two or more time-limited, evidence-based psychotherapies in the treatment of psychiatric and/or addictive disorders. Students also implement two or more treatment modalities under the guidance of a clinical mentor, and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to promising and alternative therapies, the integration of pharmacology with psychotherapy, and psychotherapy supervision/peer review.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-513 S

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-515 PMHNP Clinical Pract. III (1)

This course focuses upon the integration of behavioral health, physical, and social determinants of health in the management of complex comorbidities in a psychiatric, primary care, or rehab setting, as part of the inter-professional team. Students will implement a variety of therapeutic interventions under the guidance of a clinical mentor and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to Integrative treatment of co-occurring medical and behavioral health conditions, issues and trends in chronic care management, and implementing and evaluating outcomes

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-514 S

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-516 PMHNP Clinical Practice IV (1)

This course focuses upon the integration of knowledge from the PMHNP curriculum in order to promote health/prevent illness and disability among vulnerable individuals, families and/or groups through the implementation of screening, client/family/group education, and consultative, collaborative, supervisory, and educational strategies to practitioners, groups and/or organizations. Students will implement at both direct and indirect interventions under the guidance of a clinical mentor, document contacts in their clinical portfolio, and process interactions in their reflective journal. Students will also participate in biweekly seminars which focus upon case presentations and readings related to the application of mental health consultation strategies and the evaluation practice improvement processes,

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-515 S

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-518 Adv Pract Care Families (3)

This course focuses on theoretical and evidence-based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to promote optimal family functioning. Students analyze family-focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2010 National Health Goals guides student/family interaction in this course.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

GNUR-520 Fdtn of Adv Psych MH Pract (3)

This course focuses upon the principles and concepts that form the basis for advanced practice in psychiatric mental health nursing, including standards and models for practice, and the promotion of mental health and prevention of psychiatric and addictive disorders

across the life span. Emphasis is placed on the neurobiology of stress and trauma in the formation of mental health and/or addictive disorders, and role of the Psychiatric Mental Health Nurse Practitioner in implementing culturally relevant and trauma-informed person/family centered practices within collaborative systems of care. Legal/ethical issues are examined in relation to privacy, client preferences, and client, family and community safety.

Attributes: TGNU

Restrictions: Including: -Level: Practice Doctorate, Graduate -Program: CERT Psych Mental Health NP , DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-521 Adv Neuropsych Assess (2)

This course focuses upon the knowledge and skills required to perform a comprehensive assessment of adults and older adults with psychiatric and addictive disorders, and appropriately evaluate and manage emergency situations arising from acute symptomatology. Strategies for a trauma-informed therapeutic relationship facilitated by motivational interviewing techniques are presented as a basis for the conduct of a comprehensive neuropsychiatric assessment.

Attributes: TGNU

Pre-requisites: GNUR-520 C AND GNUR-544 Y C AND GNUR-571 Y C

Restrictions: Excluding: -Level: Undergraduate

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive, life span approach to the full array of pharmacologic agents available for the treatment of mental health and addictive disorders. The role of the Psychiatric Mental Health Nurse Practitioner with prescriptive authority is examined with special emphasis on target symptoms, medication education, and use of evidence-based guidelines and protocols in treating acute symptoms and preventing relapse.

Attributes: TGNU

Pre-requisites: GNUR-570 Y C

Restrictions: Including: -Level: Practice Doctorate, Graduate

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of traditional and evidence-based psychotherapies. The theoretical principles of the major approaches to psychotherapy, including psychoanalytic, psychodynamic, cognitive, behavioral, trauma-focused therapies and others of significance are applied to individuals, groups, families, and/or special populations. The role of the Psychiatric Mental Health Nurse Practitioner in the integration of psychotherapeutic and psychopharmacological interventions is examined. Ethical issues, multicultural considerations, intervention techniques and specific practical issues related to psychotherapy will also be examined.

Attributes: TGNU

Pre-requisites: GNUR-545 Y C

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-524 Adv Cncpts Health Intgrtn (3)

This course focuses upon the principles and concepts that form the basis for advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span. Emphasis is placed on interprofessional collaboration and the management of complex and/or chronic comorbidities, facilitated by the use behavioral therapy techniques, motivational interviewing and psychoeducational groups. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, and the use of technology in health maintenance and relapse prevention, are examined as strategies to improve health outcomes for populations with complex needs.

Attributes: TGNU

Pre-requisites: GNUR-523 C

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-529 Nursing Roles&Leadership (2)

This course focuses on the socialization of the FNP and CNS student into advanced practice. Nursing history, competencies, and roles of advanced nursing practice with an emphasis on role acquisition are investigated. The course focuses on role development in advanced practice, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in today's healthcare system. Development of skills in leadership, advocacy, and facilitating change is emphasized.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

GNUR-543 Advanced Pathophysiology (3)

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing

Practice

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders across the life span for counseling and PMHNP students. These strategies will help students develop skills in differential diagnosis for use in role-specific treatment planning. Detailed knowledge of the DSM-5 and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

Attributes: TGNU

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course will review advanced assessment and treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a comprehensive clinical report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

Attributes: TGNU

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-558 GNUR Capstone I (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

Attributes: TGNU

Pre-requisites: (GNUR-503 C AND GNUR-504 C)

GNUR-559 GNUR Capstone II (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

Attributes: TGNU

Pre-requisites: (GNUR-558 C OR GNUR-696 C)

GNUR-566 Adv Con Care Older Adults (3)

This is the foundational course for the care of the older adult . The course focuses the unique dimensions of care of the older adult within the context of normal aging. Health promotion, disease prevention, physical, functional and health restoration across the continuum of care are emphasized. Students will apply and integrate evidence-based clinical decision-making skills to develop, implement and evaluate the management of common health problems in older adults. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are integrated and addressed. The content can be applied and utilized by the nurse practitioner and clinical nurse specialist

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-567 Adv Concepts Care Adults (3)

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the nurse practitioners and clinical nurse specialists.

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-570 Pharmacology (3)

This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs;

mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course. Additional fees will apply.

Attributes: TGNU

Pre-requisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-576 Adv Concepts Care of Women (0 TO 3)

This course focuses on the biological and behavioral phenomena of concern in the care of women. The clinical presentation, diagnostic reasoning, management, and evaluation of women's common health needs and problems are considered. Discussion will include current evidence-based practice addressing common health problems of women across the lifespan. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-577 Adv Conc Care Children (3)

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and

evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-579 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Advanced Practice Nursing students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-584 FNP DxMgmt of Adults (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of the older adult in a clinical practice site. Patient education, advocacy, and evidence-based

practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-584 C

GNUR-586 FNP DxMgmt Care of Women (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C AND GNUR-584 C

GNUR-587 FNP DxMgmt of Children (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-570 Y C AND GNUR-571 C AND GNUR-577 Y C AND GNUR-584 C

GNUR-596 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-632 Adult CNS SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors in providing direct and indirect care to adults with a specific population of focus. Following the guidelines established by the National Association for Clinical Nurse Specialists (NACNS), this course focuses on the nurse/nursing practice sphere of influence. Other key spheres of influence: patient/family and systems may be integrated into this clinical experience. Students will identify assessment strategies to assess the knowledge and skill of nurses working with the population of focus and develop/implement/evaluate educational programs that advance the practice of nursing within a population of focus. Students will evaluate nursing's utilization of resources to enhance quality of care.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-639 Older Adult CNS SOI II (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. Following the guidelines established by the NACNS, this course focuses on the patient/client sphere of influence. Other key spheres of influence: patient/family; system may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of adult health assessment and clinical management at an advanced practice level including consulting with nursing and other health care professionals, application of evidenced based practice protocols and education of clients and their families, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and role development.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar

designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this 150 hour acute care clinical experience, adult gerontology, acute care nurse practitioner students collaborate with preceptors to provide care for older adults and their families in the acute care setting. Students apply the principles of assessment, diagnosis and treatment of acute and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this 150 hour primary care clinical experience, the adult gerontology nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common and episodic health issues of older adults in a clinical practice site. Patient

education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

GNUR-645 AGNP AC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-641 C AND GNUR-643 C AND GNUR-699 Y C

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-642 C AND GNUR-644 C AND GNUR-699 Y C

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this 150-hour acute care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients

requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-645 C AND GNUR-669 Y C

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this 150-hour primary care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-646 C AND GNUR-669 Y C

GNUR-669 Complex Chronically ILL (3)

This course will provide students with the advanced practice knowledge to care for complex clients across adulthood. Focus will be on the management of complex, chronic, and multisystem illnesses including co-morbidities and functional impact. Emphasis is on the application of theory and the use of current evidence-based practice guidelines in addressing complex health problems in this population. Students will explore the impact of chronic illness on the individual, family, and community and identify community resources to support and improve care. This course will prepare the advanced practice nurse to care for clients across adulthood and improve outcomes in the acute and outpatient setting.

Attributes: TGNU

Pre-requisites: GNUR-566 C AND GNUR-567 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-670 Found of Nursing Education (3)

This course provides a foundation for developing the educator role in academic and practice settings for advanced practice nurses. It includes an overview of the development of

curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. Internal and external forces, standards, and issues that influence curriculum development will be discussed.

Attributes: TGNU

GNUR-671 Teaching Methods (3)

This course provides a comprehensive overview of educational strategies for students who desire to function as a nurse educator. It examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Strategies to promote the development of critical thinking are emphasized.

Attributes: TGNU

Pre-requisites: GNUR-670 C

GNUR-672 Teaching Practicum I (1)

In this 150-hour practicum, students experience the educational environment through precepted experiences. They design and implement a variety of teaching strategies appropriate to content, setting, learners' needs, and desired learning outcomes in academic and practice settings. The focus is on classroom and laboratory teaching. Students are introduced to technological tools for instruction such as presentation software, Blackboard and SimMan. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U. Required: 150 hours precepted experiences.

Attributes: TGNU

Pre-requisites: GNUR-671 Y C

GNUR-673 Evaluation Nursing Educ (3)

This course focuses on quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels. Students learn about test construction and analysis as well as evaluation using techniques such as case scenarios. They also study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU

Pre-requisites: GNUR-670 Y C

GNUR-674 Teaching Practicum II (1)

In this 150-hour experience, students develop the educator role in clinical settings. They

focus on student-educator interactions, the selection of learning experiences, and clinical performance evaluation in cognitive, affective, and psychomotor domains of learning. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-673 Y C

GNUR-686 Adv Prac Care Women CNS (1)

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for women and their families in a variety of settings. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals; research in the area of adult health; education of women, families, and staff; and clinical management of women's health needs. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCLX

Pre-requisites: GNUR-571 C AND GNUR-576 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice; Excluding: -Program: MS Adv Practice Nursing: CNS

GNUR-687 Adv Prac Care Children CNS (1)

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU ZCLX

Pre-requisites: GNUR-571 C AND GNUR-577 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-688 Synthesis Practicum CNS (1)

This synthesis course focuses on the clinical integration of multiple spheres of influence by the student in the clinical nurse specialist role. These spheres include patient/client, nursing practice, and organizational systems and provide a foundation for specialty competencies

and CNS practice. Clinical and system outcomes are analyzed in the context of expert practice. The practicum consists of 150 hours of precepted practice in acute and ambulatory specialty practice settings. Periodic seminars enhance knowledge and integration of the professional role as clinical expert. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCAP

Pre-requisites: GNUR-571 C AND (GNUR-566 C AND GNUR-632 S) AND (GNUR-567 C AND GNUR-639 S)

Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adv Practice Nursing: CNS

GNUR-689 Synthesis of the SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for acutely ill clients and their families across the Spheres of Influence. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres, and begin to apply principles within the organizational/systems sphere of influence. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management at an advanced practice level including consultation with an interprofessional team, application of evidenced based practice protocols, and the implementation of programs across each sphere. In addition, students will begin to evaluate the utilization of resources, evidenced based practice, and principles of program management to enhance quality of care.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-566 C AND GNUR-567 C AND GNUR-632 C AND GNUR-639 C AND GNUR-699 Y C

GNUR-694 Comprehensive Exam I (2)

This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in the Scholarship Core. The associated seminars will review expectations for completion of the written comprehensive case study.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-504 C AND GNUR-505 C AND GNUR-506 C AND GNUR-507 C AND GNUR-508 C OR (GNUR-512 Y C OR GNUR-518 Y C)

GNUR-695 Comprehensive Exam II (2)

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-694 C

GNUR-697 Capstone Completion (1)

Based on the work done in GNUR 696, the student completes the Capstone guided by their advisor. If the work is not completed at the end of the semester in which the course is taken, the student will receive a grade of IP and MUST register for GNUR 698. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU ZCAP

Pre-requisites: GNUR-696 S OR GNUR-696 S

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-698 Capstone Continuation (1)

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 559 faculty and submit a plan for completion of the project in order to register for this continuation credit. Data collection, evaluation or documentation activities may be done during this continuation time.

If the Capstone is accepted by their advisor at the end of this course, GNUR 559 and 698 will be graded S.

If the Capstone is NOT accepted by their advisor at the end of this course, the student will receive a grade of IP in GNUR 698 and MUST register for 698 again. If unsuccessful in the second attempt, the student will receive grades of U in 559 and both instances of GNUR 698.

Graded S/U.

Permission of Program Director is required to register.

Attributes: TGNU ZCAP

Pre-requisites: GNUR-697 S

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-699 Issues in Acute Care (3)

This course considers the unique aspects of caring for clients across adulthood as they interact with the acute care environment. Building upon foundational adult and gerontology concepts, this course focuses on disease and complication prevention and management and

health restoration in the acute care setting. The clinical presentation, diagnostic reasoning, management and evaluation of common acute care problems of the population are considered. Discussion will include current evidenced-based practice to provide and improve care across the continuum. Knowledge of the advanced practice competencies will be integrated in the care of this population including by not limited to: direct care, consultation, collaboration, leadership, expert coaching and guidance, research, and ethical decision making.

Attributes: TGNU

Pre-requisites: GNUR-566 C AND GNUR-567 C

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-701 Found of Nursing Science (3)

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory and research, and their effect on the structure of nursing knowledge, are discussed. Concepts, conceptual models and theories for nursing practice are examined.

Attributes: TGNU ZRES

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-703 Phil & Found of EBP (3)

This course examines the development of evidence and evidence-based knowledge in healthcare. The effects of the international distribution of healthcare knowledge and the development of a science of application, analysis, distribution and evaluation of practice knowledge is addressed. The use of translational research strategies for clinical practice improvement is reviewed.

Attributes: TGNU ZRES

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-705 Found of Nur Leadership (3)

This course examines the foundations of both administration and leadership. With a focus on leadership, the course will examine the current and emerging theories of leadership and their application to advanced clinical practice. Those stressors that affect leadership, organizational change, and organizational environments of clinical practice will be discussed. Application of theories in clinical practice will be reviewed.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice

GNUR-707 Biostatistics and Epi (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice

GNUR-709 Nur Practice Role Develop (3)

This first of four clinical courses begins focused work on the student's clinical scholarship project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and White's model as a framework. DNP students identify a clinical mentor and faculty advisor for their clinical scholarship project with the intent to change practice. At the end of the course, the student will present an initial proposal for their CSP which is submitted for approval before moving onto the second clinical course. Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems. Graded S/U.

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-711 Advanced HCDS (3)

This course examines the American healthcare system, comparing it to other systems of healthcare delivery. Strengths and weaknesses of international systems are explored. Structural indices and organizational analyses of healthcare systems are examined in relation to change. The role of public health; politics and policy development; risk assessment; interest group behavior; and influence and the politics of healthcare reform in rural, urban, and suburban areas are included. Analysis of health care systems in the context of advanced practice nursing and the development of evolutionary and revolutionary changes in the system are explored.

Attributes: TGNU ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-713 Clinical Prog Development (3 TO 5)

This second of four clinical DNP courses continues project planning for the student's clinical scholarship project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project's needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the clinical scholarship project work planning and evaluation planning phases in Zaccagnini and White's DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total.

Graded S/U.

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-715 Y C

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-715 Multiple Research Methods (3)

This course focuses on the application and use of multiple research methods to improve clinical practice outcomes. The course will look beyond the traditional research methods to use action research, community-based research, and translational research methods. Research supports such as power analysis, data management, measurement strategies, epidemiologic designs, and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in conceptualizing a study using different methods. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

Attributes: TGNU ZRES

Restrictions: Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

GNUR-721 Clinical Practice Devel (3)

In this third clinical course, models of advanced clinical practice will be reviewed. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, models of quality improvement and leadership and other intervening variables that affect environments of care. Students will have the opportunity to design and develop an analytical nursing practice environmental

project that pertains to their clinical interests. Students should be actively involved in the implementation of their CSP project (including data collection). A final poster including proposed data analysis, findings/discussion and conclusions/recommendations will be presented.

Graded S/U

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-713 C

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-723 Health Policy Implement (3)

This course analyzes current major U.S. health policy issues and the critical processes and forces that shape them. The health policy issues addressed include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on healthcare, managed care development and regulation, state and federal healthcare reform, and others. In addition, this course will examine international healthcare public policy issues affecting American healthcare policy and advanced practice nursing. Legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, educational and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, public agencies and professional organizations will be covered. Advanced nursing practice issues in a local, regional, state, federal, and global context of public policy influence, formulation, and sustenance will be discussed.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-725 Improve Health Populations (3)

This course will examine the relationship between clinical practice environments and populations of care. Using population-based strategies for health improvement, the student will design and implement clinical projects to effect change. Using theories of public health and community health, students will apply strategies to selected populations. Diversity, access, and socioeconomic factors of specific populations will be discussed.

Attributes: TGNU ZCLX ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-732 International Nursing (3)

This course provides an opportunity to learn about the culture, advanced nursing practice, and healthcare of other countries. International healthcare delivery models will be examined. Biostatistical and epidemiological global indicators of health and illness will be assessed.

Comparisons of developed and developing countries in regard to health and illness will be reviewed. The student explores the concepts and applications of transcultural nursing and cultural competency. The evolution of advanced practice nursing throughout the world will be examined through international nursing organizations, journals, and interactions with foreign nurses. With additional credit, the student may elect to analyze, practice in, and study a particular nursing system in a foreign country.

Attributes: TGNU ZRES ZTRA

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-734 The Nurse Educator (3)

This course provides the student with an overview of the faculty role in higher education or clinical practice. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. An overview of educational strategies examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels are reviewed. Students study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU ZRES

Restrictions: Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

GNUR-736 Ad Pharm & Dx (3)

This course is designed to support the student learning in targeted advanced practice roles and practice areas. This focus is on the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common path physiological states and advanced diagnostics support for specific areas. Students will have the opportunity to develop expertise in a specialized area by developing case studies and in-depth simulated rounds with patients within a specific population.

