ST. JOHN FISHER UNIVERSITY

Graduate Home

2025-2026 Graduate Catalog

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St. John Fisher University is a collaborative community dedicated to teaching, learning, and scholarship in a student-centered educational environment. The University 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

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.

Disclaimer: The St. John Fisher University *Graduate Catalog* does not constitute a contract or offer to contract between the University and its students on either a collective or an individual basis. It is the student’s responsibility to know and follow current requirements and procedures at the department, program, and Institution levels. The University reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice.

Degrees and Certificates
Grading and Transcripts
Registration and Withdrawal
Degree Requirements and Graduation
Academic Standing, Probation, and Dismissal
Academic Appeals, Complaints, and Concerns
Program Change
Family Educational Rights and Privacy Act (FERPA)
Faculty Listing

Degrees and Certificates

All programs are approved and registered by the New York State Education Department. St. John Fisher University 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.), Doctor of Nursing Practice (DNP), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.), and Advanced Certificates. The University presently offers the following degree and certificate programs:

Graduate Degrees with HEGIS Codes

- MBA: Master of Business Administration 0506 (Accounting 0502)
- M.S.: Primary Care Family Nurse Practitioner 1203.10
- M.S.: Adult Gerontology Acute Care Nurse Practitioner 1203.10
- M.S.: Adult Gerontology Primary Care Nurse Practitioner 1203.10
- M.S.: Psych/Mental Health Nurse Practitioner 1203.10
- M.S.: Adult Gerontology Clinical Nurse Specialist 1203.10
- M.S.: Library Media 0899.01
- M.S.: Literacy Education 0808
- M.S.: Mental Health Counseling 2104
- M.S.: Special Education 0808
- M.S.: Inclusive Childhood Education 0808
- M.S.: Inclusive Adolescence Education 0808
- M.S.Ed.: Building and School District Educational Leadership 0827
- DNP: Advanced Practice Nursing 1203.10
- DNP.: Primary Care Family Nurse Practitioner 1203.10
- DNP: Adult Gerontology Acute Care Nurse Practitioner 1203.10
- DNP: Adult Gerontology Primary Care Nurse Practitioner 1203.10
- DNP: Certified Registered Nurse Anesthetist (CRNA) 1203.10
- DNP: Psych/Mental Health Nurse Practitioner 1203.10
- DNP: Adult Clinical Nurse Specialist 1203.10
- Ed.D.: Executive Leadership 0506
- Pharm.D.: Pharmacy 1211

Additional Information

- Advanced Certificate: Primary Care Family Nurse Practitioner 1203.12
- Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner 1203.12
- Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner 1203.12
- Advanced Certificate: Psych/Mental Health Nurse Practitioner 1203.12
- Advanced Certificate: Adult Clinical Nurse Specialist 1203.12
- Advanced Certificate: Mental Health Counseling 2104

**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.*

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

Grading and Transcripts

The cumulative grade point average for all graduate courses taken at St. John Fisher University 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 may be dismissed.

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

Nursing Policies can be found in the Wegmans School of Nursing Student Handbook.

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.

Students with one or more Incomplete grades at the end of the term have an academic standing of On Hold until the Incomplete grade(s) is resolved. When all Incomplete grades are converted to letter grades, the term and cumulative GPA are recalculated and academic standing is set according to the Standards of Academic Progress.

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 University 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.

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 University 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 chair 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.

Transcripts

Official transcripts of the St. John Fisher University record can be ordered by each student. Unofficial transcripts may be printed directly from Fish R' Net. For more information, visit the Registrar's Office's **Request a Transcript** page.

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

Registration and Withdrawal

Registration

A student must be officially registered to earn credit for a course in the semester in which credit is sought. Registration is complete only when the student has officially registered and satisfied all financial obligations to the University or has made satisfactory financial arrangements with Student Accounts. New students course-register prior to the first day of classes; returning students course-register during the current semester for the following semester. All financial obligations must be met prior to the first day of classes, and until they are, registration is not complete. The deadlines for late registration are found in the **academic calendars**.

Registration takes place in November for the spring semester, In February for the summer semester, and April for fall semesters when students course-register using **Fish 'R' Net** . This process generates a tuition bill for which payment is due approximately three weeks before the semester begins. Students who have not made arrangements to pay their tuition may be dropped from their courses.

Ultimately, the student is responsible for all registration, add, drop, and withdrawal activities on his or her record at the University. Registration should be done at the earliest opportunity to minimize the chance of being closed out of a course and to ensure that the University has accurate enrollment numbers to use in course-related decisions. Students may attend only classes in which they are registered. Students 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 canceled 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 add activity is allowed, the student must make all changes using **Fish 'R' Net**; if add web activity has ended, the student must make all changes using the online late course 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**.

The University 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.

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.**

Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.

Withdrawal and Absences

Withdrawal From St. John Fisher University

A student who withdraws from all courses in a semester is considered to have withdrawn from the University and must officially submit the online Withdrawal Request Form to complete the **withdrawal process**. Failure to officially withdraw will result in the grades of "F," "U," or "FA" being assigned. Tuition and other appropriate charges will be fully assessed in keeping with the published University Refund Policy.

Withdrawal for Students Called to Active Military Duty

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

- 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 Student Financial Services for additional discussion.
- Submit the online Withdrawal Request Form to complete the **withdrawal process**.

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 University policies. Failure to provide the military orders will result in normal withdrawal processing.

Leave of Absence

A student who will be away from the university 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 University 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 Transfer and 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.

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

Degree Requirements and Graduation

Upon admission to St. John Fisher University, 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 University, 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 related to the pharmacy program.*

Catalog

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 University in matriculated status, unless otherwise noted. Requests to change to a subsequent catalog must emailed to registrar sjf.edu. Graduate chairs have the discretion and authority to make course substitutions or modifications to ensure the integrity of their programs.

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 chair 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 University starts this time clock.

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 University.. If the program has been substantially modified, chairs 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. Chairs may require that the students follow the program requirements in the catalog in force when the students return to the University.

Graduation

Students who qualify for graduation must complete 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 University confers degrees three times per year, in May, August, and December.

The University 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 chair. 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.

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

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 Handbook.*

Nursing grading and progression policies can be found in the Wegmans School of Nursing Handbook.

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 their 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 chair and be required to meet with his or her chair to discuss their situation. The chair 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 de-registration 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 de-registered 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 chair 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

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 University degree. However, only Fisher credits are used in calculating the grade point average.*

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

Academic Appeals, Complaints, and Concerns

Overall information about the University's student complaint process can be found here: **https://www.sjf.edu/about/student-consumer-information/**

Students wishing to make appeals or to bring forward complaints or concerns, including complaints or concerns regarding 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.

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 or department chair.

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.

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.

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.

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.*

NC-SARA Member Student Complaints

St. John Fisher University is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the policy for complaints outlined here: **https://www.nc-sara.org/student-complaints**.

If all grievance procedures have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted, and

a) The student resides in New York, then the student has the right to file a complaint with the NYS Office of College and University Evaluation. Details on the New York State Education Department's complaint procedures can be found here:

http://www.nysed.gov/college-university-evaluation/complaints

b) The student resides in a NC-SARA state other than New York, please follow the policy for complaints outlined here: **https://www.nc-sara.org/student-complaints**. Additional information can be reviewed and followed on New York State's Department of Education complaint procedures website:

https://www.nysed.gov/college-university-evaluation/complaints

Please note: NC-SARA consumer protection complaints do NOT include complaints related to grades or student conduct violations, and the New York State Education Department does not intervene in matters concerning an individual's grades or examination results, as these are the prerogative of the institution's faculty.

Non-SARA Member Out-Of-State Student Complaints

Students who have complaints that have not been resolved through contact with the University and do not reside in a SARA member state (**https://www.nc-sara.org/directory**) may seek advisement from the

appropriate office in the student's state of residence.

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

Program Change

Change Within a Program

Applicable to current students requesting a change in the following programs:

- Master of Business Administration (MBA)
- M.S in Nursing/Doctor of Nursing Practice (DNP)
- M.S. Inclusive Adolescence
- M.S. Inclusive Childhood

To request a change within one of the programs indicated above, students must complete the **Graduate Academic Change form.** which is located on he Registrar's website under Documents and Forms. Upon approval from the graduate chair the Registrar's Office will update the student's record. Students are sent a notification once the new program is added to their record. Students are advised to run a new UAchieve degree audit and meet with advisor or program chair for advisement on the new program. The Uachieve audit can be found as an app icon on the mysjf.edu launchpad.

Complete Change of Program

If an enrolled student wishes to completely change from one graduate program into a different program, they must apply, online, to the new program through the Office of Transfer and Graduate Admissions. A statement supporting the student's interest in changing into a new program must accompany the application. In some cases, new recommendations 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 sent a notification once the new program is added to their record. Students are advised to run a new UAchieve degree audit and meet with advisor or program chair for advisement on the new program. The Uachieve audit can be found as an app icon on students launchpad.

Additional Information

Degrees and Certificates

Grading and Transcripts

Registration and Withdrawal

Degree Requirements and Graduation

Academic Standing, Probation, and Dismissal

Academic Appeals, Complaints, and Concerns

Program Change

Family Educational Rights and Privacy Act (FERPA)

Faculty Listing

Family Educational Rights and Privacy Act (FERPA)

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

St. John Fisher University 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 University receives a request for access.

Students should submit to the appropriate official written requests that identify the record(s) they wish to inspect. A University 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 University 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 University

Admissions Records

Location: Office of Admissions

Custodian: Director of Admissions

Academic Records

Location: Registrar's Office
Custodian: Director of Academic Information and Registrar

Health Records

Location: Health and Wellness Center
Custodian: Director of Health and Wellness Center

Financial Aid Records

Location: Office of Student Financial Services
Custodian: Director of Student Financial Services

Financial Records

Location: Office of Student Financial Services
Custodian: Director of Student Accounts

Graduate Placement Records

Location: Career Center
Custodian: Director of Career Services

Disability Records

Location: Center for Student Accessibility Services
Custodian: Coordinator of Student Accessibility Services

Student Conduct Records

Location: Office of the Vice President for Student Affairs
Custodian: 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 University to amend a record that they believe is inaccurate or misleading. They should write the University 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 University decides not to amend the record as requested by the student, the University 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 University 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 University (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 University 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 University 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 University 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 University 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 University 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 the University 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 University to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the University 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., first-year, 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."