Attributes: ZRES

Restrictions: Including: -Major: Nursing Practice

GNUR-738 Health Law for Health Prof (3)

This course concerns the intersection of the concepts of public and personal health and the role of government and the judiciary, through law, in influencing, shaping and directing the health of the people of the United States. The course focuses on general principles relating to health law, traces the history of the development of health law and role of the federal and state governments in promoting a healthy nation.

Attributes: TGNU ZRES

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-740 Advanced Tech Clinical Mgt (3)

This course includes an exploration of the advanced practice nurse's role in healthcare planning using current technologies and information systems. Healthcare informatics on the local, state, and federal levels will be explored. Ethical dimensions of informatics and the access to patient information will be discussed. The application of computer technology in healthcare and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Application of devices, software, and integration in clinical practice will be reviewed. Graded S/U.

Attributes: TGNU ZCLX ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-741 Clinical Scholarship Cap (6)

Students will undertake a clinical scholarship project as part of their capstone course in the doctor of nursing practice program. The capstone project will include needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The capstone project will be developed in consultation with the student's capstone project committee.

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 S AND GNUR-715 C AND GNUR-721 S AND GNUR-723 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

GNUR-744 Grantsmanship/Health Profs (3)

Grantsmanship is a skill necessary for health professionals in education, practice and research. This course is designed for those who have little or no experience in grantsmanship. This course reviews the various techniques, processes, and procedures required in several venues of grant writing, contract submission, projects and gift giving. Funding agencies and organizations often encourage new ideas, solutions to new and old problems including unexpected problems and needs through the means of grants, contracts, demonstration projects and gifts. This course will identify potential funding sources and agencies, review specific requirements related to funding priorities of organizations, and offer practice in the various elements of grant writing.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice

GNUR-751 Advanced CI Practicum (3)

This course is designed for the Post-Baccalaureate DNP student. The course follows the completion of all nurse practitioner or clinical nurse specialist clinical courses. The course supports the ongoing clinical learning and practice of the Post-Baccalaureate DNP student as she/he completes the program. The course offers the opportunity to practice nurse practitioner or clinical nurse specialist skills in preparation for the professional role of advanced and expert practice. The student will integrate concepts and theories of advanced practice into continuing clinical practice. The student will have the opportunity to practice alongside seasoned doctorally prepared nurse practitioners or clinical nurse specialists. In addition, the student will continue to prepare for national nurse practitioner or clinical nurse specialist board certification. Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-682 C OR GNUR-688 C

GNUR-796 Independent Study (1 TO 4)

An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

Attributes: TGNU ZRES

Pre-requisites: GNUR-701 C AND GNUR-715 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice

Master of Science in Mental Health Counseling (M.S.)

Overview

Dr. Rachel Jordan, *Chair*

Mission

Building on the mission of St. John Fisher College, the mental health counseling program's mission is to deliver personalized instruction to a diverse student body regarding essential counseling knowledge and skills, as well as to facilitate the development and enhancement of personal qualities and characteristics necessary to become an outstanding professional mental health counselor.

Program Overview

The mental health counseling program at St. John Fisher College educates students to provide therapeutic mental health interventions in the community. The program prepares students for work in community agencies, clinics, hospitals, managed behavioral health care organizations,

outpatient mental health programs, residential treatment and rehabilitation settings, employee assistance programs, substance abuse treatment programs, colleges, and private practice. The program is designed to emphasize the strengths of individuals and families in order to facilitate recovery and resilience when faced with emotional, mental, or physical challenges. Students will develop a strong understanding of the psychological foundations of mental health and the related developmental issues. Diagnostic assessment, including both its strengths and limitations, is emphasized. The program offers two courses of study: one leads to a Master of Science (M.S.) in Mental Health Counseling; the other leads to a Certificate of Advanced Study (CAS) in Mental Health Counseling.

In accordance with standards recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and New York state requirements for licensure as a mental health counselor, the Master of Science (M.S.) curriculum focuses upon counseling areas such as professional identity, social and cultural diversity, human growth and development, helping relationships, career development, group work, assessment, research, program evaluation, and evidence-based intervention skills used in the practice of mental health counseling. Student learning is facilitated through a variety of teaching methodologies, including class discussions, role-playing, small-group work, case-study analysis, community integration activities, and classroom simulations. Students also have the opportunity to apply this knowledge in supervised clinical settings. The Certificate of Advanced Study curriculum is intended to build on the educational foundation of candidates who already possess a master's degree in counseling or a related field, and employs similar methods of training to help students meet the full educational requirements for licensure as mental health counselors in New York state.

Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements, the following are also required.

Master of Science Degree Program

References from individuals acquainted with the applicant's abilities.

A satisfactory interview with the Admissions Committee of the program. The main goal of the interview process is to determine the suitability of the candidate for the field of mental health counseling and for the specific program at St. John Fisher College.

Certificate of Advanced Study Program

An earned master's degree, or higher, in counseling or a related field from a regionally accredited college or university with a minimum GPA of 3.00 (evidenced by an official transcript from the master's-granting institution).

Completion of master's-level academic course work that includes: human growth and development; social and cultural foundations of counseling; counseling theory and practice; group dynamics; assessment and appraisal of individuals, couples and groups; research and program evaluation; and lifestyle and career development; and clinical instruction in the form

of a supervised practicum or fieldwork experience in a counseling setting as part of their graduate program.

Work experience in the field of counseling (evidenced by a current resume).

References from two individuals acquainted with the applicant's professional and/or academic abilities.

A satisfactory interview with the Admissions Committee of the mental health counseling program. (The main goal of the interview process is to determine the suitability of the candidate for advanced study to include a thorough review of the person's prior master's level course work, relevant counseling experiences and professional goals).

For more information regarding application and admission to the mental health counseling program, please contact the Office of Transfer and Graduate Admissions at **(585) 385-8064** or by email at grad@sjfc.edu.

For specific questions regarding the Master of Science or the Certificate of Advanced Study in Mental Health Counseling, please contact Dr. Rachel Jordan at rjordan@sjfc.edu or **(585) 899-3858**.

About the Program

Program Structure

For the Master of Science Degree

Students matriculating in the program leading to a M.S. degree may take courses on a full-time or part-time basis (see recommended sequence of courses). The program begins in the fall semester only. Students are required to complete 60 credit hours: 48 credits of coursework and 12 credits of fieldwork. The 60-credit program includes a supervised practicum experience with a minimum of 100 clock hours (3 credits) and a supervised internship with a minimum of 600 clock hours (9 credits). This application of counseling skills in community sites will allow students the opportunity to grow into effective mental health counselors while being supervised by experienced mental health practitioners.

As most placement sites provide services to clients during regular weekday business hours, it is important for students to plan ahead for the time commitment that is required to complete the practicum and internship. It is generally not possible to complete these critical program components in the evening or on weekends. The typical internship requires 16 hours per week at the agency site. Each field experience entails working in approved clinical sites under the direction of qualified site supervisors and faculty instructors. Readiness for placement in a clinical setting is based on a student's satisfactory completion of prerequisite academic courses (minimum GPA of 3.00) and the determination by faculty that the student demonstrates personal qualities that are widely accepted in the counseling profession as the foundation of effective counseling. These qualities include, but are not limited to, flexibility, respectfulness, receptivity to feedback, capacity to listen, appropriate self-disclosure, organization, reliability, commitment to excellence and

wellness, and professional integrity. They are measurable and observable in the attitudes and behaviors demonstrated by students in written assignments, classroom discussions, peer group projects, role-plays, and interactions with faculty, staff, and other students.

In the semester prior to anticipated placement in a clinical setting, faculty members familiar with the student will evaluate her or his performance on these qualities. Students who meet the criteria will be recommended for placement. Students who demonstrate evidence of deficiencies will have the opportunity to develop and implement a plan, with the aid and support of faculty, to demonstrate improvement. Students who fail to improve will not be allowed to continue in the program but will be encouraged to consult with their faculty advisor regarding alternative educational, training, or employment activities.

For the Certificate of Advanced Study

Students matriculating in the CAS program follow a part-time schedule (see recommended sequence of courses) and begin in the fall semester only. Because they will have already completed academic and fieldwork courses in counseling at the master's level, the program is designed to build on that foundation by providing instruction in content areas that are specific to the practice of mental health counseling. The basic program entails a total of 18 credit hours: 12 credits of coursework and 6 credits of supervised internship that require a minimum of 600 clock hours providing mental health counseling services in an approved clinical setting under supervision. Students in the CAS attend classes with students in the master's cohort. Similar to the master's-level students, CAS students need to plan ahead to be able to complete their internship requirement at agencies that typically operate during regular weekday business hours. It is generally not possible to complete all hours in the evening or on weekends. The typical internship requires 20 hours per week at the agency site.

Because the certificate program is intended to prepare students to meet the full educational requirements for licensure as a mental health counselor in New York state, a critical part of the evaluation and admission process is a thorough review of all master's-level coursework previously taken for the purpose of determining if the applicant has successfully completed coursework in the content areas described in the admission requirements. Applicants who lack the specified requirements, may be admitted with the expectation that they successfully complete ("B" grade or better) coursework that addresses these requirements in addition to the requirements in the CAS curriculum. In the event that the applicant has completed one or more courses included in the CAS curriculum, including having satisfied part or all the internship requirement, these courses will not need to be repeated unless the applicant earned less than a "B" grade (academic courses) or "Satisfactory" grade (internship courses). If the Admissions Committee, working under the direction of the program director, cannot determine whether an applicant meets all of the admission requirements as outlined and/or has successfully completed one or more course that is required in the CAS curriculum, the applicant will be advised to submit relevant information to the Office of Professions of the New York State Education Department requesting a formal determination. The resultant determination will be used in establishing a course of studies for the student if he/she meets the other requirements for admission. However, a student will be required to successfully complete a minimum of 15 credit hours in the St. John Fisher College program to

be granted the Certificate of Advanced Study. Therefore, if needed, students may select courses from the 60-hour Master of Science in Mental Health Counseling program that are not equivalent to courses already taken in their master's program in order to satisfy the 15 credit hour minimum.

Knowledge and Skills

The content areas of knowledge and skill are based on CACREP standards and New York State requirements for licensure as a mental health counselor. We also value, and demonstrate through our pedagogy, these knowledge and skill areas:

- Self-knowledge.
- Clarity of written and oral communication.
- A balance of theory and practice.
- The demonstrated ability to apply knowledge to practice.
- Both the knowledge and use of empirically supported treatment modalities.

Personal Qualities and Characteristics

The mental health counseling program further seeks to facilitate the development and enhancement of personal qualities and characteristics in students which create a foundation for the successful practice of counseling:

- Flexibility and adaptability.
- Respectfulness of others including diverse populations.
- Receptivity to feedback.
- Capacity to listen and attend.
- Appropriate self-disclosure.
- Clarity of communication.
- Capacity for organization.
- Reliability and follow-through.
- Genuineness.
- Empathy, warmth, and caring.
- Confidence balanced with humility.
- Commitment to excellence.
- Professional integrity.
- Ability to balance multiple life expectations and commitment to wellness.
- Sense of humor.

There are numerous specialty areas in the profession of mental health counseling. At the present time, the mental health counseling program at St. John Fisher College has developed a focus on the treatment of adults and children in a variety of community and behavioral health settings. Other elective areas are under consideration.

Professional Standards

The M.S program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, CACREP does not accredit non-degree programs such as certificate programs that are designed to for students seeking to satisfy a state's licensing requirements. In providing counselor training opportunities to all of its students the mental health counseling program adheres to the professional standards and ethical guidelines of the American Counseling Association, the American Mental Health Counseling Association, and the National Board for Certified Counselors. Both the M.S. and CAS are also registered with the New York State Education Department, Office of Higher Education. Rules of the Board of Regents, such as those defining good moral character and unprofessional conduct, are followed. Thus, decisions about admissions and continued enrollment in this program are consistent with CACREP standards, the ethical guidelines of the profession, the laws of New York state, and the policies of St. John Fisher College.

Professional standards, state rules, and ethical guidelines acknowledge counselors' responsibility to society and are mechanisms for accountability. Personal or professional conduct that is inconsistent with these standards, rules, and ethical guidelines, as well as with those cited in the Student Code of Conduct, may prohibit an applicant from-being admitted into the mental health counseling program. Students enrolled in the mental health counseling program are expected to exhibit personal and professional conduct that is consistent with these standards, rules, ethical guidelines, and/or policies of St. John Fisher College both in the college setting and while working in practicum and internship sites. Students found to be in violation of these standards, rules, or guidelines will face appropriate action, which may include dismissal from the program and/or College.

Learning Outcomes

Learning Objectives

Upon graduation, the successful student in the mental health counseling program will be able to:

- Demonstrate professional skills and personal qualities required for working as an effective counselor in an interdisciplinary mental health setting.

- Demonstrate a variety of differential diagnostic assessment skills consistent with the most current diagnostic manual.

- Demonstrate the ability to use a diverse range of evidence-based intervention strategies.

- Develop appropriate intervention plans based upon knowledge of culturally relevant variables in client care, including ethnicity, religion, socioeconomic levels, gender, sexual orientation, and disability status.

- Demonstrate professional behavior consistent with ethical guidelines of Mental Health Counseling professional organizations and regulatory agencies.

Program Requirements

M.S. in Mental Health Counseling

It is recommended that you have completed undergraduate courses in abnormal psychology, developmental psychology, research methods, theories of personality, statistics, and tests and measurement.

Requirements

The number of credits for each course is designated in parentheses after the course title.

- GMHC 500 - Mental Health Counseling as a Profession (3)
- GMHC 510 - Counseling Theories and Strategies (3)
- GMHC 515 - Social and Cultural Diversity (3)
- GMHC 520 - Assessment in Counseling (3)
- GMHC 525 - Psychopathology and Differential Diagnosis (3)
- GMHC 530 - Treatment Planning and Intervention (3)
- GMHC 540 - Group Theory and Process (3)
- GMHC 550 - Counseling Practicum (3)
- GMHC 575 - Research and Program Evaluation (3)
- GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)
- GMHC 590 - Assessment & Intervention of Childhood & Adolescent Disorders (3)
- GMHC 600 - Family and Partner Counseling (3)
- GMHC 603 - Human Development in Counseling (3)
- GMHC 610 - Adult Lifestyle and Career Counseling (3)
- GMHC 620 - Crisis and Trauma Counseling (3)
- GMHC 630 - Substance Use Counseling (3)
- GMHC 650 - Counseling Internship (9)
- GMHC XXX (3)

Total: 60 credits

Student Outcomes

[Program Evaluation Report \[pdf\]](#) - September 2015

[Vital Statistics Survey \[pdf\]](#) - September 2017

Certificate of Advanced Study

The basic program for the Certificate of Advanced Study entails a total of 18 credit hours: 12 credits of coursework and 6 credits of supervised internship that require a minimum of 600 clock hours providing mental health counseling services in an approved clinical setting under supervision.

Requirements

The number of credits for each course is designated in parentheses after the course title.

GMHC 500 - Mental Health Counseling as a Profession (3)

GMHC 525 - Psychopathology and Differential Diagnosis (3)

GMHC 530 - Treatment Planning and Intervention (3)

GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)

GMHC 650 - Counseling Internship (6)

Total: 18 credits

[Gainful Employment Information for Certificate of Advanced Study](#)

Recommended Progression

Recommended Progression for Full-time Students

YEAR 1

Fall

GMHC 500 - Mental Health Counseling as a Profession (3)

GMHC 510 - Counseling Theories and Strategies (3)

GMHC 520 - Assessment in Counseling (3)

GMHC 525 - Psychopathology and Differential Diagnosis (3)

Spring

GMHC 515 - Social and Cultural Diversity (3)

GMHC 530 - Treatment Planning and Intervention (3)

GMHC 540 - Group Theory and Process (3)

Choose **ONE**:

○ GMHC 590 - Assessment & Intervention of Childhood & Adolescent Disorders (3)

○ GMHC 630 - Substance Use (3)

Summer

GMHC 550 - Counseling Practicum (3)

GMHC 603 - Human Development in Counseling (3)

Total: 30 credits

YEAR 2

Fall

GMHC 575 - Research and Program Evaluation (3)

GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)

GMHC 620 - Crisis and Trauma Counseling (3)

GMHC 650 - Counseling Internship (3)

Spring

GMHC 600 - Family and Partner Counseling (3)

GMHC 610 - Adult Lifestyle and Career Counseling (3)

GMHC 650 - Counseling Internship (3)

Choose **ONE**:

- GMHC 590 - Assessment & Intervention of Childhood & Adolescent Disorders (3)
- GMHC 630 - Substance Use (3)

Summer

GMHC 6XX - Elective (3)

GMHC 650 - Counseling Internship (3)

Total: 30 credits

Courses are subject to change.

Recommended Progression for Part-time Students

YEAR 1

Fall

GMHC 500 - Mental Health Counseling as a Profession (3)

GMHC 510 - Counseling Theories and Strategies (3)

Spring

GMHC 515 - Social and Cultural Diversity (3)

GMHC 540 - Group Theory and Process (3)

Summer

GMHC 603 - Human Development in Counseling (3)

GMHC 620 - Crisis and Trauma Counseling (3)

Total: 18 credits

YEAR 2

Fall

GMHC 520 - Assessment in Counseling (3)

GMHC 525 - Psychopathology and Differential Diagnosis (3)

Spring

GMHC 530 - Treatment Planning and Intervention (3)

Choose **ONE**:

- GMHC 590 - Assessment & Intervention of Childhood & Adolescent Disorders (3)
- GMHC 630 - Substance Use (3)

Summer

GMHC 550 - Counseling Practicum (3)

GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)

Total: 18 credits

YEAR 3

Fall

GMHC 575 - Research and Program Evaluation (3)

GMHC 600 - Family and Partner Counseling (3)

GMHC 650 - Counseling Internship (3)

Spring

GMHC 610 - Adult Lifestyle and Career Counseling (3)

GMHC 650 - Counseling Internship (3)

Choose **ONE**:

- GMHC 590 - Assessment & Intervention of Childhood & Adolescent Disorders (3)
- GMHC 630 - Substance Use (3)

Summer

GMHC 6XX - Elective (3)
GMHC 650 - Counseling Internship (3)

Total: 24 credits

Courses are subject to change.

Recommended Progression for Certificate of Advanced Study

Part-time only

Fall

GMHC 500 - Mental Health Counseling as a Profession (3)
GMHC 525 - Psychopathology and Differential Diagnosis (3)

Spring

GMHC 530 - Treatment Planning and Intervention (3)
GMHC 650 - Counseling Internship (3)

Summer

GMHC 585 - Biological Foundations of Behavior and Psychopharmacological Interventions (3)
GMHC 650 - Counseling Internship (3)

Total: 18 credits

Courses are subject to change.

Master of Science in Mental Health Counseling (M.S.) Courses

GMHC-500 Mental Health Counseling (3)

This course examines the historical movement and professional evolution of the mental health counseling profession, including requirements for licensure. Because effective practitioners must maintain currency in the daily implementation of their skills, the course also explores both contemporary and continuing issues such as ethics, legalities, personal values, consultation and accountability. Included in the course will be lectures, videotapes, group discussions, guest speakers, and the sharing of student research projects. A mandatory training session on the identification and reporting of child abuse and neglect is included.

Attributes: TGMH ZCLX

GMHC-510 Counseling Theories (3)

This course is the first in a series of counseling courses that are intended to lead to a successful placement and experience in an internship site. This course focuses on an introduction to counseling theories and strategies from a variety of theoretical perspectives. The main focus will be on facilitating the new student's awareness of the different evidence-based intervention strategies. Emphasis will be on developing strategies that match the client's needs and are consistent with the therapist's style.

Attributes: TGMH

GMHC-515 Social Cultural Diversity (3)

This course focuses on the process of counseling, with a primary emphasis on the development of cultural self-awareness, knowledge, and skills regarding working with clients from diverse backgrounds in order to become a culturally responsive therapist. The American Counseling Association's multicultural competencies for counselors will be used as part of this course.

Formerly titled: Process of Counseling

Attributes: TGMH ZEXL

Pre-requisites: GMHC-510 C

GMHC-520 Assessment in Counseling (3)

This course reviews the basic assessment procedures and tests used in assessment by mental health counselors. Students will learn how to select, evaluate, and interpret scores on tests of cognitive ability, memory, individual and academic achievement, personality, and social and emotional functioning. In addition, students will learn to administer tests commonly used in the practice of mental health counseling. An introduction to issues and strategies for behavioral assessment, suicide and lethality assessment, psychosocial assessment, and mental status exam through interviewing strategies and practice will also be covered, with emphasis on integrating a variety of assessment tools and culminating in oral and written reports.

Additional fees apply.

Attributes: TGMH ZEXL

GMHC-525 Psychopathology&Diagnosis (3)

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders. These strategies will

help students develop skills in differential diagnosis for use in treatment planning. Advanced awareness of the DSM-V and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

Attributes: TGMH

Restrictions: Including: -Program: Cert: Mental Health Counseling, MS Mental Health Counseling

GMHC-530 Treatment Plan&Interventn (3)

This course integrates assessment and diagnosis of psychological disorders with the development of appropriate treatment plans and interventions to facilitate therapeutic changes in clients. Students will be introduced to several research-based (evidence-based) treatment strategies to treat commonly encountered psychological disorders in settings where mental health counselors work. The course will focus on: (1) integrating evidence-based practices with a relational/humanistic orientation to the client change process; (2) practicing interview methods to identify symptoms (cognitive, emotional, and behavioral) for change, while being sensitive to multicultural differences; (3) identifying appropriate goals, objectives, and specific treatment methods that are consistent with evidence-based practices; (4) describing and demonstrating, as appropriate, the protocols that are used to treat individuals with different diagnoses; and (5) learning about the elements of formal treatment plans and how to review them for efficacy and make relevant changes in response to emerging client needs.

Attributes: TGMH ZCLX

Pre-requisites: GMHC-500 C AND GMHC-510 C AND GMHC-520 C AND GMHC-525 C

GMHC-540 Group Therapy & Process (3)

This course is a review of current theory and research on group counseling and the application of these concepts to real-life groups. In this course, students will analyze behavior as applied to group dynamics. Among the topics covered are group formation, cohesion, conformity and influence, leadership, group performance, decision-making, conflict, and groups as agents of change. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative situations is emphasized. Additionally, each student is required to integrate theories of group process with practices of group counseling in an experiential format. A wide variety of techniques and skills used in group therapy will be introduced.

Attributes: TGMH

Pre-requisites: GMHC-510 C

Restrictions: Including: -Major: Mental Health Counseling

GMHC-550 Counseling Practicum (3)

This course is the first opportunity for students to apply their skills in a mental health setting

by providing counseling services to clients under the supervision of a faculty instructor and a site supervisor. The settings offered for practicum will be based on the needs and interests of students and the availability of qualified supervisors. The student will spend 100 clock hours during the semester on-site. It is expected that a minimum of 40 hours will be spent providing direct clinical service in both individual and group counseling sessions. Students will receive at least one hour of weekly individual supervision from a faculty instructor and 1.5 hours of group supervision per week from program faculty. The supervised counseling sessions will facilitate each student's personal and professional growth. Feedback from the site supervisor and the faculty member will help students to identify strengths and areas needing improvement that will be further developed in their internship. Graded S/U.

Attributes: TGMH ZCIV

Pre-requisites: GMHC-515 C AND GMHC-530 C AND GMHC-535 C AND GMHC-536 S

GMHC-570 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Mental Health Counseling students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Restrictions: Including: -Major: Mental Health Counseling

GMHC-575 Research & Prog Eval (3)

This is a hands-on applied research methods course. The purpose of this course is to provide the student with the skills to understand the research process and techniques and to evaluate a program. During this course, students gain in-depth knowledge of evaluation by (a) first reading about it and then (b) conducting their own research/evaluations. Each student will participate in an evaluation project. The goal is to facilitate students' progression from educated researcher to beginning evaluator.

Attributes: TGMH ZCIV

GMHC-585 Psychopharm Intervention (3)

This course provides an overview of the central nervous system, neural communication, the neurobiology of mental disorders, basic principles of pharmacology, and the pharmacotherapy of mental disorders. Students will learn the use and side effects of the major classes of psychotropic medications and how to combine them with psychosocial

interventions. Related topics include herbals and supplements, other somatic treatments, consideration of gender-specific issues in psychopharmacology, and an understanding of basic lab abnormalities. Students will develop a knowledge base and practical skills that will facilitate collaboration with prescribers and other professionals in a multidisciplinary team setting in order to promote the health and recovery of their clients.

Attributes: TGMH

Pre-requisites: GMHC-525 Y C

GMHC-590 Child & Adol Disorders (3)

This course will review advanced assessment and treatment processes used by mental health counselors who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a psychological report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

Attributes: TGMH ZCLX

Pre-requisites: GPSY-603 C OR GMHC-603 C

Restrictions: Including: -Program: Cert: Mental Health Counseling, MS Mental Health Counseling

GMHC-600 Family&Partner Counseling (3)

This course will introduce students to the history and evolution of the field of family therapy and the various traditional and contemporary models of family therapy used by family and couples counselors. Integrative and evidence-based strategies designed to help families and couples facilitate resolution of their challenges will be presented using a variety of methods, including live demonstration, case study and video analysis. In addition, students will be able to explore a variety of contemporary topics in family therapy, including divorce, cultural issues, substance abuse, and pertinent ethical and professional issues relevant to the practice of family and partner counseling.

Attributes: TGMH ZEXL

Pre-requisites: GMHC-510 C

GMHC-603 Human Dev in Counseling (3)

This course presents an overview of human growth and development based upon a lifespan approach that provides an understanding of the nature and needs of individuals at all developmental levels, from infancy through advanced age. Emphasis is placed upon using developmental theory as a means for understanding the counseling process.

Attributes: TGMH ZRES

GMHC-605 Human Sexuality/Counseling (3)

Knowledge of normal sexual development and sexual dysfunctions are important for the professional mental health counselor. This course will cover sociocultural foundations of the study of sexuality, basic anatomy and physiology, major sexual dysfunctions and disorders, diagnosis and treatment, and the counselor's role.

Attributes: TGMH ZCLX

Pre-requisites: GMHC-510 C

GMHC-610 Adult Career Counseling (3)

This course is designed to focus upon adult development including career choices and family dynamics. The role of work in people's lives often creates challenges in terms of living arrangements and family systems. Students will explore the issues in counseling adults with challenges related to the work setting. Students will learn to identify and use assessment strategies related to career choice, apply counseling theories to issues revolving around careers, and facilitate clients' goals and choice of appropriate career pathways.

Additional fees apply.

Attributes: TGMH ZCLX

Pre-requisites: GMHC-510 C

GMHC-615 Counseling the Older Adult (3)

Students will gain knowledge of the needs of older adults for mental health services and of ways to work successfully with them utilizing basic competencies in gerontological counseling. Students will explore issues faced by older adults and their families and will learn to apply fundamental counseling strategies to this population. We will analyze the lives of older adults within frameworks of social institutions and race, class, and gender. Through practice with older adults, students will have the opportunity to learn by doing.

Attributes: TGMH

Pre-requisites: GMHC-510 C

GMHC-620 Crisis & Trauma Counseling (3)

This course is designed to help students acquire an understanding of the theory and practice of counseling individuals in a crisis and/or intervening to address sequelae of traumatic experiences. Models of crisis assessment and intervention will be presented with emphasis on a developmental-ecological approach. Core counseling skills that are critical to an effective response to crises will be reviewed along with evaluation of an individual's response in terms of diagnostic criteria for relevant mental disorders. Suicide and homicide

assessment and intervention will be covered in detail. Crisis assessment and intervention will be guided by examining examples (scenarios) in the life of individuals who have encountered, or are currently dealing with, situations including, but not limited to, sexual assault, relationship violence, loss and bereavement, natural disasters, military combat, and terrorism.

Attributes: TGMH

Pre-requisites: GMHC-515 C

GMHC-630 Substance Use Counseling (3)

The primary goals of the course are to acquire a fundamental understanding of the biopsychosocial context of substance use disorders and to learn counseling competencies that are based in theory and are associated with positive treatment outcomes. The topics addressed include the nomenclature (language) of addiction and recovery, information about the physical effects of the major drugs of abuse, approaches to assessment and diagnosis of substance use disorders, treatment planning and models of treatment intervention that are tied to identified client needs, multicultural counseling issues, the role of the family in treatment, self-help programs, and working with special populations. A major emphasis in this course is learning about Motivational Interviewing and the application of the Transtheoretical Model of Change to substance abuse counseling. The methods that will be used to impart knowledge and acquire and practice skills include reading assignments, didactic instruction, role-play and demonstrations, video presentations, and interactions with persons in recovery and with professionals in the field.

Formerly titled: Substance Abuse Counseling

Attributes: TGMH ZCLX

Pre-requisites: GMHC-510 C AND GMHC-535 Y C AND GMHC-536 Y S

GMHC-632 ATOD Topics for Counselors (3)

This course will address key topics pertaining to the use, abuse and dependency on alcohol, tobacco and other drugs (ATOD) to promote understanding of factors that underlie prevention and treatment of addiction. It seeks to broaden the student's knowledge of historical facts about ATOD to include social, cultural and political influences on use as well as etiological models that have been advanced to explain dependence and addiction. This course will also examine topics that pertain to physical and pharmacological effects of drugs of abuse, medical diseases and conditions associated with abuse and provide an overview of approaches that are considered to be effective in screening, evaluating and treating addiction to ATOD. Finally, this course will cover approaches to family and community education and prevention to encourage wellness and increase understanding of addiction.

Attributes: TGMH

GMHC-634 Animal Assisted Psychother (3)

Animals have been aids to humans for centuries. In our modern times we have now chosen to utilize them as helpers in the psychotherapeutic process. While much of the research on animal assisted therapy is qualitative and full of personal description, researchers are now beginning to study the use of animals in a quantitative manner. Research with animals as psychotherapy assistants suggests that humans show signs of reduced stress, fear and anxiety, and increased calmness and comfort when the right animal is present. Animal assisted therapy, as a complementary therapy, has been beneficial to both children and adults in individual and group settings. This course will cover the foundations of animal assisted mental health and psychotherapy with an emphasis on equine and canine ? assisted approaches. The basic skills and knowledge necessary to incorporate animal assisted methods in your practice will be gained by participation in this course. Credit toward certification in equine assisted psychotherapy may also be possible.

Attributes: TGMH

GMHC-636 Neurology in Counseling (3)

This course will enable students to gain an understanding of how the different regions of the brain function and influence emotional states. Students will be exposed to the latest research in the neurosciences which relate to the formation neural pathways and how normally healthy pathways can get distorted in predictable ways related to specific mental disorders. The course will summarize advances in the neurosciences and how these findings can be applied to those assisting individuals with medical, mental health and/or substance use needs to inform more effective clinical interventions. Additionally, the role of motivation, attachment, trauma, parental consistency, and need fulfillment will be explored to help practitioners better understand and facilitate change on a physiological level. The goal is to share these findings in language students can understand, to clearly illustrate the interactions of the various brain mechanisms and to contrast unhealthy vs. healthy brain functioning. A biopsychosocial perspective will benefit those interested in the integration of physical health, mental health, and substance use needs to guide interventions and reduce stigma through the normalization of disorders via an increased understanding of physiology and neurology.

Attributes: TGMH

GMHC-650 Counseling Internship (3 TO 12)

The internship is the post-practicum “capstone” clinical experience of the program in which students, under the supervision of a qualified site supervisor, are expected to refine and enhance their assessment and counseling skills in the delivery of evidence-based treatment services to individuals, groups, couples, and families. The 18 credits of internship typically extend over three semesters with students spending a total of 900 clock hours in clinical settings, of which a minimum of 360 hours must be spent in providing direct service. In the typical sequence, students enroll in six credit hours of internship in a semester and spend 300 clock hours at the agency site. Individual supervision sessions conducted by the site

supervisor will occur one hour per week, and students will attend group supervision facilitated by a faculty member 1.5 hours per week throughout the internship. The internship will typically be completed in two different settings, one of which will be in the same setting as the practicum, in order to expose students to a broad range of clinical populations and mental health delivery systems. The experience will be designed in a way that students gradually gain the knowledge, skills, and confidence to work more independently so that, upon graduation, they can function autonomously within the mental health setting of their choice. Graded S/U.

Attributes: TGMH ZCIV

Pre-requisites: GMHC-550 S

GMHC-675 Thesis (3)

This elective course is designed to prepare those students who plan to continue in academic settings. Students will engage in independent research of the topic of their choice. Students will be expected to develop a research question, review the associated literature, conduct an independent investigation into the topic, and prepare a scholarly paper and oral presentation of their results. Permission of the instructor required for registration.

Attributes: TGMH ZRES

Pre-requisites: GMHC-575 C

GMHC-699 Health Integration Seminar (0)

Required seminar for GNUR and GMHC BHWET grant recipients. Open to others with approval from Grant co-PIs.

Pre-requisites: GMHC-500 C OR GNUR-520 C

Master of Science in Nursing (M.S.)

Overview

Dr. Colleen Donegan, *Chair*

Wegmans School of Nursing Graduate Program

The Wegmans School of Nursing offers five advanced practice (APRN) degree options:

The school offer the following degree programs at the Master's level:

Primary Care Family Nurse Practitioner (PCFNP), which qualifies the graduate to seek certification and employment as a family nurse practitioner.

Adult/Gerontology Clinical Nurse Specialist (AGCNS), which qualifies the graduate to seek

certification as a clinical nurse specialist in the adult/gerontology clinical specialty.
Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP), which qualifies the graduate to seek certification and employment as a nurse practitioner in this primary care specialty.
Adult/Gerontology Acute Care Nurse Practitioner (AGACNP), which qualifies the graduate to seek certification and employment as a nurse practitioner in this acute care specialty.
Psychiatric Mental Health Nurse Practitioner (PMHNP), which qualifies the graduate to seek certification and employment as psychiatric mental health nurse practitioner.

Post-master's certificates and Doctor of Nursing Practice (DNP) options are available in all five program areas noted above.

Study in any of these programs prepares students to continue on to a doctoral program of study, if that is a career goal. In addition, the Wegmans School of Nursing offers the Doctor of Nursing Practice degree program, which builds upon the master's programs.

Admission Requirements

All applicants to the graduate program are considered on an individual basis. Applicants who meet admission requirements are considered for admission to the graduate nursing program at St. John Fisher College. All completed applications are reviewed by the graduate program director and a minimum of one graduate faculty person.

In addition to the materials and credentials outlined in the general admission requirements applicants must also submit the following:

Two letters of recommendation electronically submitted by individuals who are qualified at the master's or higher level in nursing (APRNs preferred); individuals should note their highest degree with their signature. Letters of reference should attest to the applicant's academic ability, professional competency, and personal character.

Official transcript showing completion of a baccalaureate degree in nursing from a nationally accredited program and additional transcripts as indicated, including prior undergraduate and graduate course work.

Evidence of current unencumbered New York State license as a registered professional nurse.

An undergraduate GPA of 3.3 or higher is required for priority enrollment. Minimum undergraduate GPA of 3.0 is required.

Minimum of one year of current clinical experience.

Adult/Gerontology Acute Care Nurse Practitioner (AGACNP), applicants must hold current Advanced Cardiac Life Support (ACLS) Certification and have one year of current acute care clinical experience

Psychiatric Mental Health Nurse Practitioner (PMHNP) program applicants are encouraged to have clinical experience in this specialty.

Official transcript indicating successful completion of undergraduate courses in statistics, nursing research, and undergraduate health assessment (physical examination) with grades of "B" or higher.

Written personal statement (refer to online application for specific requirements).

Post-master's certificate students must present evidence (official transcript) of completion of a master's degree in nursing from a nationally accredited program.

Following admission to the graduate nursing program all students must meet clinical compliance prior to starting clinical courses.

Scholarships may be available for full- or part-time study.

For more information regarding application and admission to the nursing program, please contact the Office of Transfer and Graduate Admissions at **(585) 385-8064** or by email at grad@sjfc.edu.

For specific program information about the Master of Science in Nursing, please contact the program director, Dr. Colleen Donegan, at **(585) 899-3788** or cdonegan@sjfc.edu.

About the Program

The rapidly changing health care environment requires increased numbers of master's-prepared nurses who are equipped to effectively engage in multidisciplinary clinical practice environments that achieve high-quality measurable outcomes. A Master's degree in Advanced Practice prepares nurses with the knowledge and skills to lead change, promote health and improve access to care.

The Graduate nursing programs are based on the values of St. John Fisher College, the Wegmans School of Nursing philosophy, and the American Nurses Association Standards of Practice and Code of Ethics. The curriculum is also guided by educational recommendations from the American Association of Colleges of Nursing (AACN), the National Association of Clinical Nurse Specialists (NACNS), the National Organization of Nurse Practitioner Faculties (NONPF), ANA Scope and ANCC certification requirements. The curriculum reflects a commitment to the fundamental nature of nursing, which is professional caring for people by providing compassionate, holistic, evidence-based nursing care to diverse populations.