Release of Disciplinary Records

The University may disclose only the final results of a disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclose of the final results may occur regardless of whether the institution concluded that a violation was committed. The offenses that constitute a crime of violence or a non-forcible sex offense include arson, assault offenses, burglary, criminal homicide (manslaughter by negligence), criminal homicide (murder and non-negligent manslaughter), destruction/damage/vandalism of property, kidnapping/abduction, robbery, forcible sex offenses, statutory rape, and incest. FERPA prohibits the victim from re-disclosing this information.

Degrees and Certificates
Grading and Transcripts
Registration and Withdrawal
Degree Requirements and Graduation
Academic Standing, Probation, and Dismissal
Academic Appeals, Complaints, and Concerns
Program Change
Family Educational Rights and Privacy Act (FERPA)
Faculty Listing

Faculty Listing

This listing is current with information on file as of June 9, 2025

Full-Time

**On leave, fall 2025*
***On leave, spring 2026*
****On leave, fall 2025 and spring 2026*

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Ph.D., University of Rochester

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B.S., Nazareth University
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B.S., Ph.D., Midwestern University

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B. Sc., University of Kalamoon, Syria
M.S., Wright State University
Pharm.D., University of Bradford, England, UK
Pharm.D., Department of Health, Syria
Ph.D., Purdue University

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Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

Academic Support Services

For more information about any of the services below, visit **www.sjf.edu**.

Library

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 **Lavery Library**. Information resources include over 408,000 volumes and access to over 86,000 print and electronic periodicals.

The Charles J. Lavery Library underwent extensive renovations in 2024-25 to modernize the building's infrastructure and adapt the spaces to meet the changing needs of our users. A variety of study spaces are available in a three-story building with abundant natural light. Silent study and whisper study areas are on the third floor, and study rooms and tables are available throughout the building for group study. Gathering with friends is easy with additional outdoor seating space available in the academic quad, as well as tiered seating in the first-floor atrium. Library Services are located primarily on the second floor. The library building houses several additional departments that help all students to succeed. Accessibility Services and Testing, Career Services, and Academic Advising are on the first floor; and Writing and Tutoring Services are located on the third floor. Food and beverages are available on the second floor at Beaks' Bites with vending and grab and go

Research Assistance

Professional librarians support student research and are available for in-person assistance and video appointments, as well as answering questions via phone and email. Our librarians are information specialists committed to the academic success of all students; there is a **librarian assigned to every major**. **Make an appointment with a librarian.** _ Their schedule is supplemented by a **24/7 Chat-with-a-**

Librarian service, so students can get assistance with their research whenever they need it.

K-12 Resource Collection

Located on the third floor, this space is geared toward educators and pre-service educators at all levels. We offer a range of fiction, non-fiction, school textbooks, and lesson-planning resources all aligned with NYS standards.

Career Services

The Career Services office provides comprehensive support to students at every stage of their career journey. They offer personalized 1:1 coaching and valuable resources for career exploration and major selection, along with expert guidance on r sum development, interviewing skills, and ongoing career management. Furthermore, Career Services actively connects students with employers through internships, employment opportunities, a job fair, workshops, and individualized employer events, fostering career readiness and crucial networking connections. Career Services is dedicated to empowering students through every phase of career management and development.

Center for Student Research and Creative Work

The St. John Fisher University Center for Student Research and Creative Work is the hub for students seeking to engage in research across all fields of study. The Center partners with the Library Committee to organize the annual Fisher Showcase, a vibrant platform for students, faculty, and staff to present their research findings, creative works, and scholarly achievements to the university community. Also, the Center offers funding opportunities to help students travel to academic conferences to present their work and participate in other valuable experiential learning events, broadening their academic horizons and professional networks.

Student Accessibility Services

St. John Fisher University is committed to providing support services and assistance for students with disabilities. Student Accessibility Services (SAS), in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act (ADAAA), provides reasonable accommodations and appropriate services to students with documented disabilities. SAS advocates, advises, and connects students with campus resources. Students who may need reasonable accommodations are advised to contact the office at 585-385-7272 or **sas@sjf.edu** to schedule an appointment. Additional

information can be found on the **Student Accessibility Services website.**

Writing Center

The SJF Writing Center offers two support options for graduate students in all programs: synchronous, one-on-one consultation, and asynchronous, written feedback on drafts. During one-on-one consultations, professional writing consultants from SJF can assist with any stage of the writing process from brainstorming through revision. Appointments are usually conducted via Zoom, though in person connection is welcome if the student has easy access to campus. Students can also request asynchronous written feedback on drafted work with scheduled turnaround time.

In addition to SJF Writing Center support options, all graduate students have access to 24/7 writing assistance through Brainfuse Online Tutoring. Brainfuse can be accessed anytime, anywhere via the my.sjf.edu apps dashboard. Professional writing tutors provide either synchronous, on-demand writing consultation via the "Live Help" service or asynchronous written feedback via the "Writing Lab" service; asynchronous feedback can be accessed through the student's message center within 24 hours of submission.

Veterans Affairs

The Veterans Affairs Certifying Official, located in the Registrar's Office, Kearney 201, provides students with information and assistance relating to veterans' benefits and concerns. The certifying official may be contacted by phone at **(585) 385-8031 or by email : veteranservices@sjf.edu.** For additional resources for veterans, military students or their families please **Student Financial Services** web page. For more information on Veteran Education benefit eligibility, visit the VA online at: **benefits.va.gov/gibill/** or call 1 (800) 442-4551.

Information Technology

Computer labs across campus offer access to a variety of software, including productivity and academic applications, on both PCs and Macs. For complete details about information technology on campus, visit the **Office of Information Technology (OIT) website**.

Educational Technology Support

Fisher offers a wide variety of educational technologies that may be used by the instructors of the courses you take. The DePeters Family Center for Innovation and Teaching Excellence offers documentation and video tutorials for faculty, staff, and student users of these tools. Please visit the **Educational Technologies page** to find the tool you are looking for and then access the student specific documentation available.

If you are looking for assistance with Brightspace specifically, check out this **Getting Started with Brightspace page** built for student users.

Please be aware, not all courses use Brightspace for course management. Please look at your course syllabi for what course management system each course will use and special instructions provided by the instructor if it is a system other than Brightspace.

Online Learning

Some courses at Fisher are taught as fully online courses, meaning there is no in-person meeting on campus. Some may be taught solely through the course management system, and others may have both online activities and synchronous meetings via Zoom. Check each course syllabi carefully to understand the instructor's plan for each online course.

If you are taking your first online course, make sure to complete the **Online & Hybrid Student Orientation** course found on Brightspace. Look under **Discover** in the red navigation bar on your Brightspace homepage to self-enroll in this course. Some instructors may require you to complete this orientation as part of their first week course activities. Some programs may also require their own program specific orientation. You will receive separate communication if that is the case.

Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

Admissions Information

St. John Fisher University seeks to admit students whose academic records indicate their willingness and ability to profit from instruction at the University. St. John Fisher University admits students of any gender, age, race, color, creed, national or ethnic origin, or disability. For detailed information regarding admissions to St. John Fisher University, visit the **Admissions and Aid website**.

Admissions Requirements

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

With the exception of the Pharm.D. program, 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 chair as well.

The admissions committee of each program, the graduate program chair, and the Assistant VP of 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 complete an online application. Applications will be processed on a rolling basis. Admissions decisions are typically sent to applicants within four weeks after the application is complete. For more information, refer to the University's **Graduate Application Process page**.

International Student Admissions

All international students studying at St. John Fisher University with student visas must enroll full-time (9 credits) each semester to comply with the regulations of the U.S. Immigration Service. Information and documentation required for accepted international students can be found on the **International Student Services** site.

Transfer Credits

To request transfer credit, students should submit the **Graduate Transfer Credit Request Form**. A maximum of nine credits of appropriate graduate work completed at other institutions in accredited graduate programs may be considered for transfer into a graduate degree program at Fisher. The credits must have been completed with a grade of "B" or higher, be appropriate to the program of study at Fisher and have been earned no more than 6 years prior to starting the Fisher graduate program.

Matriculated students should contact the program chair for transfer credit approval before completing the first semester of coursework.

Determination of appropriateness for transfer credit will be made at the discretion of the program chair and the Provost of the University. 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.

Enrollment

Once admitted to St. John Fisher University, students can expect to continue in attendance at the institution as long as they maintain satisfactory academic standing, meet their financial obligation to the University, and do not seriously or persistently violate existing University regulations (see the **Student Conduct website**). St. John Fisher University 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 University occurs only after appropriate review and according to established institutional 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.*

Student Designations

Graduate students are admitted with a certain status, depending upon the specific application decision and the student's individual circumstances. The admissions committee seeks 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 chair at the end of each semester to discuss their plan and progress. At the conclusion of the second semester, the program chair 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 Program Chair for consideration. The Chair would determine if a conditional student should be placed on academic probation or dismissed from the program.

Conditionally Matriculated – MBA program only

To support program success, based on an incoming student's background in foundational business subjects, the self-study "MBA Math Toolkit" may be recommended or required
to refresh or improve foundational business knowledge. The MBA Math Toolkit addresses the following areas: Microsoft Excel; Economics; Accounting; Finance and Statistics. If required, the applicants are conditionally accepted. The conditions of admission require you to:
Successfully complete the MBA Math Business Toolkit before the end of your first semester.