The faculty of the Wegmans School of Nursing is committed to working with the individual needs of the adult learner in planning a program of study that promotes personal balance while successfully completing requirements for the Master of Science in Nursing. Nursing faculty values students' diversity in perspectives, experiences, and learning styles and anticipates that students will engage in self-directed, interactive learning that is characterized by integrity, initiative, and interpersonal growth. The Master of Science in Nursing builds on the students' undergraduate education in the liberal arts, the sciences, and the discipline of nursing. The curriculum affords students the opportunity to broaden their commitment to nursing excellence through the integration of professional and personal values in their new role development.

Graduates of the master's programs are employed in roles consistent with their area of study and are highly respected for their leadership in health care. Students are well prepared for new, expanded roles through dynamic, interactive classroom experiences, laboratory, and simulation experiences as well as through precepted experiences with highly qualified nurses who are certified and practicing in specialties congruent with coursework.

In addition to core course requirements, students in the nurse practitioner programs engage in a total of 600 clinical-precepted hours; students in the clinical nurse specialist program engage in a total of 500 clinical-precepted hours of practice. The undergraduate and graduate nursing programs are currently accredited by the Commission on Collegiate Nursing Education (CCNE), an affiliate of the American Association of Colleges of Nursing.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, D.C. 20036-1120
Phone: (202) 887-8476
Website: www.aacn.nche.edu

Accelerated Opportunity: B.S. to M.S. Option

Current undergraduate nursing students at St. John Fisher College may petition to complete graduate-level coursework during their senior year of undergraduate study. This offers an accelerated approach for qualified traditional baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The accelerated options allow specific graduate-level courses to be taken and for one course to fulfill a designated undergraduate requirement. This shortens graduate degree requirements without compromising didactic and clinical learning experiences in the undergraduate program. Students may take advantage of one or both accelerated options.

Note: *Approval to take graduate courses **does not guarantee** admission to the M.S. programs. Students who wish to continue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of Transfer and Graduate Admissions for more information.*

Students beginning their study of nursing at St. John Fisher College follow the curriculum of the traditional nursing B.S. program. They may petition to take courses in the graduate program after all 300-level undergraduate courses have been completed with a GPA in nursing of 3.30 or higher. Students interested in an accelerated option should consult with their advisors and the graduate program director during their junior year at St. John Fisher College for more information and to obtain the appropriate registration paperwork. Approved traditional baccalaureate students may pursue one or both of the following options:

First Semester Senior Year (S1)

Choose ONE of:

- GNUR 505 - Family Health for APN's
- GNUR 506 - Population Health & Epidemiology (2)
- GNUR 507 - Health Policy (2)
- GNUR 508 - Healthcare Delivery Systems (2)

–AND/OR–

Second Semester Senior Year (S2)

GNUR 509 - Professional and Systems Leadership (3) *–in place of–*
NURS 446 - Nursing Leadership & Patient-Centered Care III, and lab (3)

Enrollment Status

During the first semester of the senior year, students take one of the following courses: GNUR 505, 506, 507, or 508 along with their other required undergraduate nursing courses. This course is posted as graduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program.

GNUR 509 - Professional and Systems Leadership (3) is taken during the second semester of the senior year. Students who successfully complete GNUR 509 will not take NURS 446 - Nursing Leadership and Patient-Centered Care III and lab (3). The graduate course is posted as undergraduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program. The graduate course is added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

The application of these GNUR fast track courses for graduate credit may be affected by curriculum changes in the graduate program in the future.

Accelerated Opportunity: RN to BS to M.S. Option

Current St. John Fisher College RN to BS Online students may petition to complete graduate-level coursework during their undergraduate study. This offers an accelerated approach to R.N. baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The fast track options allow specific graduate-level courses to fulfill designated undergraduate requirements. This shortens graduate degree requirements without compromising didactic and clinical learning experience. Students may take advantage of one or both accelerated options.

Note: Approval to take graduate courses **does not guarantee** admission to the M.S. programs. Students who wish to pursue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of Transfer and Graduate Admissions for more information.

Students follow the curriculum of the RN to BS Online program and substitute two graduate courses for undergraduate nursing courses. Students with a Nursing GPA of 3.30 or higher may petition to take graduate courses after completing four undergraduate RN to BS courses, by submitting the Petition for Graduate Courses form. Students interested in the fast track options should consult with their academic advisors and the graduate program director as early as possible during their studies at St. John Fisher College. Approved students may pursue one or both of the following options:

GNUR 507 - Health Policy (2) **–and–** GNUR 508 - Healthcare Delivery Systems (2)*

in place of NURS 458 - Contemporary Professional Issues (4)

–AND/OR–

GNUR 543 - Advanced Pathophysiology (3)

in place of NURS 459 - Capstone Professional Portfolio (3)

**If only one of these 2-credit courses is successfully completed, the student will be required to take NURS 458 - Contemporary Professional Issues, and the graduate course will not be posted as undergraduate credit on the student's academic record. The completed graduate course will be added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.*

Enrollment Status

GNUR 507 - Health Policy (2) and GNUR - 508 Healthcare Delivery Systems (2) (when both are completed) and GNUR 543 - Advanced Pathophysiology (3) are posted as undergraduate credit on the student's academic record, and there is no additional charge for these courses for students in the undergraduate RN to BS Online nursing program. The graduate courses are added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

The application of these GNUR fast track courses for graduate credit may be affected by curriculum changes in the graduate program in the future.

Progression Policy

Course Progression

Graduate students are required to maintain an overall GPA of 3.0 (B) in their program of study for progression

Graduate students must achieve a grade of B (84-86) or higher in the following scholarship core courses (GNUR 503 and GNUR 504), all direct care courses (GNUR 543, GNUR 570, GNUR 571) and all clinical core courses specific to the student's program of study. If a student does not achieve a grade of B on the first attempt, the student may re-take the course once. If the student does not achieve a grade of B or higher on the second attempt, the student will not be allowed to progress and will be dismissed from the program.

The required B grade in direct care courses and clinical core courses includes the requirement of achieving a test average of 80% or greater on tests included in the courses. If a student receives a test average of less than 80% in any direct care or clinical core course and an earned course grade of B (84 %) or higher, the student will receive a grade of **B-** for the course. If a student receives a course grade less than B (84%), the student will receive the earned grade for the course regardless of test average.

Failing two graduate courses (GNUR or GMHC for PMHNP), or one graduate course twice will result in dismissal from the graduate nursing program (a grade of "U" or a grade less

than a “B” in courses noted above is equivalent to a course failure).

Clinical Seminar Progression

Clinical Seminars are graded Satisfactory or Unsatisfactory (S/U). For clinical seminar courses, students must earn a satisfactory grade (S) based on clinical preceptor and faculty site visitor evaluations in order to be successful in the course.

A grade of “S” in the clinical seminar courses reflects the successful demonstration of APRN competencies noted on clinical evaluation tool and is required in order to progress in the nursing curriculum. A grade of “U” or unsatisfactory is considered a failure in the course. If a student does not achieve a grade of “S” on the first attempt, the student may re-take the course **once to achieve an “S”** (refer to progression policy in the student handbook for updates).

Clinical Learning Experiences

The graduate student completes all clinical courses as precepted practicum experiences. The NP programs have a total of 600 clinical hours; the CNS program has a total of 500 clinical hours. Due to the demand for preceptors, the Wegmans School of Nursing cannot permit students to take more than one clinical course/semester. It is the policy of the graduate nursing program that the student’s clinical learning experiences are separate and apart from his or her position of employment. Precepted clinical experiences are in a wide variety of health care agencies. Students are required to sign a formal attestation form that communicates their understanding of the clinical placement process.

In each clinical course, students must be rated as “competent” by the clinical preceptor and faculty site visitor in order to successfully complete the course. Failure to be rated “competent” at the final clinical evaluation will result in a grade of “U” (Unsatisfactory) for the course. Clinical failure can be due to unsatisfactory professional behavior or lack of clinical competence.

Note: *At least 50 percent of the clinical hours for primary care program students must be in primary care settings.*

*Refer to the Wegmans School of Nursing Handbook for all policies and procedures.

Learning Outcomes

Upon completion of the Master of Science in Nursing programs, graduates are prepared to do the following:

- Synthesize knowledge from nursing and related disciplines to design, implement, and evaluate health services, educational offerings, program resources, and research
- Engage in multidisciplinary communication to facilitate intervention systems, scientific inquiry, education, and collaboration/negotiation that will positively influence health care outcomes

Provide and advocate for compassionate, high-quality, cost-effective, holistic nursing care in diverse settings within communities and health systems

Use evidence-based intervention and educational strategies to promote, maintain, and restore health, or provide end-of-life care

Integrate into role implementation the legal principles and professional and ethical values essential to nursing

Serve as a leader in advancing health care by promoting expert nursing practice and education through collegial relationships

Promote practice and education models that are respectful of diversity and pluralism, and are based on knowledge of the policies and political issues that influence outcomes of care

Develop a personal practice model that incorporates a commitment to lifelong learning and the advancement of the art and science of nursing

Engage in the development of contemporary nursing strategies and models that reflect emerging nursing practice

Program Requirements

M.S. in Nursing

The Master of Science in Nursing offers five areas of study/practice/role development. All students are required to complete a minimum of 21 credit hours of scholarship core coursework, including one capstone option and 9 credits of direct care core coursework. Clinical core course credits vary based on program of study. Master's-level courses are offered weekday evenings, and the majority of clinical hours are completed on weekdays.

Requirements

The number of credits for each course is designated in parentheses after the course title. For courses with a precepted clinical component, the number of hours required is also designated in parentheses.

Scholarship Core Courses - *21 credits*

GNUR 503 - Foundations in Nursing Research (3)

GNUR 504 - Evidenced-based Research in Nursing (3)

GNUR 505 - Family Health for Advance Practice Nurses (2)

GNUR 506 - Population Health and Epidemiology (2)

GNUR 507 - Health Policy (2)

GNUR 508 - Healthcare Delivery Systems (2)

GNUR 509 - Professional & Systems Leadership (3)

Choose **ONE** of:

○ GNUR 558/559 - Capstone I and II (4)

○ GNUR 694/695 - Comprehensive Exam I and II (4)

Direct Core Courses - 9 credits

- GNUR 543 - Advanced Pathophysiology (3)
- GNUR 570 - Pharmacology (3)
- GNUR 571 - Diagnostic Reasoning (3)

Specialty Clinical Core - 13-23 credits

Choose **ONE** clinical core grouping from the options below.

Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)

- GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 - Advanced Concepts in the Care of Adults (3)
- GNUR 641 - AGACNP Acute Care Diagnosis & Management Seminar I (1) (150)
- GNUR 643 - AGACNP Acute Care Diagnosis & Management Seminar II (1) (150)
- GNUR 645 - AGACNP Acute Care Diagnosis & Management Seminar III (1) (150)
- GNUR 647 - AGACNP Acute Care Diagnosis & Management Seminar IV (1) (150)
- GNUR 669 - Complex Care of Chronically Ill Adult (3)
- GNUR 699 - Issues in Acute Care (3)

Graduates are eligible for New York State certification as a Adult/Gerontology Acute Care Nurse Practitioner and national, professional certification.

Adult/Gerontology Clinical Nurse Specialist (AGCNS)

- GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 - Advanced Concepts in the Care of Adults (3)
- GNUR 632 - Adult Applications of the Spheres of Influence CNS Seminar (1) (125)
- GNUR 639 - Older Adult Applications of the Spheres of Influence CNS Seminar (1) (125)
- GNUR 688 - Synthesis CNS Practicum (1) (125)
- GNUR 689 - Synthesis of the Spheres of Influence CNS Seminar (1) (125)
- GNUR 699 - Issues in Acute Care (3)

Graduates are eligible for New York State certification as a Clinical Nurse Specialist and national, professional certification.

Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)

- GNUR 566 - Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 - Advanced Concepts in the Care of Adults (3)
- GNUR 642 - AGPCNP Primary Care Diagnosis & Management Seminar I (1) (150)
- GNUR 644 - AGPCNP Primary Care Diagnosis & Management Seminar II (1) (150)
- GNUR 646 - AGPCNP Primary Care Diagnosis & Management Seminar III (1) (150)
- GNUR 648 - AGPCNP Primary Care Diagnosis & Management Seminar IV (1) (150)

GNUR 669 - Complex Care of Chronically Ill Adult (3)

GNUR 699 - Issues in Acute Care (3)

Graduates are eligible for New York State certification as an Adult/Gerontology Primary Care Nurse Practitioner and national, professional certification.

Primary Care Family Nurse Practitioner (PCFNP)

GNUR 566 - Advanced Concepts in the Care of Older Adults (3)

GNUR 567 - Advanced Concepts in the Care of Adults (3)

GNUR 576 - Advanced Concepts in the Care of Women (3)

GNUR 577 - Advanced Concepts in the Care of Children (3)

GNUR 584 - Diagnosis and Management for Adults - FNP Seminar (1) (150)

GNUR 585 - Diagnosis and Management for Older Adults - FNP Seminar (1) (150)

GNUR 586 - Diagnosis and Management for Women - FNP Seminar (1) (150)

GNUR 587 - Diagnosis and Management for Pediatric Patients - FNP Seminar (1) (150)

Students in the PCFNP program may elect to add GNUR 699 Issues in Acute Care (3 credits) to their degree program. Graduates are eligible for New York State certification as a Primary Care Family Nurse Practitioner and national, professional certification.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

GNUR 513 - PMHNP Clinical Practicum I: Trauma-informed Assessment & Intervention (1) (150)

GNUR 514 - PMHNP Clinical Practicum II: Evidence-based Treatment Modalities (1) (150)

GNUR 515 - PMHNP Clinical Practicum III: Interactive Management of Complex Co-morbidities (1) (150)

GNUR 516 - PMHNP Clinical Practicum IV: Advanced Strategies for At-risk Populations (1) (150)

GNUR 520 - Foundations of Advanced Psychiatric-Mental Health Nursing Practice (3)

GNUR 521 - Advanced Neuropsychiatric Assessment & Intervention (2)

GNUR 522 - Advanced Psychopharmacology (2)

GNUR 523 - Advanced Concepts in Psychotherapy with Individuals, Groups & Families (3)

GNUR 524 - Advanced Concepts in Health Integration (3)

GNUR 544 - Psychopathology & Differential Diagnosis (3)

GNUR 545 - Advanced Concepts in Child & Adolescent Mental Health (3)

Graduates are eligible for New York State certification as a Psychiatric Mental Health Nurse Practitioner and national, professional certification.

Total: 43-53 credits

Post-Master's Certificates

Adult/Gerontology Clinical Nurse Specialist

Nurses who hold a master's degree in nursing or a non-clinical master's degree and wish to become Adult/Gerontology Clinical Nurse Specialists may obtain a CNS Certificate. The post-master's program requires the student to complete coursework in the Clinical Nurse Specialist program. Students who have already completed a master's program in nursing may be eligible for course waivers at the discretion of the program director. Required courses will be based on the individual's program review.

Upon completion of this variable-credit program, the nurse will be eligible for certification as a CNS in New York State and national professional CNS certification.

Note: *Students with a non-nursing master's degree may need to take additional courses from the core.*

All Nurse Practitioner Programs

The post-master's programs require the student to complete coursework in the selected program. Students who have already completed a master's program (either NP or non-NP) in nursing may be eligible for course waivers at the discretion of the program director. Required courses will be based on the individual's program review.

Upon completion of this variable-credit program, the nurse will be eligible for certification in the selected NP role in New York State and national professional NP certification.

Gainful Employment Information

[Clinical Nurse Specialist \(CNS\) Post-Master's Certificate](#)

[Family Nurse Practitioner \(FNP\) Post-Master's Certificate](#)

[Adult/Gerontology Primary Care Nurse Practitioner Post-Master's Certificate](#)

[Adult/Gerontology Acute Care Nurse Practitioner Post-Master's Certificate](#)

[Psychiatric Mental Health Nurse Practitioner \(PMHNP\) Certificate](#)

Master of Science in Nursing (M.S.) Courses

GNUR-503 Found of Nsg Research (3)

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and the influence of theories on the development of nursing practice from philosophical, structural, theoretical, and epistemological perspectives will be explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative process and the use of descriptive statistics including an introduction to databases and statistical software are discussed. Qualitative research methods and their applicability in nursing knowledge are explored. This course is the first in the sequence of research coursework for

the graduate program.

Additional fees apply.

Attributes: TGNU ZCIV ZRES

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-504 Evid-Based Research in Nsg (3)

This course examines and explores the development of evidence and evidence-based knowledge in nursing to prepare the graduate nurse for the role of change agent to promote a research-based nursing practice. Methods for clinical practice improvement using EBP are examined. Course includes critical appraisal of research evidence and interpretation of statistical analyses through the application of descriptive and inferential statistics. The course will explore practice areas where evidence-based integration is needed and facilitate the movement of evidence-based quality initiatives.

Attributes: TGNU

Pre-requisites: GNUR-503 C

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-505 Family Health for APNs (2)

This core course focuses on theoretical and evidence-based perspectives that guide advanced practice nursing practice in patient/family centered care. Students apply principles and processes of both family theory and family developmental theory to assess and promote optimal family functioning. Throughout the course students will investigate complex family dynamics stimulated by a variety of issues such as deployment in military families, domestic violence, sexual abuse, mental illness, loss of a family member, addiction, and post traumatic stress.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-506 Population Health and Epi (2)

This course studies the determinants for health of populations and methodologies of assessment and disease prevention. Epidemiological principles and measures of disease occurrence and risk will be used to study inequities in health, social determinants of health, clinical intervention strategies, and application of these strategies to clinical practice. How principles of genetics and genomics intersect with epidemiology and impact clinical practice will be discussed.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-507 Health Policy (2)

GNUR-507 Health Policy (2)

This course provides students with an understanding of current issues in U.S. health care policy at the local, regional and national level in the context of a dynamic global environment. Policy and regulatory processes are studied to analyze their impact on health care cost, quality and access, professional practice and workforce development. The impact of social determinants of health is studied to inform effective policy reform to eliminate disparities. Students analyze strategies for effective advocacy and professional leadership to promote change through health policy reform.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-508 HC Delivery Systems (2)

This course provides students with tools to assess and analyze the United States health care delivery system including the driving economic and financial forces of a dynamic, complex, and changing health care environment. Using organizational theories and a global perspective, the U.S. health care system is analyzed with a focus on accessibility, cost, quality, care disparities and reimbursement alternatives. Basic finance and economic principles, including nursing cost/benefit analysis, are applied at the point of care to impact nursing health care delivery, advocacy and practice change.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-509 Prof & Systems Leadership (3)

The evolution of nursing, including scope of practice and professional socialization, along with knowledge of other disciplines is foundational to the creation of strategies to foster effective organizational relationships. This course explores the association between the systems, organization and the role of the advanced practice nurse. The enduring issues in American health care that continue to have an impact on advanced practice nursing are investigated using historiographic methods. Students will recognize the critical need for interprofessional teams, the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic healthcare system. Creative strategies to provide ethical and culturally competent patient centered care and methods to overcome barriers to system access are analyzed. This course promotes student engagement with patient care & communication technologies, use of nursing delivery systems, and the utilization of organizational and systems theory in the development of leadership and advocacy skills to facilitate change.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-512 Hlthcare Econ and Policy (4)

GNUR-512 Healthcare, Law, and Policy (1)

This course provides students with an understanding of healthcare policy, organization, and finance in the U.S. in the larger context of a dynamic global environment. Students learn and apply basic principles of finance and economics that impact healthcare delivery from the point of care to healthcare systems. Policy and regulatory processes are studied to analyze their impact of practice and healthcare delivery. Students analyze the organization and delivery of healthcare to determine if it functions effectively and assume a leadership role to effectively advocate for change within organizations and through healthcare policy reform.