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 requirements are satisfied. 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 Office of Transfer and Graduate Admissions. Full graduate standing is granted when the documents are received in the 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 or universities 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.

Deferral of Admissions and Readmission

Deferral of Admissions

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 previously matriculated graduate student who has not completed a course at Fisher for more than two semesters or have been dismissed from Fisher for academic reasons and would like to be reconsidered for admission.
Please Note: Program chairs 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 Graduate Readmission** 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 University.

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

Once the readmission application is complete, it will be forwarded to the program chair for review.

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

Applicants for admission to the University (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.

For the full policy, refer to **Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals** on the University's website.

Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

Student Life

Athletics

On the intercollegiate level, men compete in 13 varsity sports: basketball, baseball, golf, tennis, soccer, football, cross country, indoor track and field, outdoor track and field, lacrosse, volleyball, wrestling and ice hockey. Women compete in 14 varsity sports: basketball, soccer, tennis, softball, volleyball, golf, cross country, indoor track and field, outdoor track and field, field hockey, rowing, lacrosse and ice hockey. Cheerleading is also considered a varsity sport and open to men and women.

Participation in intramural athletics is open to current students not competing in the same sports at the varsity or junior varsity level. Intramural competition is available each semester.

The Ralph C. Wilson, Jr. Athletic Center houses a 30,000-square-foot open-span, multipurpose field house which hosts all the indoor intramural leagues, student recreational activities, and varsity team practices throughout the school year. The center also houses a two-tier fitness room and a weight room. Additionally, the facility boasts varsity locker rooms, a sports medicine suite, a state-of-the-art film room, ample meeting and office spaces, and fitness facilities.

Growney Stadium is home to numerous athletic programs and is an all-weather, lighted, artificial-turf stadium that allows for all-season and night-time play for intercollegiate contests, practices, and intramural activities

The Polisseni Track and Field Complex features a grandstand that seats over 1,000 fans, team locker rooms, public restrooms, and a press box. The lighted complex has an eight-lane, 400-meter competition track, which surrounds a natural grass multipurpose playing field.

On the south campus is Dugan Yard, one of the finest collegiate baseball facilities in New York State, along with the Dugan Player Development Center, the Softball Complex, track and field throws space, and two grass fields that provide additional opportunities for intramural leagues, recreation, and practices.

St. John Fisher is the first collegiate partner of the Rochester Ice Center, located in Fairport, NY. The facility features three full-size hockey rinks with heated spectator seating. The men’s and women’s ice hockey teams will call this facility home for their inaugural season in 2025.

Dining Services

Fisher Dining Services provides a variety of convenient dining options across campus. All dining locations accept board meal plans, Cardinal Cash, and major credit cards. For up-to-date hours of operation, daily menus, and student events visit our **Dining Services website**.

Ward-Haffey Dining Hall

Located at the heart of campus, Ward-Haffey Dining Hall is the primary dining venue and is open seven days a week. This *all-you-care-to-eat* experience features a wide selection of rotating entr es, international cuisine, grill items, a salad bar, desserts, and more. For students on the go, Ozzi reusable takeout containers are available as a sustainable alternative.

Cyber Café (Golisano Gateway)

A campus favorite for coffee lovers and quick bites, Cyber Caf proudly serves Starbucks beverages alongside freshly baked pastries, hot breakfast sandwiches, soups, grab-and-go salads, wraps, snacks, and desserts. Open Monday through Friday, it's the perfect stop for a pick-me-up between classes.

Fisher Sub Shoppe (Murphy Hall)

Fisher Sub Shoppe allows students to customize their sub sandwich just the way they like it. In the mornings, a full bagel bar and other breakfast options are available. Open seven days a week.

SONO Grill (Michaelhouse)

The SONO Grill offers made-to-order Latin American-inspired cuisine. The menu consists of bowls, tacos, and burritos with a variety of proteins, veggies, and toppings. Open Monday to Friday for lunch.

Pioch Commons Café

Located in the newly renovated Pioch Commons, this grab-and-go caf offers a streamlined selection of Cyber Caf favorites, including Starbucks Coffee, ready-made meals, and snacks perfect for busy days. Open Monday to Friday for breakfast and lunch.

Safety and Security

The Office of Safety and Security, 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 University 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. Crime Statistics reported to the Department of Education are publicly available on the **University website** as well as the **U.S. Department of Education's website** for campus crime statistics.

The Office of Safety and Security can be contacted at **(585) 385-8025** or for an emergency at **(585) 385-8111**.

Note: *All calls to the University switchboard and the Office of Safety and Security are recorded.*

Title IX Notice

St. John Fisher University is committed to maintaining a community in which learning and working can be carried out in an environment of respect, open-mindedness, and integrity. The University stands opposed to all forms of discrimination, harassment, and violence and will work to prevent such behavior within the University community. In accordance with Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, and New York's Enough is Enough Law, the University does not discriminate on the basis of sex and prohibits sex discrimination in any program or activity that it operates, including admissions and employment. The Title IX Coordinator is the designated University official with primary responsibility for coordinating compliance with Title IX and related federal and state laws. The Title IX coordinator, Meg Flaherty, Ph.D., can be reached by phone at (585) 385-8232, email at **titleix@sjf.edu**, in-person in Campus Center 229, or outside of business hours by contacting the Office of Safety and Security at (585) 385-8111.The University non-discrimination policy and grievance procedure can be found on the **University Title IX webpage.**

Fisher Sponsored Transportation to Civic Engagement Sites

Students are ultimately responsible for finding their own transportation to off-campus programs/civic engagement sites. Nevertheless, subject to availability, budgeting limits and other transportation demands, SJF will endeavor to provide transportation to off-campus programs for Scholars who live on campus. SJF has no liability for any transportation method used by any student, other than transportation on official SJF vehicles. Please plan accordingly.

Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

Tuition and Fees for Graduate Programs

Summer 2025 Spring 2026 Tuition and Fees

Master's Programs

- Master of Business Administration (MBA) 1,419/credit
- School of Education Programs- 895/credit
- All Other Master's Programs 1,193/credit
- Comprehensive Fee 20/credit
- Nursing Online Fee

Online Nursing

Nursing Online Fee CERT/MS-AGACNP	116/semester
Nursing Online Fee CERT/MS-AGPCNP	100/semester
Nursing Online Fee CERT/MS-PCFNP	110/semester
Nursing Online Fee CERT/MS-PMHNP	70/semester

- Nursing Fee

OnGround Nursing

Nursing OnCampus Fee CERT/MS-AGCNS	55/semester
Nursing OnCampus Fee CERT/MS-AGACNP	80/semester
Nursing OnCampus Fee CERT/MS-AGPCNP	65/semester
Nursing OnCampus Fee CERT/MS-PCFNP	75/semester
Nursing OnCampus Fee CERT/MS-PMHNP	55/semester

Doctoral Programs

- Doctor of Nursing Practice (DNP) 1,670/credit
- Nursing Practice Fee

DNP-AGACRNA	338/semester
DNP-AGCNS	75/semester
DNP-AGACNP	80/semester
DNP-AGPCNP	65/semester
DNP-PCFNP	75/semester
DNP-PMHNP	55/semester
DNP-PM	25/semester

- Executive Leadership (Ed.D) Hybrid - 1,392/credit
- Ed,D. in Executive Leadership 1,759/credit
- Comprehensive Fee 20/credit
- Pharmacy 50,810/year
- Pharmacy Per Credit Hour Rate 1,345/credit
- Pharmacy Online Pathway Fee- 20/credit
- Pharmacy Comprehensive Fee 225/year
- Pharmacy Fee 300/year

***Executive Leadership (Ed.D) Hybrid begins with the cohort entering May 2023.*
****Fourth year on campus pharmacy students will be billed the per year rate tuition and fees split over three semesters.*
*****Pharmacy online pathway students are billed per credit hours. On-ground students require dean's approval.*

Course Fees

- GMHC 500- 250
- GMHC 520 50
- GMHC 610 60

Miscellaneous Fees

- Check Replacement Fee 35/occurrence
- Late Payment Fee 200 max/term
- Returned Check Fee 38/occurrence
- Study Abroad Fee 500
- Vehicle Registration Fee 100/year

NOTE: *All rates are subject to change.*

Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

Payment Policy

All student accounts must be settled by the date established by the Institution 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 on the **Student Accounts website**. Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by Student Financial Services.

Students whose bills are not settled may not be allowed to drop or add classes, move into residence halls, or participate in University-sponsored activities. Additional restrictions may also be imposed.

The University 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 University reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the Institution. The University 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

Payment Plan

St. John Fisher University 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 University 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 University reserves the right to rescind or refuse this payment option if the institution 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 University 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 on the **Student Accounts website**. For more information, please contact Student Financial Services by phone at **(585) 385-8042** or by email at **sfs@sjf.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.

Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

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 University or dropping a class is strongly encouraged to discuss academic implications with his/her advisor and discuss the financial repercussions with Student Financial Services.

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 and DE)

- 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)

- 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

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

Other Courses (6 and 7-week, etc.)- Part of term 7A, 7B, X, and Z.

- 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

- Withdrawal in the 1st week of classes 100 Refund
- Withdrawal after 1st week of class 0 Refund

****Students wishing to withdraw from the pharmacy program must notify the Pharmacy Office of Student Affairs in writing of their intentions.*

Nonprofit Management Certificate Program

- Withdrawal from a course within 10 days of the course start date 100 Refund
- Withdrawal from a course between day 11 and day 24 75 Refund
- Withdrawal from a course between day 25 and day 38 50 Refund
- Withdrawal from a course after day 38 0 Refund

Special Parts of Term (Part of Term S)

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

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.

Academic Support Services

Admissions Information

Financial Information

Tuition and Fees for Graduate Programs

Payment Policy

Refund Policy

Financial

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 University, students must file the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA online at **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 University offers the following:

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

The student must file the **Free Application for Federal Student Aid** (FASFA) and complete the **St. John Fisher University 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 amount 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. Student must complete the **FAFSA application**.

For further information on how to apply, 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 the **New York State Higher Education Services Corporation website**.

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:

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:

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 School reviews student records each semester. If the School determines that a student has failed to meet the standards, the School reserves the right to dismiss the student from their program. The student will have two weeks upon receipt of their dismissal letter to appeal to the School for reinstatement. If the School approves a student who has not met the academic standing requirements to continue, approval from the dean or program chair is required for the student to continue to receive federal, state, and institutional financial aid. If approved, the student will be considered on probation for financial aid for the next semester. Student Financial Services will review the student's academic progress at the end of the next attempted semester. If the student has not made progress towards the published standards, he or she is no longer eligible for federal, state, and institutional financial aid until they return to good standing as published. If a student is dismissed from the program, he or she is no longer eligible for federal, state, and institutional financial aid.

Students who graduate or drop below half-time status are required by the federal government to complete exit counseling online at **Studentaid.gov** if they borrowed a Federal Direct Student loan or received a Federal TEACH grant.

Repeated Course Work

For students who are repeating coursework (full time or part time enrollment status) in which they previously received a letter grade of D- or higher, Fisher will allow a student federal and Fisher aid **one time** for retaking previously passed coursework.

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy

Academic Programs

St. John Fisher University'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**
- **Wegmans School of Pharmacy**

Master's Programs

- **Master of Business Administration**
- **Master of Science in Education: Educational Leadership (M.S.Ed.)**
- **Master of Science in Education: Inclusive Adolescence Education Residency/Apprenticeship**
- **Master of Science in Education: Inclusive Childhood Education Residency/Apprenticeship**
- **Master of Science in Inclusive Adolescence Education with Dual Initial Certification (M.S.)**
- **Master of Science in Inclusive Childhood Education Dual Initial Certification (M.S.)**
- **Master of Science in Library Media (M.S.)**
- **Master of Science in Literacy Education (M.S.)**
- **Master of Science in Mental Health Counseling (M.S.)**
- **Master of Science in Nursing (M.S.)**

Doctoral Programs

- **Doctor of Nursing Practice (DNP) Post Masters and Post Baccalaureate**
- **Doctorate in Education: Executive Leadership (Ed.D.)**
- **Doctor of Pharmacy (Pharm.D.)**
- **Doctor of Pharmacy/MBA**
- **Doctor of Nursing Practice (DNP) AGACNP/CRNA Program**

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy

School of Arts and Sciences

Overview

Ann Marie Fallon, *Dean*
Melissa Goodwin, *Associate Dean*
Tyler Woodward, *Assistant Dean of Assessment and Administration*

The School of Arts and Sciences, in partnership with the other schools that make up St. John Fisher University, 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 University'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.

School of Arts and Sciences
- Overview

School of Arts and Sciences
School of Business
Master of Business Administration
School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy

School of Business

Overview

Daniel Connolly *Dean*
Joon Yong Seo *Associate Dean*
Kristin Lennarz *Assistant Dean & MBA Program Director*

Omar Watts *Chair, Department of Accounting and Finance*
Andrew Gallan *Chair, Department of Management and Marketing*

Guided by St. John Fisher University's core values of *Goodness*, *Discipline*, and *Knowledge*, the School of Business develops globally minded leaders who are principled, purpose-driven, and goal-oriented. Graduates are equipped to make thoughtful business decisions that integrate conscience, compassion, and data-informed insight. We deliver transformative graduate business education through high-impact, hands-on learning experiences both inside and beyond the classroom. These experiences prepare learners for a lifetime of personal fulfillment, professional success, and responsible global citizenship.

Our commitment to developing adaptable, lifelong learners ensures that graduates enter the workforce equipped with the critical skills, knowledge, and mindset to make meaningful contributions to their organizations and communities. They are prepared to lead with integrity and purpose, succeed in their chosen fields, and confidently navigate career transitions by leveraging the portable, transferable skills they have cultivated.

The School of Business has been continuously accredited by AACSB International since 2003. This prestigious accreditation represents the highest standard of excellence in business education and reflects our ongoing commitment to quality, innovation, and continuous improvement through a systematic and rigorous peer review process.

School of Business
- Overview

The School is comprised of two academic departments: the Department of Accounting and Finance and the Department of Management and Marketing.

Graduate Program Offerings:

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

School of Arts and Sciences
School of Business
School of Education
Doctorate in Education: Executive Leadership (Ed.D.)
Master of Science in Education: Educational Leadership (M.S.Ed.)
Master of Science in Inclusive Adolescence Education with Dual Initial Certification (M.S.)
Master of Science in Inclusive Childhood Education Dual Initial Certification (M.S.)
Master of Science in

Ralph C. Wilson, Jr. School of Education

School of Education
- Overview

Overview

Dr. Joellen Maples, *Dean*

Welcome to the Ralph C. Wilson, Jr. School of Education at St. John Fisher University. 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 literacy or library media. 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

Education: Inclusive Adolescence Education Residency/Appren

Master of Science in Education: Inclusive Childhood Education Residency/Apprenticeship

Master of Science in Library Media (M.S.)

Master of Science in Literacy Education (M.S.)

Wegmans School of Nursing

Wegmans School of Pharmacy

degree. The School also offers its approved Ed.D. in Executive Leadership at Iona University in New Rochelle, New York, (extension site).

Graduate programs in teacher education and educational leadership are registered with the New York State Education Department and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). 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.

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
- Doctor of Nursing Practice (DNP) Post Masters and Post Baccalaureate
- Doctor of Nursing Practice (DNP) AGACNP/CRNA Program
- Master of Science in Mental Health Counseling (M.S.)
- Master of Science in Nursing (M.S.)

Wegmans School of Pharmacy

Wegmans School of Nursing

Wegmans School of Nursing
- Overview

Overview

Dr. Patricia Gatlin, *Dean*
Dr. Colleen Donegan, *Associate Dean of Graduate Affairs*
Dr. Tara Sacco, *Graduate Nursing Program Chair*
Dr. Eric Ledwin, *Program Director, Nurse Anesthesia Program*

In March 2006, St. John Fisher University opened the Wegmans School of Nursing, named in honor of Robert and Peggy Wegman, longtime friends and benefactors of the University. 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, and ethical care and be leaders in health-care. 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).

School of Arts and Sciences
School of Business
School of Education
Wegmans School of Nursing
Wegmans School of Pharmacy
Doctor of Pharmacy (Pharm.D.)
Doctor of Pharmacy/MBA

Wegmans School of Pharmacy

Wegmans School of Pharmacy
- Overview

Overview

Administration

Dr. Christine Birnie, *Dean*
Dr. Elizabeth (Liz) Bremer, *Assistant Dean of Student Affairs*
Dr. Barbara Ellis, *Assistant Dean of Online Education*
Dr. Sean Leonard, *Assistant Dean of Assessment*
Dr. Angela Nagel, *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). In July 2011, Wegmans School of Pharmacy created a joint Pharm.D./MBA program with the School of Business. The School was reaccredited in 2024, receiving full accreditation through 2032.

Department of Pharmacy Practice and Administration

Dr. Anne Schweighardt, *Chair of 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*

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

Dr. Alex DeLucenay, *Pharmacy Practice*

Dr. Akesha Edwards, *Pharmacy Administration*

Dr. Shawn Fellows, *Pharmacy Practice*

Dr. David Hutchinson, *Pharmacy Practice*

Dr. Katherine Juba, *Pharmacy Practice*

Dr. Jill Lavigne, *Pharmacy Administration*

Dr. David McCaffrey, III, *Pharmacy Administration*

Dr. Juliette Miller, *Pharmacy Practice*

Dr. Angela Nagel. *Pharmacy Practice*

Dr. Kobi Nathan, *Pharmacy Practice*

Dr. Christopher Noel, *Pharmacy Practice*

Dr. Elizabeth(Lisa) Phillips, *Pharmacy Practice*

Dr. Judianne C. Slish, *Pharmacy Practice*

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

Department of Pharmaceutical Sciences

Dr. Vivek Dave, *Chair of Pharmaceutical Sciences*

Dr. Remah Ali, *Pharmacology*

Dr. Priyanka Bhatt, *Pharmaceutical Sciences*

Dr. Christine R. Birnie, *Pharmaceutical Sciences*

Dr. Lipika Chablani, *Pharmaceutical Sciences*

Dr. Amy L. Parkhill, *Pharmacology*

Dr. Ramil Sapinoro, *Pharmacology*

Dr. Ankit Rochani, *Pharmaceutical Sciences*

Master of Business Administration (MBA)

Overview

Daniel Connolly - *Dean*
Joon Yong Seo - *Associate Dean*
Kristin Lennarz - *Assistant Dean & MBA Program Director*

Omar Watts - *Chair, Department of Accounting and Finance*
Andrew Gallan - *Chair, Department of Management and Marketing*

The School of Business offers a variety of focused pathways leading to a Master of Business Administration (MBA) degree. Designed for working professionals who want flexibility and relevance, Fisher's efficient, AACSB-accredited MBA program equips students with practical knowledge and skills that can be applied immediately in the workplace. Courses are delivered in an online format, and each course features weekly synchronous Zoom sessions to create opportunities to engage more deeply with topics, faculty and peers. Our commitment to excellence in business education and our applied, real-world approach means Fisher MBA graduates are in demand and ready for what's next.

Accelerated Time to Degree:

At just 30 credit hours, the Fisher MBA program is remarkably efficient. Depending on your concentration, students wishing to complete the degree in one year typically plan on taking two summer courses and four courses in each of the fall and spring semesters.

Flexibility:

Fisher offers MBA students the flexibility to customize their path to program completion, choosing a pace that best suits their schedules and available learning time. Students can study full-time or part-time, completing the program in as little as one year or taking up to six years if needed. Working students may opt for a slower pace, taking one or two courses per semester. Students may change their pace from semester to semester as needed to best balance their personal, professional and educational priorities. A discussion with your admissions representative or the MBA program director is highly recommended to help you design the most appropriate program path.