Attributes: TGNU

Restrictions: Including: -Major: Management Graduate, Advanced Nursing Practice, Nursing;

Excluding: -Level: Undergraduate

GNUR-513 PMHNP Clinical Practicum I (1)

This course focuses upon the integration of knowledge from the biopsychosocial sciences in order to perform a comprehensive assessment of psychiatric and/or addictive disorders and formulate an appropriate disposition. Students will apply knowledge trauma-informed approaches and motivational interviewing techniques to the assessment process in an acute clinical setting, and appropriately assess and manage emergency situations under the guidance of a clinical mentor. Students will also begin to develop their clinical portfolio and reflective journal, and participate in biweekly seminars which focus upon case presentations and readings related to the application of motivational interviewing techniques to the interview process, the management of acute symptoms of mental illness and/or addiction, and the implementation of person-centered treatment planning/referral.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-521 Y C AND GNUR-544 Y C

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-514 PMHNP Clinical Practice II (1)

This course focuses upon the integration of knowledge from psychopathology and psychopharmacology in order to implement two or more time-limited, evidence-based psychotherapies in the treatment of psychiatric and/or addictive disorders. Students also implement two or more treatment modalities under the guidance of a clinical mentor, and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to promising and alternative therapies, the integration of pharmacology with psychotherapy, and psychotherapy supervision/peer review.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-513 S

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-515 PMHNP Clinical Pract. III (1)

This course focuses upon the integration of behavioral health, physical, and social determinants of health in the management of complex comorbidities in a psychiatric, primary care, or rehab setting, as part of the inter-professional team. Students will implement a variety of therapeutic interventions under the guidance of a clinical mentor and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to Integrative treatment of co-occurring medical and behavioral health conditions, issues and trends in chronic care management, and implementing and evaluating outcomes

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-514 S

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-516 PMHNP Clinical Practice IV (1)

This course focuses upon the integration of knowledge from the PMHNP curriculum in order to promote health/prevent illness and disability among vulnerable individuals, families and/or groups thorough the implementation of screening, client/family/group education, and consultative, collaborative, supervisory, and educational strategies to practitioners, groups and/or organizations. Students will implement at both direct and indirect interventions under the guidance of a clinical mentor, document contacts in their clinical portfolio, and process interactions in their reflective journal. Students will also participate in biweekly seminars which focus upon case presentations and readings related to the application of mental health consultation strategies and the evaluation practice improvement processes,

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-515 S

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-518 Adv Pract Care Families (3)

This course focuses on theoretical and evidence-based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to

promote optimal family functioning. Students analyze family-focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2010 National Health Goals guides student/family interaction in this course.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

GNUR-520 Fdtn of Adv Psych MH Pract (3)

This course focuses upon the principles and concepts that form the basis for advanced practice in psychiatric mental health nursing, including standards and models for practice, and the promotion of mental health and prevention of psychiatric and addictive disorders across the life span. Emphasis is placed on the neurobiology of stress and trauma in the formation of mental health and/or addictive disorders, and role of the Psychiatric Mental Health Nurse Practitioner in implementing culturally relevant and trauma-informed person/family centered practices within collaborative systems of care. Legal/ethical issues are examined in relation to privacy, client preferences, and client, family and community safety.

Attributes: TGNU

Restrictions: Including: -Level: Practice Doctorate, Graduate -Program: CERT Psych Mental Health NP , DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-521 Adv Neuropsych Assess (2)

This course focuses upon the knowledge and skills required to perform a comprehensive assessment of adults and older adults with psychiatric and addictive disorders, and appropriately evaluate and manage emergency situations arising from acute symptomatology. Strategies for a trauma-informed therapeutic relationship facilitated by motivational interviewing techniques are presented as a basis for the conduct of a comprehensive neuropsychiatric assessment.

Attributes: TGNU

Pre-requisites: GNUR-520 C AND GNUR-544 Y C AND GNUR-571 Y C

Restrictions: Excluding: -Level: Undergraduate

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive, life span approach to the full array of pharmacologic agents available for the treatment of mental health and addictive disorders. The role of the Psychiatric Mental Health Nurse Practitioner with prescriptive authority is examined with special emphasis on target symptoms, medication education, and use of evidence-based

guidelines and protocols in treating acute symptoms and preventing relapse.

Attributes: TGNU

Pre-requisites: GNUR-570 Y C

Restrictions: Including: -Level: Practice Doctorate, Graduate

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of traditional and evidence-based psychotherapies. The theoretical principles of the major approaches to psychotherapy, including psychoanalytic, psychodynamic, cognitive, behavioral, trauma-focused therapies and others of significance are applied to individuals, groups, families, and/or special populations. The role of the Psychiatric Mental Health Nurse Practitioner in the integration of psychotherapeutic and psychopharmacological interventions is examined. Ethical issues, multicultural considerations, intervention techniques and specific practical issues related to psychotherapy will also be examined.

Attributes: TGNU

Pre-requisites: GNUR-545 Y C

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-524 Adv Cncpts Health Intgrtn (3)

This course focuses upon the principles and concepts that form the basis for advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span. Emphasis is placed on interprofessional collaboration and the management of complex and/or chronic comorbidities, facilitated by the use behavioral therapy techniques, motivational interviewing and psychoeducational groups. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, and the use of technology in health maintenance and relapse prevention, are examined as strategies to improve health outcomes for populations with complex needs.

Attributes: TGNU

Pre-requisites: GNUR-523 C

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-529 Nursing Roles&Leadership (2)

This course focuses on the socialization of the FNP and CNS student into advanced practice. Nursing history, competencies, and roles of advanced nursing practice with an emphasis on role acquisition are investigated. The course focuses on role development in advanced practice, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in today's healthcare system. Development of skills in

leadership, advocacy, and facilitating change is emphasized.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

GNUR-543 Advanced Pathophysiology (3)

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders across the life span for counseling and PMHNP students. These strategies will help students develop skills in differential diagnosis for use in role-specific treatment planning. Detailed knowledge of the DSM-5 and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

Attributes: TGNU

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course will review advanced assessment and treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a comprehensive clinical report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

Attributes: TGNU

Restrictions: Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

GNUR-558 GNUR Capstone I (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

Attributes: TGNU

Pre-requisites: (GNUR-503 C AND GNUR-504 C)

GNUR-559 GNUR Capstone II (2)

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

Attributes: TGNU

Pre-requisites: (GNUR-558 C OR GNUR-696 C)

GNUR-566 Adv Con Care Older Adults (3)

This is the foundational course for the care of the older adult . The course focuses the unique dimensions of care of the older adult within the context of normal aging. Health promotion, disease prevention, physical, functional and health restoration across the continuum of care are emphasized. Students will apply and integrate evidence-based clinical decision-making skills to develop, implement and evaluate the management of common health problems in older adults. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are integrated and addressed. The content can be applied and utilized by the nurse practitioner and clinical nurse specialist

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-567 Adv Concepts Care Adults (3)

GNUR-570 Adv Concepts Care Adults (3)

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the nurse practitioners and clinical nurse specialists.

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-570 Pharmacology (3)

This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course. Additional fees will apply.

Attributes: TGNU

Pre-requisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-576 Adv Concepts Care of Women (0 TO 3)

This course focuses on the biological and behavioral phenomena of concern in the care of women. The clinical presentation, diagnostic reasoning, management, and evaluation of women's common health needs and problems are considered. Discussion will include current evidence-based practice addressing common health problems of women across the lifespan. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-577 Adv Conc Care Children (3)

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioners.

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-579 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Advanced Practice Nursing students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-584 FNP DxMgmt of Adults (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles

of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of the older adult in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-584 C

GNUR-586 FNP DxMgmt Care of Women (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C AND GNUR-584 C

GNUR-587 FNP DxMgmt of Children (1)

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the

principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-570 Y C AND GNUR-571 C AND GNUR-577 Y C AND GNUR-584 C

GNUR-596 Independent Study (1 TO 3)

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-632 Adult CNS SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors in providing direct and indirect care to adults with a specific population of focus. Following the guidelines established by the National Association for Clinical Nurse Specialists (NACNS), this course focuses on the nurse/nursing practice sphere of influence. Other key spheres of influence: patient/family and systems may be integrated into this clinical experience. Students will identify assessment strategies to assess the knowledge and skill of nurses working with the population of focus and develop/implement/evaluate educational programs that advance the practice of nursing within a population of focus. Students will evaluate nursing's utilization of resources to enhance quality of care.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-639 Older Adult CNS SOI II (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. Following the guidelines established by the NACNS, this course focuses on the patient/client sphere of influence. Other key spheres of influence: patient/family; system may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of adult health assessment and clinical management at an advanced practice level including consulting with

nursing and other health care professionals, application of evidenced based practice protocols and education of clients and their families, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and role development.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this 150 hour acute care clinical experience, adult gerontology, acute care nurse practitioner students collaborate with preceptors to provide care for older adults and their

families in the acute care setting. Students apply the principles of assessment, diagnosis and treatment of acute and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this 150 hour primary care clinical experience, the adult gerontology nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

GNUR-645 AGNP AC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-641 C AND GNUR-643 C AND GNUR-699 Y C

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-642 C AND GNUR-644 C AND GNUR-699 Y C

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this 150-hour acute care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-645 C AND GNUR-669 Y C

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this 150-hour primary care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-646 C AND GNUR-669 Y C

GNUR-669 Complex Chronically ILL (3)

This course will provide students with the advanced practice knowledge to care for complex clients across adulthood. Focus will be on the management of complex, chronic, and multisystem illnesses including co-morbidities and functional impact. Emphasis is on the application of theory and the use of current evidence-based practice guidelines in addressing complex health problems in this population. Students will explore the impact of chronic illness on the individual, family, and community and identify community resources to support and improve care. This course will prepare the advance practice nurse to care for clients across adulthood and improve outcomes in the acute and outpatient setting.

Attributes: TGNU

Pre-requisites: GNUR-566 C AND GNUR-567 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-670 Found of Nursing Education (3)

This course provides a foundation for developing the educator role in academic and practice settings for advanced practice nurses. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. Internal and external forces, standards, and issues that influence curriculum development will be discussed.

Attributes: TGNU

GNUR-671 Teaching Methods (3)

This course provides a comprehensive overview of educational strategies for students who desire to function as a nurse educator. It examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Strategies to promote the development of critical thinking are emphasized.

Attributes: TGNU

Pre-requisites: GNUR-670 C

GNUR-672 Teaching Practicum I (1)

In this 150-hour practicum, students experience the educational environment through precepted experiences. They design and implement a variety of teaching strategies appropriate to content, setting, learners' needs, and desired learning outcomes in academic and practice settings. The focus is on classroom and laboratory teaching. Students are introduced to technological tools for instruction such as presentation software, Blackboard and SimMan. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U. Required: 150 hours precepted experiences.

Attributes: TGNU

Pre-requisites: GNUR-671 Y C

GNUR-673 Evaluation Nursing Educ (3)

This course focuses on quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels. Students learn about test construction and analysis as well as evaluation using techniques such as case scenarios. They also study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU

Pre-requisites: GNUR-670 Y C

GNUR-674 Teaching Practicum II (1)

In this 150-hour experience, students develop the educator role in clinical settings. They focus on student-educator interactions, the selection of learning experiences, and clinical performance evaluation in cognitive, affective, and psychomotor domains of learning. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-673 Y C

GNUR-686 Adv Prac Care Women CNS (1)

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for women and their families in a variety of settings. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals; research in the area of adult health; education of women, families, and staff; and clinical management of women's health needs. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCLX

Pre-requisites: GNUR-571 C AND GNUR-576 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice; Excluding: -Program: MS Adv Practice Nursing: CNS

GNUR-687 Adv Prac Care Children CNS (1)

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical

practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU ZCLX

Pre-requisites: GNUR-571 C AND GNUR-577 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-688 Synthesis Practicum CNS (1)

This synthesis course focuses on the clinical integration of multiple spheres of influence by the student in the clinical nurse specialist role. These spheres include patient/client, nursing practice, and organizational systems and provide a foundation for specialty competencies and CNS practice. Clinical and system outcomes are analyzed in the context of expert practice. The practicum consists of 150 hours of precepted practice in acute and ambulatory specialty practice settings. Periodic seminars enhance knowledge and integration of the professional role as clinical expert. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU ZCAP

Pre-requisites: GNUR-571 C AND (GNUR-566 C AND GNUR-632 S) AND (GNUR-567 C AND GNUR-639 S)

Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adv Practice Nursing: CNS

GNUR-689 Synthesis of the SOI I (1)

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for acutely ill clients and their families across the Spheres of Influence. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres, and begin to apply principles within the organizational/systems sphere of influence. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management at an advanced practice level including consultation with an interprofessional team, application of evidenced based practice protocols, and the implementation of programs across each sphere. In addition, students will begin to evaluate the utilization of resources, evidenced based practice, and principles of program management to enhance quality of care.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-566 C AND GNUR-567 C AND GNUR-632 C AND GNUR-639 C AND GNUR-699 Y C

GNUR-694 Comprehensive Exam I (2)

This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in the Scholarship Core. The associated seminars will review expectations for completion of the written comprehensive case study.

Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-504 C AND GNUR-505 C AND GNUR-506 C AND GNUR-507 C AND GNUR-508 C OR (GNUR-512 Y C OR GNUR-518 Y C)

GNUR-695 Comprehensive Exam II (2)

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-694 C

GNUR-697 Capstone Completion (1)

Based on the work done in GNUR 696, the student completes the Capstone guided by their advisor. If the work is not completed at the end of the semester in which the course is taken, the student will receive a grade of IP and MUST register for GNUR 698. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU ZCAP

Pre-requisites: GNUR-696 S OR GNUR-696 S

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-698 Capstone Continuation (1)

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 559 faculty and submit a plan for completion of the project in order to register for this continuation credit. Data collection, evaluation or documentation activities may be done during this continuation time.

If the Capstone is accepted by their advisor at the end of this course, GNUR 559 and 698 will be graded S.

If the Capstone is NOT accepted by their advisor at the end of this course, the student will receive a grade of IP in GNUR 698 and MUST register for 698 again. If unsuccessful in the second attempt, the student will receive grades of U in 559 and both instances of GNUR 698.

Graded S/U.

Permission of Program Director is required to register.

Attributes: TGNU ZCAP

Pre-requisites: GNUR-697 S

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-699 Issues in Acute Care (3)

This course considers the unique aspects of caring for clients across adulthood as they interact with the acute care environment. Building upon foundational adult and gerontology concepts, this course focuses on disease and complication prevention and management and health restoration in the acute care setting. The clinical presentation, diagnostic reasoning, management and evaluation of common acute care problems of the population are considered. Discussion will include current evidenced-based practice to provide and improve care across the continuum. Knowledge of the advanced practice competencies will be integrated in the care of this population including by not limited to: direct care, consultation, collaboration, leadership, expert coaching and guidance, research, and ethical decision making.

Attributes: TGNU

Pre-requisites: GNUR-566 C AND GNUR-567 C

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-701 Found of Nursing Science (3)

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory and research, and their effect on the structure of nursing knowledge, are discussed. Concepts, conceptual models and theories for nursing practice are examined.

Attributes: TGNU ZRES

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-702 Phil & Found of ERD (3)

GNUR-705 Found of Nur Leadership (3)

This course examines the development of evidence and evidence-based knowledge in healthcare. The effects of the international distribution of healthcare knowledge and the development of a science of application, analysis, distribution and evaluation of practice knowledge is addressed. The use of translational research strategies for clinical practice improvement is reviewed.

Attributes: TGNU ZRES

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-705 Found of Nur Leadership (3)

This course examines the foundations of both administration and leadership. With a focus on leadership, the course will examine the current and emerging theories of leadership and their application to advanced clinical practice. Those stressors that affect leadership, organizational change, and organizational environments of clinical practice will be discussed. Application of theories in clinical practice will be reviewed.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice

GNUR-707 Biostatistics and Epi (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice

GNUR-709 Nur Practice Role Develop (3)

This first of four clinical courses begins focused work on the student's clinical scholarship project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and White's model as a framework. DNP students identify a clinical mentor and faculty advisor for their clinical scholarship project with the intent to change practice. At the end of the course, the student will present an initial proposal for their CSP which is submitted for approval before moving onto the second clinical course. Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems. Graded S/U.

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-711 Advanced HCDS (3)

This course examines the American healthcare system, comparing it to other systems of healthcare delivery. Strengths and weaknesses of international systems are explored. Structural indices and organizational analyses of healthcare systems are examined in relation to change. The role of public health; politics and policy development; risk assessment; interest group behavior; and influence and the politics of healthcare reform in rural, urban, and suburban areas are included. Analysis of health care systems in the context of advanced practice nursing and the development of evolutionary and revolutionary changes in the system are explored.

Attributes: TGNU ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-713 Clinical Prog Development (3 TO 5)

This second of four clinical DNP courses continues project planning for the student's clinical scholarship project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project's needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the clinical scholarship project work planning and evaluation planning phases in Zaccagnini and White's DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total.

Graded S/U.

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-715 Y C

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-715 Multiple Research Methods (3)

This course focuses on the application and use of multiple research methods to improve clinical practice outcomes. The course will look beyond the traditional research methods to use action research, community-based research, and translational research methods. Research supports such as power analysis, data management, measurement strategies, epidemiologic designs, and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice

while encouraging flexibility in conceptualizing a study using different methods. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

Attributes: TGNU ZRES

Restrictions: Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

GNUR-721 Clinical Practice Devel (3)

In this third clinical course, models of advanced clinical practice will be reviewed. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, models of quality improvement and leadership and other intervening variables that affect environments of care. Students will have the opportunity to design and develop an analytical nursing practice environmental project that pertains to their clinical interests. Students should be actively involved in the implementation of their CSP project (including data collection). A final poster including proposed data analysis, findings/discussion and conclusions/recommendations will be presented.

Graded S/U

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-713 C

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-723 Health Policy Implement (3)

This course analyzes current major U.S. health policy issues and the critical processes and forces that shape them. The health policy issues addressed include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on healthcare, managed care development and regulation, state and federal healthcare reform, and others. In addition, this course will examine international healthcare public policy issues affecting American healthcare policy and advanced practice nursing. Legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, educational and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, public agencies and professional organizations will be covered. Advanced nursing practice issues in a local, regional, state, federal, and global context of public policy influence, formulation, and sustenance will be discussed.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-725 Improve Health Populations (3)

This course will examine the relationship between clinical practice environments and populations of care. Using population-based strategies for health improvement, the student will design and implement clinical projects to effect change. Using theories of public health and community health, students will apply strategies to selected populations. Diversity, access, and socioeconomic factors of specific populations will be discussed.

Attributes: TGNU ZCLX ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-732 International Nursing (3)

This course provides an opportunity to learn about the culture, advanced nursing practice, and healthcare of other countries. International healthcare delivery models will be examined. Biostatistical and epidemiological global indicators of health and illness will be assessed. Comparisons of developed and developing countries in regard to health and illness will be reviewed. The student explores the concepts and applications of transcultural nursing and cultural competency. The evolution of advanced practice nursing throughout the world will be examined through international nursing organizations, journals, and interactions with foreign nurses. With additional credit, the student may elect to analyze, practice in, and study a particular nursing system in a foreign country.

Attributes: TGNU ZRES ZTRA

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-734 The Nurse Educator (3)

This course provides the student with an overview of the faculty role in higher education or clinical practice. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. An overview of educational strategies examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels are reviewed. Students study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU ZRES

Restrictions: Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

GNUR-736 Ad Pharm & Dx (3)

This course is designed to support the student learning in targeted advanced practice roles and practice areas. This focus is on the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common path physiological states and advanced diagnostics support for specific areas. Students will have the opportunity to develop expertise in a specialized area by developing case studies and in-depth simulated rounds with patients within a specific population.

Attributes: ZRES

Restrictions: Including: -Major: Nursing Practice

GNUR-738 Health Law for Health Prof (3)

This course concerns the intersection of the concepts of public and personal health and the role of government and the judiciary, through law, in influencing, shaping and directing the health of the people of the United States. The course focuses on general principles relating to health law, traces the history of the development of health law and role of the federal and state governments in promoting a healthy nation.

Attributes: TGNU ZRES

Restrictions: Including: -Degree: Doctor of Nursing Practice

GNUR-740 Advanced Tech Clinical Mgt (3)

This course includes an exploration of the advanced practice nurse's role in healthcare planning using current technologies and information systems. Healthcare informatics on the local, state, and federal levels will be explored. Ethical dimensions of informatics and the access to patient information will be discussed. The application of computer technology in healthcare and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Application of devices, software, and integration in clinical practice will be reviewed. Graded S/U.

Attributes: TGNU ZCLX ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

GNUR-741 Clinical Scholarship Cap (6)

Students will undertake a clinical scholarship project as part of their capstone course in the doctor of nursing practice program. The capstone project will include needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The capstone project will be developed in consultation with the student's capstone project committee.

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND

GNUR-709 S AND GNUR-715 C AND GNUR-721 S AND GNUR-723 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

GNUR-744 Grantsmanship/Health Profs (3)

Grantsmanship is a skill necessary for health professionals in education, practice and research. This course is designed for those who have little or no experience in grantsmanship. This course reviews the various techniques, processes, and procedures required in several venues of grant writing, contract submission, projects and gift giving. Funding agencies and organizations often encourage new ideas, solutions to new and old problems including unexpected problems and needs through the means of grants, contracts, demonstration projects and gifts. This course will identify potential funding sources and agencies, review specific requirements related to funding priorities of organizations, and offer practice in the various elements of grant writing.

Attributes: TGNU ZRES

Restrictions: Including: -Major: Nursing Practice, Nursing Practice

GNUR-751 Advanced CI Practicum (3)

This course is designed for the Post-Baccalaureate DNP student. The course follows the completion of all nurse practitioner or clinical nurse specialist clinical courses. The course supports the ongoing clinical learning and practice of the Post-Baccalaureate DNP student as she/he completes the program. The course offers the opportunity to practice nurse practitioner or clinical nurse specialist skills in preparation for the professional role of advanced and expert practice. The student will integrate concepts and theories of advanced practice into continuing clinical practice. The student will have the opportunity to practice alongside seasoned doctorally prepared nurse practitioners or clinical nurse specialists. In addition, the student will continue to prepare for national nurse practitioner or clinical nurse specialist board certification. Graded S/U.

Attributes: TGNU

Pre-requisites: GNUR-682 C OR GNUR-688 C

GNUR-796 Independent Study (1 TO 4)

An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

Attributes: TGNU ZRES

Pre-requisites: GNUR-701 C AND GNUR-715 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice

Doctor of Pharmacy (Pharm.D.)

Overview

The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of didactic and experiential professional study. Two years (62 semester credits) of prepharmacy education is required for admission, followed by four years of professional studies.

The professional curriculum is designed such that courses integrate information, building upon one another, and encompass both didactic and experiential learning. An integrated course model is used to provide the foundations of drug actions. In this model, physiology, medicinal chemistry, and pharmacology are integrated to allow the student to see a broad view of how the physiochemical properties of medications interact with human physiology and apply to different disease conditions.

The courses are taught by organ systems (i.e., cardiovascular, neurological, renal, etc.). Medications and human physiology pertinent to each system are team-taught by faculty in their respective areas of expertise. Starting in the second year, integrated courses are used to provide the foundations of the application of drug therapy to disease. Also taught by system (i.e., cardiovascular diseases, infectious diseases, etc.), the pathophysiology and application of drug therapy is team-taught by faculty in their respective areas of expertise.

Throughout the first three years of the curriculum professional courses are offered that are intended to provide the student with an opportunity to integrate and apply information, and to work in small interprofessional teams to complete projects and assignments, develop critical thinking skills, and foster collaboration. These courses will provide early laboratory work in compounding and an opportunity for further development of both verbal and written skills.

The curriculum also provides students with a broad range of introductory and advanced pharmacy practice experiences over the final three years of the professional curriculum. These experiences are student-centered, activity-based, and outcome-oriented, and they are designed to develop attitudes, values, and skills that foster the effective delivery of patient-centered and team-based pharmaceutical care.

About the Program

Throughout the first three years of the curriculum are professional courses that provide you with the opportunity to:

- Integrate and apply information
- Complete projects and assignments while working in small groups
- Support the development of critical thinking
- Foster the spirit of collaboration among you and your classmates

By integrating physiology, medicinal chemistry, and pharmacology, the program gives you a broad view of how various medications interact within the human body. Courses on drug action and drug therapy are team-taught by system (i.e., cardiovascular, neurological, renal, etc.).

Early on, the curriculum places you in the laboratory, teaching and honing your compounding and dispensing skills. In fact, a broad array of introductory and advanced pharmacy practice experiences are available to you over the course of your academic tenure with the program.

The Pharm.D. degree is awarded after successful completion of four years of full-time study.

In 2016, the Accreditation Council for Pharmacy Education (ACPE) awarded the Wegmans School of Pharmacy a full 8 years of accreditation, the maximum number of years a program can receive.

Admission Requirements

Admission to the Doctor of Pharmacy program requires the equivalent of two years (62 semester hours) of pre-professional education at an accredited college or university. Application may be made after completion of 30 semester hours of coursework. Minimum course requirements are:

- English Composition (3)
- Speech (3)
- English/Literature Elective (3)
- Humanities and Social/Behavioral Science (12)
- Biology (with lab) (12)
- Calculus (3)
- General Chemistry (with lab) (8)
- Organic Chemistry (with lab) (8)
- Physics (with lab) (4)
- Statistics (3)
- Economics (Microeconomics is preferred) (3)

Grades below “C” cannot be accepted toward completion of these requirements. A minimum grade point average of 2.75 is considered competitive for both cumulative and science courses. All science courses (chemistry, biology, and physics) must include a laboratory with each lecture. All pre-professional coursework must be completed prior to matriculating into the School of Pharmacy.

Application Process

Submit Application Through PharmCAS

Submit an online application to [PharmCAS \(Pharmacy College Application Service\)](#), a centralized application service that offers the convenience of one general application for multiple Pharm.D. programs. Applications must be received by PharmCAS no later than the **March** deadline. Applicants are encouraged to complete the application process early. Incomplete applications will not be processed by PharmCAS or the Wegmans School of Pharmacy.

Your PharmCAS application, PharmCAS fee, PCAT scores, official transcripts from all previously

attended colleges/universities, and two letters of recommendation must be submitted directly to PharmCAS for verification.

Complete applications for admission to the Wegmans School of Pharmacy will be processed upon receipt. The Admissions Committee will identify and invite the most qualified candidates to campus for an interview. Interviews will be conducted on a rolling basis. The Admissions Committee will notify applicants of a decision on a rolling basis. **Early completion of the application process is recommended.**

Special Instructions for International Applicants/Foreign Transcripts

The Wegmans School of Pharmacy requires [TOEFL](#) scores for non-native English speaking applicants. The minimum acceptable score on the TOEFL is 575 (paper-based), 233 (computer-based), or 80 (internet-based). Foreign transcripts must be sent to an evaluation service for a course-by-course report. Send this report directly to PharmCAS. Please see www.pharmcas.org for a list of approved foreign evaluation services.

Criminal Background Check Requirements

Students accepted to the Wegmans School of Pharmacy are subject to criminal background checks. All accepted students are required to complete the background check prior to matriculation into the Wegmans School of Pharmacy. It is the student's responsibility to assume expenses related to this requirement. Students must follow procedures for completing a criminal background check as instructed by the Wegmans School of Pharmacy.

Read the entire [Criminal Background Check \(CBC\) Policy \[pdf\]](#)

Additional Information

[Technical Standards for Curriculum Completion \[pdf\]](#)

[Professional Standards for Graduation \[pdf\]](#)

[Technology Requirements \[pdf\]](#)

Program Requirements

Doctor of Pharmacy (Pharm.D.)

Requirements

The number of credits is listed in parentheses after each course title.

First Professional Year - Fall

PHAR 3117 - Introduction to Pharmacy Profession (1)

PHAR 3120 - IPE: Team STEPPS (0)
PHAR 3122 - Pharmacy Calculations (2)
PHAR 3123 - Principles, Methods & Clinical Application of Epidemiology in Pharmacy Practice I (2)
PHAR 3142 - Pharmaceutics I (4)
PHAR 3144 - Systems Pharmacology I (4)
PHAR 3148 - Biosystems I (4)

Total: 17 credits

First Professional Year - Spring

PHAR 3120 - IPE: Team Steps (0)
PHAR 3218 - Introduction to Diversity (1)
PHAR 3226 - State Pharmacy Law (2)
PHAR 3240 - Biosystems II (4)
PHAR 3242 - Pharmaceutics II (4)
PHAR 3244 - Systems Pharmacology II (4)
PHAR 4238 - Self Care & Natural Products (3)

Total: 18 credits

Second Professional Year - Fall

PHAR 4112 - Applied Pharmaceutics I (1)
PHAR 4135 - Communications and Counseling Skills (3)
PHAR 4139 - Introductory Pharmacy Practice Experience I (3)
PHAR 4144 - Systems Pharmacology III (4)
PHAR 4157 - Applied Pathophysiology and Therapeutics I (5)

Total: 16 credits

Second Professional Year - Spring

PHAR 3135 - Health Care Delivery (3)
PHAR 4212 - Applied Pharmaceutics II (1)
PHAR 4223 - Principles, Methods & Clinical Application of Epidemiology in Pharmacy Practice II (2)
PHAR 4244 - Systems Pharmacology IV (4)
PHAR 4257 - Applied Pathophysiology and Therapeutics II (5)

Total: 15 credits

Second Professional Year - Summer

PHAR 4339 - Introductory Pharmacy Practice Experience II (3)

Total: 3 credits

Third Professional Year - Fall

PHAR 4236 - Population Based Health Care (2)
PHAR 5113 - Critical Evaluation of Medical Literature I (1)
PHAR 5119 - Introductory Pharmacy Practice Experience III (1)
PHAR 5137 - Concepts in Pharmacy Practice I (3)
PHAR 5144 - Systems Pharmacology V (4)
PHAR 5157 - Applied Pathophysiology and Therapeutics III (5)
PHAR 5225 - Federal Pharmacy Law (2)

Total: 18 credits

Third Professional Year - Spring

PHAR 5213 - Critical Evaluation of Medical Literature II (1)
PHAR 5219 - Introductory Pharmacy Practice Experience IV (1)
PHAR 5125 - Ethics in Pharmacy Practice (2)
PHAR 5236 - Managing Practice and Personnel (3)
PHAR 5237 - Concepts in Pharmacy Practice II (3)
PHAR 5267 - Applied Pathophysiology and Therapeutics IV (6)

Total: 16 credits

Elective Courses

In addition to required courses, all students must also complete at least six credit hours of electives.

Fourth Professional Year

Advanced pharmacy practice experiences (APPE) in the fourth year will consist of seven six-week rotations. Required rotations will include internal medicine, ambulatory care, community practice, and hospital practice. Elective rotations offered include pediatrics, drug information, infectious disease, ICU/critical care, emergency medicine, advanced hospital practice, managed care, psychiatry, geriatrics, hospice, nutrition, kinetics, or any other approved elective.

Graduation Requirements

To earn the Pharm.D. degree from St. John Fisher College, a student must do the following:

Successfully complete all prerequisite coursework for admission
Successfully complete all pharmacy coursework and professional requirements at the Wegmans School of Pharmacy
Have a minimum 2.00 cumulative grade point average for all courses taken in the Pharm.D. curriculum
Satisfy all financial and library obligations to the College
Be approved by the faculty for graduation

Regardless of academic achievement, a student on disciplinary probation may not graduate from St. John Fisher College until the probation has been removed.

Doctor of Pharmacy (Pharm.D.) Courses

PHAR-3117 Intro Pharmacy Profession (1)

This course will provide an introduction to the pharmacy practice environment by developing knowledge of the history of pharmacy practice, an introduction to and working knowledge of interprofessional education and practice, an understanding of the myriad of factors that affect a patient's health care decision-making, along with a review of the medications that are most commonly used in the United States. By the end of the course students shall have a working knowledge of the major developments that have helped shape modern practice, understand how pharmacists work collaboratively with other health care professionals, appreciate the nature of inter-professional communication within the health care team, develop strategies that will allow patients to make beneficial decisions with respect to their health and health care and be able to recognize the brand/generic names, drug class, dosage form and major uses of the top 200 drugs. Formerly titled: Top 200 Drugs

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3120 IPE: TeamSTEPPS (0)

This training is designed for Pharmacy students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Restrictions: Including: -Major: Pharmacy

PHAR-3122 Pharmacy Calculations (2)

This course is an introduction to prescription terminology, systems of measurement, and pharmacy calculations. Students will apply appropriate mathematical concepts found within the practice of pharmacy, including prescription compounding and patient-specific

determinations. Emphasis will be placed on improving and applying problem-solving skills for the needs of an individual patient within the practice of pharmacy.

PHAR-3123 Clinical App. of Epidem (2)

This course will provide the student with techniques and skills for information retrieval, evaluation of medical and pharmacy practice literature, and application to specific patient problems. Students will retrieve appropriate medical information, and gain an understanding of biostatistics, clinical trials, and epidemiological principles. By applying these principles together, students will be able to critically evaluate medical information in the literature, and apply research findings to specific patient care situations.

Restrictions: Including: -Major: Pharmacy -Class: First Professional First Year

PHAR-3135 Healthcare Delivery (3)

This course provides future pharmacists with an overview of the structure and function of the US healthcare market and organization of care. We begin with economics and insurance, for example supply and demand of healthcare, the theory of insurance and a private healthcare market, as well as government involvement in healthcare. A review of key differences in international health systems serves as a launching pad for our consideration of US health care reform efforts. We then consider various delivery settings in which pharmacists practice including behavioral health, public health and long-term care. We round out the course with special topic such as off-label prescribing, drug shortages, direct to consumer advertising, and foreign clinical trials.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3142 Pharmaceutics I (4)

This course is intended to provide a foundation of the principles that are fundamental to the study of pharmaceutics and drug delivery, including physical pharmacy and dosage form design. The students will study the design, composition and proper use of dosage forms, including manufactured commercial products for the mass market and extemporaneously compounded preparations for the individual patients. Basic concepts in drug delivery will be discussed in relation to the dosage forms. An emphasis will be placed on how to select the optimal dosage form for the drug molecule and disease condition based on the pharmaceutical principles. A broad overview of the drug development and approval process in industry will also be provided.

PHAR-3144 Systems Pharmacology I (4)

This course introduces students to important concepts in anatomy, physiology, pharmacology and pharmacogenomics to provide a foundation for pathophysiological principles and the rational basis of various pharmacotherapeutic strategies considered later

in the curriculum.

PHAR-3148 Biosystems I (4)

This course introduces important chemical and biological concepts to lay a foundation for pharmacological and pathophysiological principles considered later in the curriculum. A strong emphasis is placed on the integration of these fundamentals essential to the study of pharmaceutical sciences.

PHAR-3218 Introduction to Diversity (1)

The goal of this course is to increase student's knowledge and broaden their perception of diverse populations. Differences in race, sexual orientation, culture, religion, and physical ability will be discussed. The course will focus on how diversity influences patients' perceptions of the healthcare system and how healthcare providers can better serve these diverse populations. The class will include guest lecturers, films, group discussion, and reflective writing assignments. Graded S/U for Pharmacy students.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3226 State Pharmacy Law (2)

This course examines the role of New York State government in the regulation of pharmacists, pharmacy practice, and drug products. Students learn about both the structure and the substance of the pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the NYS Controlled Substances Act, the regulations associated with these, pharmacy "malpractice" law, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-3240 Biosystems II (4)

The preparatory concepts examined in this course lay a foundation for pharmacological and pathophysiological principles considered later in the curriculum. A strong emphasis is placed on metabolic and cellular interactions, maintaining cellular homeostasis, and the interplay between host-defense and pathogenic microbes. Students will participate in a Team-based Learning project integrating fundamental concepts covered in Biosystems I and II.