A mix of live, synchronous instruction in a virtual classroom and asynchronous content and assignments provides students with flexibility while maintaining regular connection with instructors and classmates. St. John Fisher University prides itself on meaningful, personal connections between students and instructors (the Fisher Touch). To this end, every online MBA course enjoys one 90-minute synchronous Zoom session each week, conveniently scheduled around traditional working hours.

Quality:

Our AACSB accreditation reflects our commitment to maintaining rigorous quality standards proven to deliver the best in global business education. Our world-class faculty possess outstanding academic and professional credentials, along with significant practical experience. We leverage Fisher's robust and active alumni network, as well as strong business and community partnerships, to ensure that learning outcomes remain relevant and that students' professional networks are enriched. Fisher MBA graduates enjoy a high placement rate and are employed by a wide range of respected organizations from regional firms to global industry leaders demonstrating that a Fisher MBA can take you anywhere.

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

The accounting concentration is the only concentration that provides preparation for CPA licensure in New York State. Students wishing to prepare for CPA licensure should check that the specific courses meet the necessary requirements for their state.

Program Requirements

This 30-credit-hour MBA program can be completed at your pace. You can complete it in as little as one year or take up to six years. Students typically progress through the program by taking a balance of core and concentration courses.

Requirements

The number of credits for each course is designated in parentheses after the course title. Requirements will vary based on program concentration.

MBA Business Foundations - MBA Math Toolkit

To support program success, students admitted to the program may wish to refresh or improve foundational business knowledge by completing the self-study MBA Math Toolkit. Based on an incoming student's background in foundational business subjects, the MBA Math Toolkit may be recommended or required. The MBA Math Toolkit addresses the following areas: Microsoft Excel, Economics, Accounting, Finance, and Statistics.

The student cost for the MBA Math Toolkit is 159 and is subject to change.

MBA Core Courses : *15 credits*

Students in the Accounting, General Management or Pharmaceutical Industry concentrations, take five MBA core courses totaling 15

credits.

- GMGT 643 - uantitative Methods and Introductory Analytics (3)
- GMGT 680 - Marketing Concepts and Strategy (3)
- GMGT 681- Capstone: Business Strategy and Policy (3)
- GMGT 682 - Financial Management (3)
- GMGT 685 - Leadership Development (3)

Students in the Health Systems Management concentration take 5 MBA core courses totaling 15 credits.

- Choose ONE:
  - GMGT 641 - Project Management (3)
  - GMGT 643 - uantitative Methods and Introductory Analytics (3)
- GMGT 680 - Marketing Concepts and Strategy (3)
- GMGT 681 - Capstone Business Strategy and Policy (3)
- GMGT 682 - Financial Management (3)
- GMGT 685 - Leadership Development (3)

In the final semester of the program, MBA learning is assessed in a national business simulation. The student cost for this assessment is 70 and is subject to change..

Concentration Courses - *15 credits*

Concentration courses (chosen from below) to equal the required number of credits.

Accounting Concentration - 15 credits

- GMGT 647 - Advanced Topics in Federal Taxation (3)
- GMGT 648 - Accounting and Business Analytics (3)
- GMGT 649 - Commercial Law and Professional Responsibilities (3)
- GMGT 695- Accounting Theory/ Research (3)
- Choose **ONE**:
  - GMGT 674 - Forensic Accounting (3)
  - GMGT 673 - Valuation (3)

Students wishing to prepare for CPA licensure should check that the specific courses meet the necessary requirements for their state.

General Management Concentration - 15 credits

- GMGT 617 - Organizational Behavior and Human Resources Management (3)
- Four 3-credit GMGT 6XX General Management electives

Please consult with your MBA Academic Advisor for elective courses that best fit your personal objectives.

Please review courses offered before registration each term. New courses are added and others dropped as the business world changes. There are special topics (671/672) and other elective courses offered each semester and on a rotating basis from which you can select to complete the remaining 12 credits of your General Management concentration course requirements.

Health Systems Management Concentration - 15 credits

- GNUR 704 - Informatics and Healthcare Technologies (3)
- GNUR 706 - Health Care Delivery Systems, Policy & Law (3)
- GNUR 707 - Population Health : Biostatistics and Epidemiology (3)
- GNUR 710 - Complex and Vulnerable Populations Health (3)
- GMGT 6XX - Graduate Management Elective (3)

Please consult with your MBA Academic Advisor for an appropriate elective topic.

Pharmaceutical Industry Concentration - 15 credits

Students are required to take 15 credit hours from the following list:

- PHAR 3123 - Clinical Application of Epidemiology I (2)
- PHAR 3135 - Healthcare Delivery (3)
- PHAR 3218 - Introduction to Diversity (1)
- PHAR 3226 - State Pharmacy Law (2)
- PHAR 4135 - Communications and Counseling Skills (3)
- PHAR 4223 - Clinical Application of Epidemiology II (2)
- PHAR 4236 - Population-Based Healthcare (3)
- PHAR 5125 - Ethics in Pharmacy Practice (2)
- PHAR 5225 - Federal Pharmacy Law (2)
- PHAR 5236 - Managing Practice and Personnel (2)

Please consult with your MBA Academic Advisor for an appropriate elective topic. MBA students in the Pharmacy Industry concentration should check for possible prerequisites in PHAR electives and confer with their advisor on any applicable waivers or substitutions.

Note: *(PHAR 4135 or 3226/5225) and (PHAR 4236 or 5236) are required. Pharmacy classes are offered on campus during the day and online in the afternoon. Please consult with the Office of Academic Affairs within the School of Pharmacy on course selection.*

Total: 30 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 University have established a Joint Pharm.D./MBA program. The goal of this cooperative program is to educate students to assume responsibilities associated with management, executive, and administrative positions within the healthcare pharmaceutical industry, as well as healthcare delivery systems that provide pharmaceutical information, services, and products to patients.

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.

Candidates for this degree program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the Joint Pharm.D/MBA program after successfully completing their first professional year in the pharmacy program by submitting the Petition to Change Program Form, available on the Office of the Registrar webpage. Please visit the Wegmans School of Pharmacy website for more information on the Joint Pharm.D./MBA program.

Master of Business Administration (MBA) Courses

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.

Typically offered:
Variable

Attributes: TGMB
Pre-requisites: -

GMGT-596 Independent Study (1.5 TO 3)

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, 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 GMGT 671 or 672 with this title may not earn credit for this course.

Typically offered:
Variable

Attributes: TGMB

GMGT-617 Org Behavior in HR Mgmt (3)

This course introduces students to psychological and sociological issues of working in organizations i.e., what and how people think and interact with each other in organizations characterized by divergent demographics, attitudes, motivations, and stresses. The course will examine issues of communicating and working in organizational teams, managing conflict, power and politics, and managing changes in organizations in response to internal and environmental changes. The course will also focus on the key issues relate to management of a key organizational resource; i.e., talent and human resources.

Typically offered:
Fall

Attributes: TGMB

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

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.

Students who do not have an undergraduate business degree should successfully complete the MBA MathToolkit self-study program before enrolling in this course. Please contact the MBA Program Director for more information and registration details.

Attributes: TGMB
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGMB

GMGT-643 uant Mthd/Intro Analytics (3)

This course prepares students to use basic statistics and data analytics techniques to make decisions in the business environment. Students will use various statistical and other software to examine and graphically represent data. Students will use data analytics techniques to explore the underlying structures of data, and to apply those techniques to relevant business problems. Subjects taught in the course include statistics and probability, data visualization, hypothesis testing, and multiple types of regression models.

Students entering this course should have introductory knowledge of Excel and statistics. Students who do not have an undergraduate business degree should successfully complete the MBA Math Toolkit self-study program before enrolling in this course. Please contact the MBA Program Director for more information and registration details.

Typically offered:
Fall & Spring

Attributes: NLIB TGMB

GMGT-644 Better Thinking (3)

How many times have you heard that critical thinking is an important life skill, or professional skill Here is a class that is entirely devoted to teaching you how to think about your thinking. We explore how to be able to cut through false facts (fake news), misleading numbers, and all the other intentional (and unintentional) methods that exist to prevent you from clearly stating a problem and arriving at a logical conclusion. You learn about many of the biases in your thinking that many of us share and how we can neutralize and overcome these biases we are fighting thousands and even millions of years of evolution on this one. In the end, you gain an enhanced ability to effectively interact with your personal and professional environment.

Typically offered:
Variable

Attributes: TGMB

GMGT-645 Negotiations&Mediation (3)

This is a course that is focused on practice. There is theory exposure in this course but the emphasis is on the preparation for, conduct of and analysis of negotiation scenarios and individual student’s participation therein.

Typically offered:
Variable

Attributes: TGMB

GMGT-646 Intrntl Financl Actg Rprtg (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 who have not successfully completed ACCT 101 and ACCT 102 are required to seek instructor approval to enroll.

Students with credit for GMGT 562 may not earn credit for GMGT 646.

Attributes: TGMB ZEXL ZRES
Pre-requisites: -

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.

Typically offered:
Fall

Attributes: TGMB

GMGT-648 Acct & Bus Analytics (3)

This is an applied course, that focuses on exposing students to the use of various business analytics tools and techniques through the completion of several hands-on exercises and cases. Students will use various tools and techniques to transform data for analysis. They will analyze data by identifying patterns using visualization and other techniques. Students will also learn how to apply their understanding of business to leverage analysis to make strategic and operational improvement recommendations, including learning a structured method to effectively communicate findings.

Formerly titled: Accounting Information Systems

Typically offered:
Spring

Attributes: TGMB

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.

Typically offered:
Fall

Attributes: TGMB

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

GMGT-671 Special Topics I (3)

The business landscape is constantly changing. Graduate Special Topics courses (GMGT671, GMGT672) provide a platform for instruction on emerging business topics not regularly offered. Students may take more than one Special Topics course, as appropriate for their degree and concentration requirements; however, they may not receive credit for the same Special Topics titles or topics unless repeating a course due to a failing grade. Please consult your Academic Advisor to select elective courses that best fit your objectives.