PHAR-3242 Pharmaceutics II (4)

This course is a continuation of the two-semester series on commonly used pharmaceutical dosage forms and drug delivery systems. In addition, this course examines the absorption,

distribution, metabolism and excretion (ADME) processes of drugs and the contributing factors. The principles of pharmacokinetic modeling will be discussed extensively to provide the foundation for rational design of dosing regimens for individual patients.

Pre-requisites: PHAR-3122 C AND PHAR-3142 C

PHAR-3244 Systems Pharmacology II (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the autonomic nervous system, the respiratory system, the cardiovascular system, and the renal system. The relevant anatomy and physiology of each system is discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-4112 Applied Pharmaceutics I (1)

This course is a continuation in the pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical solution, emulsion, suspension, semi-solid, and solid dosage forms with emphasis on the selection of excipients for extemporaneous compounding. Prescription reading, pharmacy calculations, and an opportunity for patient counseling in the use of the compounded product will also be implemented.

Pre-requisites: PHAR-3242 C

PHAR-4135 Comm & Counseling Skills (3)

This course examines the principles of communication with a particular focus on health-related interactions. Effective communication is essential in the practice of pharmacy. Patient-centered care implies accepting responsibility for and reckoning with expectations for proper counseling. Students learn techniques and strategies that can be used by pharmacists to enhance communication with patients, colleagues, health care professionals, and other interested parties. Emphasis is placed on skills that will enable students to develop and maintain constructive interpersonal relationships in a variety of pharmacy practice settings. Coursework consists mostly of didactic lecture/discussion, with some role-play presentations by students. Graded S/U.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4139 Intro Pharmacy Prac Exp I (3)

This course will provide the student with actual experience in a working community pharmacy for a minimum of eight hours per week for 15 weeks. The students will learn and practice the basics of dispensing medications, counseling patients, and the basics of operating a pharmacy in a safe and legal fashion. In addition, there will be didactic classwork to allow for reflection, student discussion, and critical thinking. The discussions will review student activities that occurred on rotation. Graded S/U.

PHAR-4144 Systems Pharmacology III (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating select disorders of the cardiovascular, inflammatory, gastrointestinal, and endocrine systems. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-4157 Applied Patho & Therap I (5)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4158 Application Therapeutics (2)

This course is designed to assist student pharmacists in the practical application of knowledge gained in the didactic pharmacy coursework. Emphasis will be placed on mastery of concepts from PHAR 4157, and preparation for PHAR 4257. Material will focus on drug and disease state knowledge application to therapeutics.

Restrictions: Excluding: -Class: First Professional Second Year

PHAR-4212 Applied Pharmaceutics II (1)

This course is a continuation in the Pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in Pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical dosage forms, including compounded sterile preparations. Prescription reading, pharmacy calculations and an opportunity for patient counseling in the use of the compounded product will also be implemented.

Pre-requisites: PHAR-4112 C

PHAR-4223 Clinical App of Epidem II (2)

This course will further enhance the student's skills in research methodology, statistical and study design principles and the evaluation of drug information. The course builds on prior concepts to provide the student with advanced skills in the application of biostatistics and literature evaluation to the practice of evidenced-based medicine. A combination of classroom lectures and a group clinical trial project will be used to facilitate the student's understanding.

Pre-requisites: PHAR-3123 C

Restrictions: Including: -Major: Pharmacy -Class: First Professional Second Year

PHAR-4236 Population-Based Hlth Care (3)

Population based healthcare is an emerging discipline covering a variety of methods used to manage both resources and patient health outcomes. In this course we first master the basic methods and applications of pharmacoeconomics, with a focus on understanding the value provided by a particular drug relative to other treatment or policy choices. After an overview of pharmacoepidemiology study designs, we briefly consider key factors, methods and reporting opportunities that a clinician should consider when faced with a potential adverse effect of prescription drug use. Finally, we consider a variety of methods and case studies in population health management.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4236 Population-Based Hlth Care (2)

Population based healthcare is an emerging discipline covering a variety of methods used to manage both resources and patient health outcomes. In this course we first master the basic methods and applications of pharmacoeconomics, with a focus on understanding the value provided by a particular drug relative to other treatment or policy choices. After an overview of pharmacoepidemiology study designs, we briefly consider key factors, methods and

reporting opportunities that a clinician should consider when faced with a potential adverse effect of prescription drug use. Finally, we consider a variety of methods and case studies in population health management.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-4238 Self Care & Nat Prod (3)

This course is designed to focus on the therapeutic aspects of self-care (i.e., using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

PHAR-4244 Systems Pharmacology IV (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating central nervous system disorders. The relevant anatomy and physiology of this system is discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-4257 Applied Patho & Therap II (5)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

PHAR-4339 Intro Pharmacy Prac Exp II (3)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the second of four introductory rotations offered at the Wegmans School of Pharmacy (WSOP). This course will provide the student with actual experience in a working institutional pharmacy for four consecutive weeks. The student will learn and practice the basics of dispensing medications in a safe and legal fashion. Graded S/U.

PHAR-5113 Crit Eval Medical Lit I (1)

Students will be instructed in the critical evaluation of current medical literature within the context of statistical concepts and the application of study results to pharmacy practice. These exercises will improve the students' understanding of research design and statistics, critical-thinking skills, and drug information knowledge. Specifically, students will be assigned articles with varied disease states, study designs, medications and methodologies. The instructor- moderated discussion will provide insightful interpretation based on study design, methods, results, and conclusions with integration of clinical knowledge and expertise. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses. Students will complete journal clubs based on the primary topics/units covered within APT courses.

Pre-requisites: PHAR-4223 C

Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5113 Crit Eval Medical Lit I (1)

Students will be instructed in the critical evaluation of current medical literature within the context of statistical concepts and the application of study results to pharmacy practice. These exercises will improve the students' understanding of research design and statistics, critical-thinking skills, and drug information knowledge. Specifically, students will be assigned articles with varied disease states, study designs, medications and methodologies. The instructor- moderated discussion will provide insightful interpretation based on study design, methods, results, and conclusions with integration of clinical knowledge and expertise. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses. Students will complete journal clubs based on the primary topics/units covered within APT courses.

Pre-requisites: PHAR-4223 C

Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5119 Intr Pharmacy Prac Exp III (1)

This course will provide the student with working experience in a long term care facility, where greater than 80% of the resident population is geriatric (65 years of age or older). The focus of this course is on patient interviews and completing assignments that introduce the student to the provision of pharmaceutical services (F425) in a long term care facility (LTC) as described in the Department of Health and Human Services (DHHS) Centers for

Medicare and Medicaid Services (CMS) Manual System. Students will be introduced to the role of the pharmacist as part of a health care team as it relates to providing medication regimen review (F428) to identify unnecessary drugs and manage medications (F329) targeted to older adults and those with debilitating diseases requiring long term placement. Students will use CONSULT notes to document information collected during patient interviews and medication regimen review. In addition to on site experience, there will be a class that meets weekly to help the student develop the skills necessary to complete on site tasks and reinforce what is being learned on site through the use of lecture, reflection, student discussion and critical thinking. Graded S/U.

PHAR-5120 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to Pharmacy, students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

Restrictions: Including: -Major: Pharmacy

PHAR-5125 Ethics in Pharmacy Pract (2)

This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the morally relevant features of a case, identify the moral options open to a pharmacist faced with a moral problem, provide justification for the best options, consider counter-arguments for one's position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others. Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5127 Literature Evaluation (2)

This course will provide the student with a knowledge base, techniques, and skills for information retrieval, evaluation of medical and pharmaceutical practice literature, and application to specific patient problems. Students will retrieve appropriate medical

information and gain an understanding of appropriate research design and methodology. By applying these principles together with biostatistics, students will critically evaluate medical information in the literature, and apply research findings to patient care situations.

PHAR-5127 Literature Evaluation (2)

This course will provide the student with a knowledge base, techniques, and skills for information retrieval, evaluation of medical and pharmaceutical practice literature, and application to specific patient problems. Students will retrieve appropriate medical information and gain an understanding of appropriate research design and methodology. By applying these principles together with biostatistics, students will critically evaluate medical information in the literature, and apply research findings to patient care situations.

PHAR-5137 Concepts Pharmacy Pract I (3)

This course guides students to apply and employ their therapeutic knowledge and pharmaceutical care skills that they have developed in previous courses in the domains of pharmacotherapy, professional communications, patient assessment, education, and pharmacy practice.

It is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic workshops, simulated patient interactions, seminar preparation and presentations and basic physical assessment training. There will be a focus on continuity of evaluation to ensure consistent student improvement throughout the semester. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, patient counseling and education. They will also learn how to do basic patient screenings such as taking blood pressures, glucose monitoring and the proper use medication delivery devices. The simulated patient scenarios will be a major part of this course and include videotaping as an assessment tool for evaluation, feedback and professional growth.

Pre-requisites: PHAR-4147 D AND PHAR-4247 D

PHAR-5144 Systems Pharmacology V (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents to treat infectious diseases and neoplasms. Relevant aspects of the physiology of microbial, viral and mycotic pathogenic organisms will be discussed. The molecular etiology of cancer and the various stages of tumor development will also be introduced. Those chemotherapeutic agents used for the purpose of eradicating the invading populations will be presented with an emphasis on their chemical characteristics and their mechanistic and systemic actions. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-5157 Applied Patho & Therap III (5)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

PHAR-5213 Medical Literature Eval II (1)

Students will practice the critical evaluation of medical literature within the context of statistical concepts and the application of clinically relevant study results to pharmacy practice. Students will review pertinent pharmacy practice literature to improve their understanding of research design and statistics, critical-thinking skills, and drug information knowledge. In addition, students will have the opportunity to apply their literature evaluation skills by leading journal club discussions. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses; students will complete journal clubs based on the primary topics/units covered within APT courses.

Pre-requisites: PHAR-5113 C

Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5213 Crit Eval Medical Lit II (1)

Students will practice the critical evaluation of medical literature within the context of statistical concepts and the application of clinically relevant study results to pharmacy practice. Students will review pertinent pharmacy practice literature to improve their understanding of research design and statistics, critical-thinking skills, and drug information knowledge. In addition, students will have the opportunity to apply their literature evaluation skills by leading journal club discussions. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses; students will complete journal clubs based on the primary topics/units covered within APT courses.

Pre-requisites: PHAR-5113 C

Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5219 Intro Pharmacy Prac Exp IV (1)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the fourth and final introductory rotation offered at the Wegmans School of Pharmacy (WSOP). The focus of this rotation is to introduce students to the activities and assignments required to successfully complete Advanced Pharmacy Practice Experience (APPE) rotations. Preceptors will be WSOP faculty. Students may also have the opportunity to work with and learn from a WSOP APPE student. This is a 30-hour rotation that also includes classroom sessions to reinforce on-site learning and allow for reflection. Graded S/U.

PHAR-5225 Federal Pharmacy Law (0 OR 2)

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5225 Federal Pharmacy Law (2)

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5225 Federal Pharmacy Law (1 OR 2)

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal

law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5236 Managing Prac & Personnel (3)

This course covers basic management principles involved in pharmacy practices from manufacturing to the consumer. Management theories, marketing strategies, regulatory issues, contracts, accounting concepts, and pharmacy security are some of the issues covered throughout the course. Drug evaluation, processing, drug acquisition, inventory, and storage will also be discussed. In addition, human resource management, including selection, performance appraisal, and diversity issues, will be covered.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5237 Concepts Pharmacy Pract II (3)

This course is the second of a two course sequence. It applies the same concepts in the Concepts in Pharmacy Practice I course to a new set of patient and pharmaceutical care scenarios. The same four domains; practice simulation, health assessment, seminar, and disease management certification will be included in this course. As the final pharmaceutical care course before students begin their advanced practice experience rotations in a real patient care setting, it is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic, discussion, and simulated patient care activities that are closely monitored and evaluated by faculty. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, and patient counseling and education.

Pre-requisites: PHAR-5137 D

PHAR-5267 Applied Patho & Therap IV (6)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific

questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

PHAR-5501 Intro to Medical Missions (2)

This elective course discusses the philosophy of missions, our responsibility as healthcare professionals to the underserved, and how we as medically trained professionals can use our training to further mission work and serve others. The course will be based on a Christian faith foundation and will contain a service component requirement with opportunities to participate in a short-term medical mission trip.

Restrictions: Excluding: -Level: Undergraduate

PHAR-5502 Introduction to Research (2)

This course will introduce the students to research opportunities in pharmaceutical, clinical, and administrative sciences. Students will interact with individual faculty members to explore their research interests. Students will perform literature searches on current research topics and develop original research projects involving one or more disciplines. This course will also familiarize the students with communication and dissemination of scientific information in written and verbal formats, such as papers and review articles, poster and podium presentations, and seminars.

PHAR-5503 Substances of Abuse (2)

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of substance abuse and chemical dependency. Students will be given an overview of the various substances of abuse that alter mood, level of perception, or brain functioning. The course will also describe procedures for the identification, referral, and treatment of addictions and the support mechanisms for individuals recovering from addictions.

PHAR-5504 Topics in Pharmacy Law (2)

This course is designed to review the court-made-law pharmacy practice issues that are either not normally covered elsewhere in the curriculum and/or are currently evolving in the courts, legislatures, and regulatory agencies. This might include, but would not be limited to, topics such as purchasing, advertising, contraception, access to medication, right to refuse medication, criminal acts, civil rights, constitutional law, property law, and more.

PHAR-5507 Toxins & Poisons (2)

This lecture and group discussion-based course is designed to acquaint the student with the

science of toxicology. The course will introduce basic toxicological principles and methods as well as a number of different toxins and poisons. Special emphasis will be placed on the applied fields, including forensic and environmental toxicology. (Formerly titled: Forensic Toxicology)

PHAR-5510 Independent Research (1 TO 3)

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution. This course may be repeated a maximum of four times. Graded S/U.

Permission of the instructor is required to register.

PHAR-5512 Complementary & Alt Med (2)

This course will introduce the student to unique aspects of complementary and alternative medical care which is widely used in the U.S. Students will learn to understand the influences of these alternative therapies on western medicine. This course will offer an understanding of the theories and practice of commonly used alternative medical therapies.

PHAR-5513 Conversational Spanish (2)

This is a two-hour-per-week elective course for students interested in refining their Spanish conversational skills in order to engage in more effective and immediate communication with their Spanish-speaking patients on a regular basis. Participants will be guided to produce immediate verbal responses to patient input which enhances listening and comprehension skills. Students who enroll are expected to have successfully completed at least two years of college-level language instruction. Permission of the professor is required to register.

PHAR-5514 Topics in Drug Delivery (2)

Drug delivery systems can be intelligently designed to enhance new and existing drug therapies. This course builds upon the introductory pharmaceuticals course and covers current topics in drug delivery. Approximately 5 to 7 topics will be covered entirely through case studies. For each topic, the students will first review the advantages and limitations of existing drug delivery systems. The students will then perform an in-depth analysis on the new delivery system and/or the related manufacturing technologies. Through these case studies, the students will also be exposed to controversial topics on intellectual properties and regulatory strategies.

PHAR-5515 Advanced Extemp Compound (1 OR 2)

This elective course is designed to build upon the extemporaneous compounding skills learned during the pharmaceuticals sequence. The student will assist instructors in the applied

pharmaceutics laboratory courses, including development, preparation, and instruction of the compounding experiments. This course will also include a component involving interaction with compounding pharmacists in the community. Graded S/U. Permission of the professor is required to register.

PHAR-5516 Pharmaceutical Biotech (2)

Biopharmaceuticals comprised the fastest-growing category of drugs in recent years. Present and future research efforts are highly concentrated on these compounds. This course will introduce students to various biotechnology-derived drugs and drug products. Students will learn about physicochemical aspects of protein-like compounds and the production, processing, and characterization of these drugs. The unique challenges presented in delivery and pharmacokinetics as well as formulation development of these proteins will be discussed. Some commonly used biotech products will be reviewed. In the end, the issues related to the handling of biopharmaceuticals in the practice setting will be discussed.

PHAR-5517 Pain & Palliative Care (2)

Pain and palliative care are emerging areas of pharmacy practice. This course will provide students with a detailed understanding of pain and symptom management treatments for patients with advanced illness. Students will also learn methods to communicate and provide pharmaceutical care to pain and palliative care patients, caregivers, and interdisciplinary team members.

PHAR-5518 Medication Errors & Safety (2)

This course consists of lectures, in-class discussions, and assignments (including fieldwork) designed to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors; the evolution of concern about medication errors, adverse drug events, medical error, and patient safety; and the principles, techniques, and technology for reducing errors and their effect on patients.

PHAR-5521 Geriatric Health Care (2)

With the expected rise in the geriatric population, there will be an increased need for health care professionals with training and expertise in geriatric therapeutics. This course is facilitated by an interdisciplinary faculty and focuses on health and quality of life issues of elders residing in both the community and in long-term care settings. Basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, psychological and social changes that occur as a result of the aging process are reviewed. Concepts of function/dysfunction are addressed in the context of achieving and maintaining health and optimal functioning. Emphasis is placed on appropriate and inappropriate drug therapies, and on tailoring of existing standards and clinical practice guidelines to older adults with

attention to intervention and management.

PHAR-5522 Projects in Pharm Sciences (1 TO 3)

This is an elective course for students who wish to pursue professional projects in any discipline within the pharmaceutical sciences under the guidance of a faculty mentor. The types of professional projects include (but not limited to) teaching innovations, community outreach programs, and technologies in education. This course is recommended to students who are interested in academic or service rotations during the fourth professional year. Graded S/U.

Permission of the professor is required to register.

PHAR-5523 Vaccinology: Design Devel (2)

The goal of this elective course is to focus the student's general understanding of the immune system towards the biological aspects of vaccination. This course combines didactic presentations, small-group formats, and community outreach to introduce students to the principles of rational vaccine design, development, and pharmaceutical intervention against disease. The focus of the course will emphasize the empirical basis of vaccine design and development, past and current vaccine applications, and developing future pharmaceutical vaccine prospects for medically-relevant pathogens for which there are no effective vaccines. Socioeconomic and ethical implications of vaccines, including the role of vaccination in public health, vaccine economics, and vaccine safety profiles will also be discussed.

PHAR-5524 Drug Interactions in Pract (2)

This is a two-hour elective course designed for Pharm.D. candidates in their 3rd professional year. It introduces the tools required to interpret the drug interaction literature for use in clinical practice. Each lecture will stress the prominent drug interactions related to a particular class of drugs. The literature review and writing skills along with the drug interaction knowledge base acquired from this class will be useful in developing pharmaceutical care plans, answering drug information questions, and providing drug consults in both the IPPE/APPE program and as a practicing ambulatory care or inpatient pharmacist.