Typically offered:
Variable

Fall 202501: GMGT 671 01 Topic: Introduction to Entrepreneurship

This course studies the opportunity of creating new ventures with an emphasis on understanding the entrepreneurial mindset and the role of the entrepreneur in identifying opportunities, seeking capital and other resources, and managing the formation of a team and growth of a new venture. Students will create or work on an existing business plan as a team that brings to reality an innovative product or service.

Fall 202501: GMGT 671 03 Topic: Innovation & Disruption

This course takes a hands-on approach to explore and discuss in detail the innovations and disruptions that are not only changing the business landscape but also the world in general. The overall objective of this course is therefore, for students to develop a strong understanding of some of the most impactful and current issues, as well as to able to define, outline and discuss key points within each topic. This course will address timely topics such as AI, big data, DEI in the workplace, globalization, changing consumer behavior, design thinking and sustainability. We will also discuss how these innovations and disruptions affect the broader business, political, social, economic, and cultural environment. Disruptions and innovations will be investigated through case studies, exercises, class discussions and guest speakers.

Attributes: TGMB

GMGT-672 Special Topics II (3)

The business landscape is constantly changing. Graduate Special Topics courses (GMGT671, GMGT672) provide a platform for

instruction on emerging business topics not regularly offered. Students may take more than one Special Topics course, as appropriate for their degree and concentration requirements; however, they may not receive credit for the same Special Topics titles or topics unless repeating a course due to a failing grade. Please consult your Academic Advisor to select elective courses that best fit your objectives.
Typically offered:
Variable

Attributes: TGMB ZEXL

GMGT-673 Valuation (3)

The course is an in-depth study of the valuation of privately-held business. Students learn the four elements of a valuation report, study macro- and micro-economic factors that affect valuation, perform detailed financial statement analysis using liquidity, leverage and profitability ratios and other accounting data and perform valuations using a variety of income, market and asset-based techniques. Students employ undergraduate business concepts such as cost of capital, discounted cash flow and SWOT analysis.

Typically offered:
Summer

Attributes: TGMB

GMGT-674 Forensic Accounting (3)

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 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 is introduced, along with IDEA, a software program commonly used in the profession.

Formerly offered as GMGT 672 Special Topics II: Forensic Accounting. Students may not receive credit for GMGT 674 Forensic Accounting if they have successfully completed GMGT 672 Forensic Accounting.
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Students who have not successfully completed ACCT 101 or the MBA Math Toolkit are required to seek instructor approval to enroll.

Typically offered:
Spring

Attributes: TGMB

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGMB ZCIV

GMGT-681 Capstone:Bus Strtgy&Policy (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. An MBA learning assessment is administered within this course. The student cost for this assessment is 70 and subject to change.
Typically offered:
Fall & Spring

Attributes: TGMB

GMGT-682 Financial Management (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.

Students who have not taken, or successfully completed, undergraduate coursework in foundational business subjects (Excel, Accounting, Finance, Statistics and Economics) should successfully complete the self-study MBA Math Toolkit before enrolling in this course. All students entering this course are expected to have knowledge in accounting equivalent to the two foundational accounting courses (financial and managerial accounting), basic proficiency in Excel and an understanding of basic statistics as covered in the MBA Math Toolkit. For more information and registration details on the MBA Math Toolkit, please contact your advisor or the MBA Program Director.

Formerly titled: Financial Management II and before that Integ Adv Fin & Acct Anlys

Typically offered:
Fall and Spring

Attributes: TGMB
Pre-requisites: -

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGMB

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.

Typically offered:
Spring

Attributes: TGMB ZEXL

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

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

Overview

Dr. Angela Clark-Taylor, *Chair*

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

Locations

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

- St. John Fisher University in Rochester, NY
- Iona University in New Rochelle, NY (extension site)

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

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.

Total: 60 credits

Core Curriculum Requirements - *60 credits*

- DEXL 701 - Introduction to Doctoral Studies in Executive Leadership(3)
- DEXL 702 - Theory & Practice of Executive Leadership (3)
- DEXL 704 - Leadership and Cultural Change (3)
- DEXL 705 - Field Experience I (3)
- DEXL 706 - Applied and Action Research (3)
- DEXL 708 - Field Experience II (3)
- DEXL 709 - Public and Human Relations (3)
- DEXL 710 - Program Evaluation, and Assessment (3)
- DEXL 711 - Field Experience III (3)
- DEXL 712 - Public Policy, Law, and Ethics (3)
- DEXL 713 - Executive Leadership, Finance, and Governance (3)
- DEXL 714 - Field Experience IV (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)
- DEXL 726 - uantitative Research Methods & Design (3)
- DEXL 727- ualitative Research Methods & Design (3)
- DEXL 728 - Current Trends in Executive Leadership Practice & Research (3)

Optional Courses - 6 *credits*

- DEXL 721 - Guided Dissertation Seminar IV (3)
- DEXL 722 - Guided Dissertation Seminar V (3)
- DEXL 725 - Dissertation Continuation (0)
  ***Requires permission of the dissertation chair and department chair to register.*

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 can be applied.
- 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.
- Maintain a minimum cumulative grade point average of 3.00 or higher each semester to continue in the program.

Additional Transfer Credit

- Up to 9 credits toward the Ed.D. in Executive Leadership Program for courses taken at other institutions may be awarded if the course is appropriate to the program, meets the University grade requirement, and is offered by a regionally accredited school. No work done as an undergraduate, whether at this institution or at any other, will be counted toward the Ed.D.
- Thirty credits from an approved master's program are required for admission to the Ed.D Program, so courses considered for transfer must be additional courses taken beyond 30 master's credits, towards a second master's degree or doctorate.

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 permanent or professional certificate in classroom teaching or pupil personnel services, or demonstrate the potential for instructional leadership based on prior experiences.
- 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 Dignity for All Students (DASA) training. The training 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.

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 Intro Doc Stud Exec Lead (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.

Typically offered:
Summer

DEXL-702 Theory&Practice Exec Lead (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.

Typically offered:
Summer

Attributes: ZRES

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.

Typically offered:
Fall

DEXL-705 Field Experience I (3)

This course is Part 1 of the Comprehensive Exam, the Specialty Field Examination. It is a take-home examination requiring candidates to demonstrate scholarly knowledge of their proposed specialty areas in the leadership field. The examination requires candidates to provide a written summary of their review of the literature covering the leadership scholarship relevant to their dissertation topic. The summary should reflect support for and validation of the proposed leadership research topic; analysis and synthesis of past and current research; and logical connections between the scholarly research, research questions, and problem statement. The references page should contain a wide range of citations from a variety of scholarly sources. Graded S/U.

Typically offered:
Spring

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.

Typically offered:
Spring

Attributes: ZRES

DEXL-708 Field Experience II (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that 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-1eveI supervised internship.

Typically offered:
Summer

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.

Typically offered:
Summer

DEXL-710 Program Eval & Assessment (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.

Typically offered:
Summer

Attributes: ZRES

DEXL-711 Field Experience III (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that 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; 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.

Typically offered:
Fall

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.

Typically offered:
Fall

DEXL-713 Exec Leadshp, Finance&Govn (3)

This course is a critical examination of the relationship between leadership effectiveness, finance and governance, the differences and similarities in the educational system, and the financial and governing structures in public, private, and not-for-profit organizations. These systems will also be explored in the context of revenue 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. The course will combine the study of theory and practice by exploring the major components of organizational resource development and governance, including the roles and responsibilities of the executive leader; governing boards; unions; local, state, and federal agencies; and community groups. Through the use of special guest lecturers, case studies, current events and simulations, candidates will examine the external and internal constraints, and opportunities of shared governance from conceptual, practical, political, financial, ethical, and policy perspectives. Previously named Shared Governance.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership, finance and governance within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

Typically offered:
Spring

DEXL-714 Field Experience IV (3)

Candidates will work with an executive mentor to develop a Field Experience Proposal that 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.

Typically offered:
Fall

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.

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.

Typically offered:
Summer

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.

Typically offered:
Fall

Attributes: ZRES

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.

Typically offered:
Summer

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.

Typically offered:
Summer

Attributes: ZRES

DEXL-720 GuidedDissertation 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.

Typically offered:
Summer

Attributes: ZRES

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.

Typically offered:
Fall

Attributes: ZRES

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.

Typically offered:
Fall

Attributes: ZRES

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 University 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 of a school leader, and, most importantly, expanding candidates' capacity to improve school performance and student achievement within a district level environment. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: ZCLX
Pre-requisites: DEXL-714 S

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 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.

Typically offered:
Fall, Spring & Summer

Attributes: ZRES

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 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.

Typically offered:
Fall, Spring & Summer

Attributes: ZRES

DEXL-726 uan Research Meth&Design (3)

This course is designed to prepare doctoral candidates to apply statistical methods to problems in leadership. Candidates will learn the fundamental concepts, designs, principles, and statistical skills necessary to perform an empirical study. This will include a basic knowledge of the nature of quantitative methods including regression, experimental designs, and meta-analysis. Upon conclusion of the course, candidates will be able to differentiate between a variety of models and statistical methods appropriate to doctoral research.

Students may not register for or receive credit for DEXL 726 & DEXL 727 if they have successfully completed DEXL 703 & 707.

Typically offered:
Fall

Attributes: TGXL ZRES

DEXL-727 ual Research Meth&Design (3)

This course provides an introduction to qualitative inquiry and research design specifically for doctoral candidates writing a dissertation. The course will explore the philosophical foundations and history of qualitative inquiry, concentrating on five qualitative inquiry approaches. Candidates will compare theories and methodologies for answering various research questions. The course will provide strategies for writing qualitative studies, recommended practices for the collection and analysis of data, and the standards for developing quality studies.

Students may not register for or receive credit for DEXL 726 & DEXL 727 if they have successfully completed DEXL 703 & 707.

Typically offered:

Spring

Attributes: TGXL ZRES

DEXL-728 Current Trends Exec Lead (3)

This course provides executive leaders with an overview of current leadership challenges. The course focus is on connecting leadership with management practices to better utilize financial and human resources to reach ethical, positive results. The particular emphasis of the course may change as the demands on leaders change, but the course emphasizes staying current with leadership trends and understanding leadership issues from a variety of frameworks and perspectives.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership, finance, and resource development within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

Attributes: TGXL

Master of Science in Education: Educational Leadership (M.S.Ed.)

Overview

Dr. Angela Clark-Taylor, *Chair*

M.S.Ed. Education Leadership: School Building Leader (SBL) and School District Leader (SDL) certification.

The educational leadership program is designed for candidates who hold a New York State (NYS) teaching certificate (professional or permanent) and are seeking NYS certification at the school building and school district level. The program is designed to provide high-quality and innovative standards-based educational experiences for ethical future educational leaders.

The program is online. All courses are online using 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. Theory is infused 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.

Program Requirements

M.S.Ed. Educational Leadership: School Building Leader (SBL) and School District Leader (SDL) Certification.

Upon successful completion of the School Building Leader and School District Leader program, the candidate will receive a Master of Science in Education degree with a specialty in educational leadership. Candidates will be eligible for New York State certification as a School Building Leader and as a School District Leader.

Candidates must maintain a cumulative GPA of 3.0. Courses in which the candidate has earned a grade lower than a "C" must be repeated, which might prolong the duration of the program. All University policies for Academic Standing, Probation and Dismissal

apply.

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. Proof of completion of the New York State Dignity for All Students Act (DASA) Training Workshop is also required for certification.

Program Modules

The educational leadership program has 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-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. Candidates study how mission and vision contribute to effective leadership practices that supports students' success and continuous school improvement. 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. Professional dispositions are reviewed by each candidate to determine which ones are in need of work and a personal plan for self-improvement and continuous learning is developed and reviewed throughout the15-month program.

Typically offered:
Fall

GEDA-561 Leadership Collaboration (3)

School success is most likely to occur when there is a commitment by all stakeholders to foster a professional community of standards of excellence and the focus is on success for all students. 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.

Typically offered:
Fall

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.

Typically offered:
Fall

GEDA-563 Plan School/Distrct 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 long-range 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 will also review culturally responsive practices that strive for equity in educational opportunity promoting each student's academic success and well-being.

Typically offered:
Spring

GEDA-564 Improving Instructn & Lrng (3)

This course will focus on how to develop and support intellectually rigorous, culturally relevant, and coherent systems of curriculum, instruction, and assessment to promote academic success and well-being of all students. 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.

Typically offered:
Spring

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.

Typically offered:
Spring

GEDA-566 Dev Effective Partnerships (3)

This course develops the professional capacity, cultural competence, and practice of school personnel and community members to promote the love of learning, academic success, and well-being of all students. 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.

Typically offered:
Summer

GEDA-567 Effective Communication (3)

This course cultivates an inclusive, caring, and supportive entire community that promotes the academic success and well-being of all students. The focus is 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.

Typically offered:
Summer

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.

Typically offered:
Summer

GEDA-569 Accountability,Assess&Perf (3)

Managing school operations and resources to promote each students' academic success and well-being 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, professional development, 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.

Typically offered:
Fall

GEDA-570 Prod&Sustain Schl Imprvmnt (3)

This course focuses on the essential skills that school leaders need in order to create a culture of continuous improvement to promote each student's academic success and well-being. 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 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.

Typically offered:
Fall

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.

Typically offered:
Fall

Master of Science in Inclusive Adolescence Education with Dual Initial Certification (M.S.)

Overview

Dr. Kathleen A. Broikou, *Chair*

The mission of the hybrid Master of Science in Inclusive Adolescence Education 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 Inclusive Education program develops candidates' knowledge, skills, and dispositions that educators need in order to effectively teach students at the adolescence levels, including students with exceptional learning needs.

The MS Inclusive Adolescence Education, program prepares candidates for dual initial certification in an adolescence education content area in grades 7-12, as well as certification to teach students with disabilities - in all grades (preK - grade 12). Candidates may opt to take one additional course to obtain content-area certification in grades 5-6.

Certification is available in the following content areas:

- Biology
- Chemistry
- Earth Science
- English
- Mathematics
- Physics
- Social Studies
- Languages Other Than English

4 + 1 Program

The Ralph C. Wilson, Jr. School of Education offers a 4 1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students majoring in the liberal arts and sciences. This competitive program allows students to complete their baccalaureate degree in the liberal arts and sciences and their master's degree in inclusive education with dual teacher certification in five years.

To be considered for the MS Inclusive Adolescence program, students must be pursuing a Bachelor's degree and majoring in either mathematics, biology, chemistry, physics, earth science, history, American studies or English.

To be considered for the MS Inclusive Childhood program, students must be pursuing a Bachelor's degree and majoring in any of the liberal arts and sciences. A GPA of 3.25 is required to be considered for the program.

The steps to pursue the 4 + 1 program are as follows:

- During the first semester of their sophomore year candidates will submit the School of Education 4 1 Program Application to the Chair of Inclusive Education, request letters of recommendation from three instructors, and complete an interview;
- If accepted, candidates will meet with their advisor to accelerate their baccalaureate degree program;
- During spring semester of the junior year, complete the Undergraduate Registration Form for 4 1 Graduate Education Program, found on the Registrar's Office webpage under Documents and Forms.
- Also during spring semester of the junior year, candidates will submit an application form for the intended graduate program to Graduate Admissions for the upcoming fall semester;
- During fall semester of the senior year students will be completing their baccalaureate degree while beginning their master's degree in inclusive education. The completed graduate courses are posted as undergraduate credit on the student's academic transcript. The graduate courses are then added to the student's graduate transcript at the end of the first semester of graduate study in the Ralph C. Wilson, Jr. School of Education.

Residency Program Option:

The residency program at St. John Fisher University offers graduate level teacher candidates a yearlong, full time immersive experience in a classroom leading to their initial NYS teaching certificate. When connected with a registered Apprenticeship, candidates are paid during their graduate program. Residents are placed in a co-teaching model with an experienced mentor teacher enabling them to apply their graduate level learning with guidance to their classroom teaching every day.

In this program , teacher candidates are engaged in guided assessment, planning, and teaching as they work with their mentor teacher They develop a deeper understanding of the students as well as the school community through full-time mentoring which leads to a smoother transition into the profession. This immersive experience benefits the candidates, mentor teachers, and P-12 students.

Program Requirements

M.S. in Inclusive Adolescence Education with Dual Initial Certification

Dual initial certification includes:

- Adolescence Education, Grades 7-12
- Students with Disabilities, All Grades (preK- grade 12)

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with a clinical experience component, the number of hours required is also designated in parentheses.

Note: *Candidates must maintain a cumulative GPA of 3.0. Courses in which the candidate has earned a grade lower than a "C" must be repeated, which might prolong the duration of the program. All University policies for Academic Standing, Probation and Dismissal apply.*

Required Courses - *33-36 credits*

- GEDU 501 - Issues in Health and Safety (0)
- GSED 501 - Inclusion in Today's Schools (3)
- GEDU 520 - History and Philosophy of Education (3)
- GEDU 502- Differentiated Curriculum , Instruction, and Assessment (3)
- GAED 533 - Field Experience II - Adolescence (0) (50 hours)
- GEDU 536- Growing Minds: Understanding Childhood and Adolescent Development (3)
- GRDG 534 - Literacy Instruction in the Content Areas (3)
- GAED 54X- Differentiated Curriculum, Instruction & Assessment in Content Area (3)
- GSED 515- Education Technology (3)
- GRDG 507 - Teaching Reading to Diverse Learners (3)
- GSED 512 - Management and Collaboration in Inclusive Classrooms (3)
- GSED 556 - Field Experience I: Adolescence SPED (0) (50 hours)
- GSED 591 - Student Teaching: Special Education and Adolescence (3)
- GSED 586 - Student Teaching Seminar: Special Education and Adolescence (0)
- GEDU 526 - Diversity, Social Justice, and Schooling (3)
- GAED 534- Field Experience II-Adolescence (0)(optional)
- GAED 530- Differentiated Curriculum, Instruction & Assessment in Middle School (3) (Optional)

Clinical Experiences and Student Teaching

Clinical experiences are required for certification and the master's degree. Candidates must complete 100 hours of clinical experience 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 GEDU 524
- Complete the NYS requirements for the adolescence content area - English, social studies, biology, chemistry, physics, or math.

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, completed with a grade of C or better for undergraduate courses or a grade of B- or better for graduate courses.

Candidates must also have an adequate knowledge base for teaching the New York State Learning Standards. 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 Inclusive Adolescence Education with Dual Initial Certification (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.

Typically offered:
Spring

Attributes: TGAE

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.

Typically offered:
Spring

Attributes: TGAE

GAED-530 Diff Cur,Ins,Assess in MS (3)

This course focuses on curriculum, instruction, and assessment in schools that serve young adolescents, grades 5-9. Special emphasis is placed on: Middle-grade philosophy; organizational components such as interdisciplinary teams, academic clusters, advisory programs, and exploratory curriculum; middle level curriculum frameworks; the Common Core; and developmentally appropriate instruction. Practical application of theories and strategies to engage young adolescents and increase achievement, including research on motivation, self-perceptions of abilities, and gender issues, will be stressed. This course is part of the Middle School Extension.

Typically offered:
Spring

Attributes: TGAE

GAED-533 Field Exp II-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.

Typically offered:
Fall

Attributes: TGAE

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.

Typically offered:
Fall

Attributes: TGAE

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.