Restrictions: Including: -Class: First Professional Third Year

PHAR-5525 Sign Language Health Prof (2)

Basic American Sign Language signs and linguistic features will be introduced in order to engage in survival-level conversations with deaf patients in various medical settings. Students will learn basic information related to the deaf culture and community.

Restrictions: Including: -Major: Management Graduate, Pharmacy

PHAR-5526 Intro Cancer Bio & Treat (2)

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of cancer and its treatment. Students will be given an overview of cancer biology and the pharmacology of chemotherapeutic drugs and agents used to manage the side effects of those drugs. The focus of the course is on the impact of cancer and cancer treatment on individuals, families, and communities using a multidisciplinary approach. The course will include a service learning component where students will work with a community agency to complete a project.

PHAR-5527 Pediatric Pharmacotherapy (2)

Children are an important segment of the population that pharmacists serve. In the United States, approximately 28% of the total population encompasses children. Providing care for children can be one of the most challenging, but rewarding aspects of pharmacy practice. Although a relatively small portion of health care professionals pursue advanced training in pediatrics, most clinicians will provide care to children of all ages in the community or hospital setting. This course is an elective course designed to provide students with skills necessary to communicate and provide pharmaceutical care for disease states encountered in the pediatric population. The course will consist of both lectures and case discussion sections.

Restrictions: Including: -Class: First Professional Third Year, First Professional Fourth Year

PHAR-5528 Speaking for Health Care (2)

This course is designed to help pharmacy students improve their ability to prepare and deliver effective presentations to groups in a variety of health care education and professional settings.

Restrictions: Including: -Major: Pharmacy

PHAR-5529 Women's Health (2)

The purpose of this course is to provide an overview of advanced topics in women's health. Expanded information in topics such as contraception, infertility, drug use in pregnancy and lactation, acute and chronic disease management in pregnancy, and gender-specific oncology issues will be provided. In addition, basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, and social changes that are related to pregnancy and women-specific disease states will be discussed.

Restrictions: Including: -Major: Pharmacy

PHAR-5530 Peer Instruction (1 OR 2)

This elective course is designed to build upon the knowledge and skills demonstrated within

the didactic curriculum. The student will assist instructors by providing supplemental assistance through the development and delivery of course-specific review materials.

Restrictions: Including: -Major: Pharmacy

PHAR-5531 Intro Industrial Pharmacy (2)

This course is a combination of in-class lectures and laboratory sessions intended to provide a foundation of the unit operations that are involved in the development/manufacture of pharmaceutical dosage forms. The laboratory will provide students with an opportunity to apply knowledge gained in lectures to practical situations. The student will also develop the skills needed for the manufacturing of pharmaceutical dosage-forms with emphasis on problem-solving associated with formulation development. Additionally, students will learn various techniques used in the evaluation of finished dosage forms.

Restrictions: Including: -Major: Pharmacy

PHAR-5532 Team Based Performance (2)

Pharmacists are increasingly required to work in teams, especially cross-functional teams, and team-based learning is a significant component of courses in WSOP. This elective is designed to help students develop skills to enable them to participate in high-performing teams in educational and professional health care settings. The course will provide practical experience in team-based learning that will include an analysis of group formation and goal setting, group process and development, norms, leadership, conflict, and productivity.

Restrictions: Including: -Major: Pharmacy

PHAR-5533 Critical Care Pharmacy (2)

This course exposes students to aspects of critical care pharmacy not covered in the therapeutics sequence. The course will involve didactic lectures and interactive discussions between instructors/students solving complex therapeutic problems typically encountered as a pharmacist in critical care. Topics covered will be applicable to emergency medicine and/or neuro/cardiac/surgical/medical intensive care units. By the conclusion of the course students will be familiar with common critical care pharmacotherapy and understand the unique role of pharmacists in this practice setting.

Pre-requisites: PHAR-4144 C

PHAR-5534 Pharmacogenomics (2)

The fields of pharmacogenomics and personalized medicine are rapidly evolving as new studies elucidate the genetic and genomic factors that influence human susceptibility to disease and efficacy of drug action. Using current literature, examples from healthcare practice, and raw genetic data, this course will allow students to explore genomics and apply

its principles to individualized therapy.

Pre-requisites: PHAR-3144 C AND PHAR-3148 C

PHAR-5535 Clin Reason Pharm Students (2)

This course is designed to assist in the practical application of knowledge gained in the didactic curriculum of pharmacy coursework. Emphasis will be placed on extracting and evaluating relevant data from a medical chart, development of a comprehensive problem list, identifying and interpreting medical literature to develop an appropriate drug therapy plan, and monitoring medication plans for safety and efficacy. <><>Permission of Professor required to register.

Attributes: ZCLX

Restrictions: Including: -Major: Pharmacy -Class: First Professional Second Year

PHAR-5536 Community Pharmacy Topics (2)

This course exposes students to new and developing topics relevant to the practice of community pharmacy. There will be business focus to the class, with the overarching goal of helping the students develop a skillset necessary to manage/operate the business operations of a community pharmacy, in alignment with the clinical dimension. Topics covered in class will include, but are not limited to, developing a pharmacy business plan, collaborative practice agreements, innovation within community pharmacy, and the timeline for opening a new independent community pharmacy. The longitudinal project of this class will be to develop a pitch for a new pharmacy clinical service to be delivered in “Shark Tank” style to a panel of “investors.”

Restrictions: Excluding: -Class: First Professional First Year

PHAR-5537 Pharm Benefit Managt (2)

This seminar covers various segments of managed care pharmacy from the perspective of experts working in the field. Through case discussions and real-world examples, students will experience the design, function, regulation, and strategy of health insurance and managed care plans. Topics may vary from year to year and include population health management, healthcare trends, quality, accountable care organizations, formulary design and management, public policy and regulations.

Restrictions: Including: -Major: Pharmacy -Class: First Professional Third Year

PHAR-5777 IPPE Extended Experience (0 TO 6)

Each student will have their own rotation specific objectives and tasks approved by the Office of Experiential Education. This course will provide the student with actual experience in a working community pharmacy, institutional pharmacy, long term care facility or with

WSOP faculty at their practice sites. The students will learn and practice the basics of dispensing medications, counseling patients, the basics of operating a pharmacy in a safe and legal fashion and introducing activities and assignments required to successfully complete Advanced Pharmacy Practice Experience rotations.

Restrictions: Including: -Major: Pharmacy

PHAR-5888 APPE Extended Experience (0 TO 6)

Each student will have their own rotation specific objectives and tasks approved by the Office of Experiential Education. Students may perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services. Other activities include monitoring (rounding) patients as part of an interdisciplinary team including pharmacists, physicians, nurses, or other providers of care such as respiratory therapists, physical therapists, or discharge planners.

Restrictions: Including: -Major: Pharmacy

PHAR-5889 Extd Topics Profess & Comm (0 TO 6)

Each student will have his/her specific objectives and tasks approved by the Student Progression Committee. These objectives will be designed to assist the students in meeting the professional standards as articulated on the WSOP Communication and Professionalism Rubric (see attached). Students may perform a variety of activities based on identified areas of need and may include written assignments, oral presentations, and journaling. Permission of the instructor required to register.

PHAR-5999 Pharm Internship Elective (0)

This course is designed to give students the opportunity to gain valuable experience working in a pharmacy while enrolled in this course. This academic training, integral to students' academic experience, permits students to engage in hands-on, experiential learning while enrolled in the course. Hours obtained will not count against their eligibility to work after graduation if completed as per the guidance of the International Student Advisor at the College.. Permission of the School of Pharmacy required to register.

PHAR-5999 Pharm Internship Elective (1)

This course is designed to give students the opportunity to gain valuable experience working in a pharmacy while enrolled in this course. This academic training, integral to students' academic experience, permits students to engage in hands-on, experiential learning while enrolled in the course. Hours obtained will not count against their eligibility to work after graduation if completed as per the guidance of the International Student Advisor at the College.. Permission of the School of Pharmacy required to register.

PHAR-6401 APPE Elective I (6)

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes. Graded S/U.

PHAR-6402 APPE Elective II (6)

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes. Graded S/U.

PHAR-6403 APPE Elective III (6)

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes. Graded S/U.

PHAR-6701 APPE Core Community (6)

Students will perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services in the community setting. The student will also be introduced to financial performance indicators of the site and the student should participate in the purchasing and inventory management process. Graded S/U.

PHAR-6702 APPE Core Health System (6)

Students will perform a variety of activities including order entry, preparation of sterile products, formulary management activities (such as preparing documents for and/or attending P&T meetings), error and adverse drug reaction reporting, and participating in the

institution's quality improvement program. Students will analyze errors and ADR's and discuss with their preceptor methods to reduce these events. Errors and ADR's should be actual events unless legal issues prevent students from reviewing these events; in this situation the preceptor could compose an error or ADR event. Please note that due to the operational aspects of the Introductory Rotations, this Advanced Rotation does not mandate order entry as a required task. Graded S/U.

PHAR-6703 APPE Core Acute Care (6)

Students will perform a variety of activities including monitoring (rounding) patients as part of an interdisciplinary team including pharmacists, physicians, nurses, or other providers of care such as respiratory therapists, physical therapists, or discharge planners. Students will use a systematic process to provide patient centered pharmacy care to assigned patients; that is, identifying drug related problems and making interventions to improve patient care. Completing Consult notes, patient presentations, journal clubs, and drug information papers will be required. Students may also be required to perform other activities as directed by the preceptor. Graded S/U.

PHAR-6704 APPE Core Ambulatory Care (6)

Students will perform a variety of activities including interviewing and counseling patients in an outpatient or primary care setting. Students will use a systematic process to provide patient centered pharmacy care to assigned patients; that is, identifying drug related problems and making interventions to improve patient care. Consult notes, patient presentations, journal club participation and drug information papers will be required. Students will counsel patients on public health issues such as smoking cessation and immunizations. Using pre-defined criteria students will conduct medication reviews and make interventions in specific populations such as diabetes, hypertension and hyperlipidemia. Students may also be required to perform other activities as directed by the preceptor. Please note that order entry is not a requirement of the Ambulatory Care rotations. Graded S/U.

Doctor of Pharmacy/MBA

Overview

The School of Business and the Wegmans School of Pharmacy at St. John Fisher College have established a joint Pharm.D./MBA program. The goal of this cooperative program is to educate students to assume responsibilities of management, executive, and administrative positions within the pharmaceutical industry, as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

Accreditation and Registration

The Wegmans School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education and the School of Business MBA program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Both programs are individually and jointly registered with NYSED.

About the Program

Degree Requirements

As standalone programs, the Doctor of Pharmacy (Pharm.D.) degree requires completion of 151 credit hours and the MBA degree requires completion of 30-48 credit hours, depending on previous coursework. Up to 18 credit hours of MBA foundation coursework can be waived through equivalent coursework previously completed at the undergraduate level, reducing the MBA program to the minimum 30 credit hours. Taken separately both programs would require 181-199 credit hours for degree completion depending on previous coursework.

For the joint Pharm.D./MBA with Pharmaceutical Industry concentration program, up to 18 credit hours can be shared between both degree programs through the MBA concentration (12 credit hours) and pharmacy electives (6 credit hours) areas. Through this joint program, students will meet the degree requirements for both programs with a maximum of 181 credit hours depending on an applicant's course history. Any course waivers will reduce this maximum number.

Up to 6 credits of foundation or core MBA courses can be used as elective credits within the pharmacy curriculum thus reducing the pharmacy coursework to 145 credit hours. Additionally, the coursework that a student takes as part of the pharmacy curriculum will be counted to satisfy the 12 credit hours of concentration coursework required of the MBA curriculum, thus reducing the MBA curriculum to a minimum of 18 (36 maximum) credit hours.

Admissions Requirements

Traditional MBA students have a baccalaureate degree; however, pharmacy students may or may not have a prior degree, even though all pharmacy students have at least 62 semester hours of undergraduate credits. Candidates for this joint program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the joint program after successful completion of their first professional year in pharmacy by completing a Petition for Change of Program through the Office of the Registrar. Pharmacy students who have at least 90 credit hours of coursework may take MBA foundation classes prior to applying to the joint program, consistent with current graduate school policy. Pharmacy students may complete up to 18 credit hours of foundation courses prior to applying to the joint program, provided satisfactory grades are achieved and the student remains in good standing.

Advisement

Pharmacy students wishing to participate in this opportunity will work with their academic advisor, associate dean of academic affairs in the Wegmans School of Pharmacy, and the director of the

MBA program in the School of Business to choose appropriate coursework. Additionally, questions concerning financial aid and/or billing should be directed to Student Financial Services.

Scheduling

The MBA program has three semesters during the calendar year consistent with the College master academic schedule, which include the fall, spring, and summer. Typically, during the fall and spring semesters, any given MBA course will meet one weeknight from 6:00 p.m. to 9:05 p.m. During the summer semester courses most commonly meet in a 6-week condensed schedule format, meeting two weeknights from 6:00 p.m. to 10 p.m. A sample curriculum for the joint program integrating all coursework including all foundation courses can be found in the section that follows.

Cost of Program

Students will be billed standard tuition costs as associated with the pharmacy program which can include up to 6 credit hours of MBA foundation coursework approved to satisfy pharmacy electives. Students who take 6 credit hours of MBA foundation coursework in satisfaction of pharmacy elective coursework, will not be billed separately for those six credit hours as the courses are included as part of the pharmacy program tuition. MBA courses will be billed at the current per credit hour cost of tuition. Students will be billed for these additional courses at the per credit hour graduate tuition rate. It is recommended that students consult with Student Financial Services if they have borrowing needs.

Degree Award

Once all degree requirements are met for an individual program, a student may petition for graduation from that particular program. For example, should a student complete all Doctor of Pharmacy degree requirements first, the student can petition for graduation from that program. Any MBA foundation coursework accepted in satisfaction of the 6 required elective credit hours for pharmacy will appear on the pharmacy transcript. Once the remaining degree requirements are met, the student will need to petition for graduation from that program. If the latter completed program is MBA, the student will need to petition for graduation from that program once all MBA degree requirements are met. Any coursework accumulated as part of the MBA, including up to the 6 credit hours counted toward the Doctor of Pharmacy, will be available on a separate MBA transcript.

Program Requirements

Joint Pharm.D./MBA

Requirements

The number of credits is indicated in parentheses at the end of each course title.

PHAR 3117 - Introduction to Pharmacy Practice (1)
PHAR 3120 - IPE: Team STEPPS (0)
PHAR 3122 - Pharmacy Calculations (2)
PHAR 3135 - Healthcare Delivery (3)
PHAR 3142 - Principles of Pharmaceutical Science (4)
PHAR 3144 - Systems Pharmacology I (4)
PHAR 3148 - Biosystems I (4)
PHAR 3217 - Top 200 Drugs II (1)
PHAR 3218 - Introduction to Diversity (1)
PHAR 3226 - State Pharmacy Law (2)
PHAR 3227 - Drug Information (2)
PHAR 3240 - Biosystems II (4)
PHAR 3242 - Pharmaceutics (4)
PHAR 3244 - Systems Pharmacology II (4)
PHAR 4112 - Applied Pharmaceutics I (1)
PHAR 4135 - Communications and Counseling Skills (3)
PHAR 4139 - Introductory Pharmacy Practice Experience I (3)
PHAR 4144 - Systems Pharmacology III (4)
PHAR 4157 - Applied Pathophysiology and Therapeutics I (5)
PHAR 4212 - Applied Pharmaceutics II (1)
PHAR 4236 - Population-Based Healthcare (2)
PHAR 4238 - Self-Care & Natural Products (3)
PHAR 4244 - Systems Pharmacology IV (4)
PHAR 4257 - Applied Pathophysiology and Therapeutics II (5)
PHAR 4339 - Introductory Pharmacy Practice Experience II (3)
PHAR 5113 - Critical Evaluation of Medical Literature I (1)
PHAR 5119 - Introductory Pharmacy Practice Experience III (1)
PHAR 5120 - IPE: SBIRT (0)
PHAR 5125 - Ethics in Pharmacy Practice (2)
PHAR 5137 - Concepts in Pharmacy Practice I (3)
PHAR 5144 - Systems Pharmacology V (4)
PHAR 5157 - Applied Pathophysiology and Therapeutics III (5)
PHAR 5213 - Critical Evaluation of Medical Literature II (1)
PHAR 5219 - Introductory Pharmacy Practice Experience IV (1)
PHAR 5225 - Federal Pharmacy Law (2)
PHAR 5236 - Managing Practice and Personnel (3)
PHAR 5237 - Concepts in Pharmacy Practice II (3)
PHAR 5267 - Applied Pathophysiology and Therapeutics IV (6)
PHAR 6701 - Community Pharmacy Rotation (6)
PHAR 6702 - Hospital Pharmacy Rotation (6)
PHAR 6703 - Internal Medicine Pharmacy Rotation (6)
PHAR 6704 - Ambulatory Pharmacy Rotation (6)
PHAR 6401 - Advanced Rotation Elective (6)
PHAR 6402 - Advanced Rotation Elective (6)
PHAR 6403 - Advanced Rotation Elective (6)

GMGT 573 - Financial Accounting Fundamentals (3)
GMGT 576 - Statistics for Managers (3)
GMGT 579 - Organization Structure and Process (3)
GMGT 580 - Economic Foundations and Practice (3)
GMGT 585 - Managerial Finance (3)
GMGT 590 - Operations Management (3)
GMGT 680 - Marketing Concepts and Strategy (3)
GMGT 681 - Business Strategy and Policy (3)
GMGT 682 - Integrated Advanced Financial and Accounting Analysis (3)
GMGT 683 - Process Management (1.5)
GMGT 684 - Project Management (1.5)
GMGT 685 - Leadership Development (3)
GMGT 694 - Capstone Project Experience (3)

Total: 169 - 181 credits (depending on transfer credits)

Additional Information

Application Process

Students in good standing in the School of Pharmacy may apply to the Joint Pharm.D./MBA program after the completion of the spring semester of their first year by completing a Petition for Program Change, available through the Office of the Registrar. The Doctor of Pharmacy and Master of Business Administration degrees will be granted individually as each degree program requirements are met.

At any point, should a student in good standing no longer wish to pursue the joint degree program, he/she will need to petition for a change of program and move to the standalone pharmacy degree program to complete the degree requirements. After a student completes the pharmacy degree, should he/she wish to re-enroll in the MBA program, an accelerated application will need to be completed and any new degree requirements met.

Doctor of Pharmacy/MBA Courses