Typically offered:
Spring

Attributes: TGAE

GAED-541 Diff Curr,Ins,Assess in SS (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.

Typically offered:
Spring

Attributes: TGAE

Pre-requisites: -

GAED-542 Diff Cur,Ins,Assess in Eng (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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: -

GAED-543 Diff Curr,Ins,Assess-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-544 Diff Curr,Ins,Assess:Math (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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: -

GAED-545 DiffCurrInsAssess: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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-560 Res Con Area Ins & Prac (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 in each candidate’s respective content area of education will be determined mutually by professors and candidates. This is the final course in the MS in Education: Inclusive Adolescence, Grades 5-12 graduate program prior to the student teaching semester

Typically offered:
Fall

Attributes: TGAE

GSED-501 Inclusion 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.

Typically offered:
Fall

Attributes: TGSE

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.

Typically offered:
Fall

Attributes: TGSE

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-515 Ed Tech (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.

Typically offered:
Summer

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (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.

Typically offered:
Summer

Attributes: TGSE

GSED-555 Field Exp I: 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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

GSED-556 Field Exp I: 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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-590 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-591 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

GSED-590 Stu Teach:SPED/Childhood (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-591 Stu Teach:SPED/Adolescence (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-592 St Teach: Res/App I (3)

In Student Teaching Residency/Apprenticeship I, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume up to 40 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

GSED-593 St Teach: Res/App II (3)

In Student Teaching Residency/Apprenticeship II, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume 50-100 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

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.

Typically offered:
Fall & Spring

Attributes: TGSE
Pre-requisites: -

GEDU-501 Issues in Health & Safety (0)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any

individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Typically offered:
Fall

Attributes: TGED

GEDU-502 Diff Cur, Ins & Assessment (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment for various learning needs. Candidates will become familiar with lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, brain-based learning, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment. Formal assessments, and the evaluation process for special education services under IDEIA will be covered extensively, including IEP development. Classroom management theory and practice is introduced.

Typically offered:
Fall

Attributes: TGED

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.

Typically offered:
Fall

Attributes: TGED

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide in 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. Throughout the course, candidates will discuss issues related to social justice and investigate the ideologies and the discourses that crate inequity in schools and society. Candidates will be guided by the faculty mentor while they engage in a meaningful, student-led, project-based learning experience. They will collectively apply the skills and knowledge that have been built throughout their graduate experience, incorporating knowledge and skills developed and honed in their courses and clinical experiences.

Typically offered:

Spring

Attributes: TGED

GEDU-536 Grwng Minds: Und Ch Ad Dev (3)

With the new all grades, pre-k-grade 12, certificate for Students with Disabilities, we have created a new course that covers human developmental processes and that focuses on the developing child and adolescent to provide knowledge for teachers who will work with students in early childhood through adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their physical, cognitive and affective development; the relationship to and impact of these variables on learning; and language and knowledge acquisition and cultural influences on learning. The course introduces first and second language acquisition. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGSE

GEDU-596 Independent Study (1 TO 3)

Attributes: TGED

GRDG-507 Tch Rdg Div Lrn-MidCh/Adol (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGRD

GRDG-535 Diff Cur,Ins,Asses Lit (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-550 Literacy Inclu Classrm:Int (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-550 Diff Lit Inst Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-620 Nat & Acq Lit & Lang (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, critical race theory, language variation, and literacy in a post-typographic world and how those theories inform diverse populations' literacy processes.

Attributes: TGRD

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. uestions 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-634 Content Area Cul Res Prac (3)

The focus of this course is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents that are culturally responsive. 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-635 Lit Assessment & Diagnosis (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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-637 Pract in Lit: Childhood (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-638 Pract Lit: Mid Child/Adol (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Typically offered:
Summer

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-639 Emrgt Lit Prac Inst/Assess (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be

explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C

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 including ones that are culturally responsive. In addition, candidates will explore techniques, culturally responsive strategies, 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

GRDG-652 Crit Lit & Cul Resp Lit (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. Candidates will create unit plans using a critical literacy framework that will help them teach about diversity issues within their classrooms. They will also learn about critical literacy and diversity through texts that have a culturally responsive lens.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-690 Capstone:Res Cul Resp Lit (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate as related to diversity and culturally responsive teaching. 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.

Attributes: TGRD ZCAP ZRES
Pre-requisites: GRDG-637 C OR GRDG-638 C

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.

Typically offered:
Fall & Spring

Attributes: TGRD

Master of Science in Inclusive Childhood Education Dual Initial Certification (M.S.)

Overview

Dr. Kathleen A. Broikou, *Chair*

The mission of the hybrid Master of Science in Inclusive Childhood Education 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 inclusive childhood program develops candidates' knowledge, skills, and dispositions that educators need in order to effectively teach students at the childhood levels, including those with exceptional learning needs.

The M.S. in Inclusive Childhood Education program prepares candidates for dual initial certification in childhood education , grades 1-6. and students with disabilities, all grades (preK-grade 12). Candidates may opt to take one additional course to obtain certification in birth-grade 2.

4 + 1 Program

The Ralph C. Wilson, Jr. School of Education offers a 4 1 program designed to provide an accelerated pathway to New York State Teacher Certification for highly qualified students majoring in the liberal arts and sciences. This competitive program allows students to complete their baccalaureate degree in the liberal arts and sciences and their master's degree in inclusive education with dual teacher certification in five years.
To be considered for the MS Inclusive Adolescence program, students must be pursuing a Bachelor's degree and majoring in either mathematics, biology, chemistry, physics, earth science, history, American studies or English.
To be considered for the MS Inclusive Childhood program, students must be pursuing a Bachelor's degree and majoring in any of the liberal arts and sciences. A GPA of 3.25 is required to be considered for the program.

The steps to pursue the 4 1 program are as follows:

- During the first semester of their sophomore year candidates will submit the School of Education 4 1 Program Application to the Chair of Inclusive Education, request letters of recommendation from three instructors, and complete an interview;
- If accepted, candidates will meet with their advisor to accelerate their baccalaureate degree program;
- During spring semester of the junior year, complete the Undergraduate Registration Form for 4 1 Graduate Education Program, found on the Registrar's Office webpage under Documents and Forms.
- Also during spring semester of the junior year, candidates will submit an application form for the intended graduate program to Graduate Admissions for the upcoming fall semester;

- During fall semester of the senior year students will be completing their baccalaureate degree while beginning their master's degree in inclusive education. The completed graduate courses are posted as undergraduate credit on the student's academic transcript. The graduate courses are then added to the student's graduate transcript at the end of the first semester of graduate study in the Ralph C. Wilson, Jr. School of Education.

Residency Program Option:

The residency program at St. John Fisher University offers graduate level teacher candidates a yearlong, full time immersive experience in a classroom leading to their initial NYS teaching certificate. When connected with a registered Apprenticeship, candidates are paid during their graduate program. Residents are placed in a co-teaching model with an experienced mentor teacher enabling them to apply their graduate level learning with guidance to their classroom teaching every day.

In this program , teacher candidates are engaged in guided assessment, planning, and teaching as they work with their mentor teacher They develop a deeper understanding of the students as well as the school community through full-time mentoring which leads to a smoother transition into the profession. This immersive experience benefits the candidates, mentor teachers, and P-12 students.

Program Requirements

M.S. in Inclusive Childhood Education Dual Initial Certification

Requirements

The number of credits is indicated in parentheses at the end of each course title. For courses with a clinical experience component, the number of hours required is also designated in parentheses.

Note: *Candidates must maintain a cumulative GPA of 3.0. Courses in which the candidate has earned a grade lower than a "C" must be repeated, which might prolong the duration of the program. All University policies for Academic Standing, Probation, and Dismissal apply.*

- GEDU 501 - Issues in Health and Safety (0)
- GSED 501 - Inclusion in Today's Schools (3)
- GEDU 520 - History and Philosophy of Education (3)
- GEDU 502- Differentiated Curriculum, Instruction, and Assessment (3)
- GCED 531 - Field Experience II Childhood (0) (50 hours)
- GEDU 536- Growing Minds: Understanding Childhood and Adolescent Dev. (3)
- GRDG 535 - Differentiated Curriculum, Instruction & Assessment in Literacy (3)
- GRDG 550 - Differentiated Literacy Instruction in the Content Areas (3)
- GSED 515 - Educational Technology (3)
- GSED 531 - Curriculum, Assessment, and Instruction in Mathematics, Science, and Tech. (3)

- GSED 508 - Management and Collaboration Inclusive Classrooms (3)
- GSED 555 - Field Experience : Childhood SPED (0) (50 hours)
- GSED 590 - Student Teaching: Special Education and Childhood (3)
- GSED 585 - Student Teaching Seminar: Special Education and Childhood (0)
- GEDU 526 - Diversity, Social Justice, and Schooling (3)
- GCED 533 - Differentiated Curriculum, Instruction, and Assessment in Early Childhood (2) (optional)
- GCED 534- Practicum in Early Childhood (1) (optional)

Total: 33-36 credits

Clinical Experiences and Student Teaching

Clinical experiences are required for certification and the master's degree. Candidates must successfully complete 100 hours of clinical experiences 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 GEDU 526

New York State Requirements: Childhood Certificates

- Candidates who are seeking the Childhood and Special Education Certificates are required to have 30 credit hours in the liberal arts and sciences, completed with a grade of C or better for undergraduate courses or a grade of B- or better for graduate. Candidates must also have an adequate knowledge base for teaching to the New York State Learning Standards.
- 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 Inclusive Childhood Education Dual Initial Certification (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.

Typically offered:
Fall

Attributes: TGCE

GCED-525 Diff Cur, Ins, Assess: SS (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.

Typically offered:
Spring

Attributes: TGCE

GCED-528 Child Dev, Lang & Lit Acquisit (3)

This course introduces students to the theories of child development. Special emphasis is given to early determinants of behavior, the development of social, cognitive, and behavioral processes, and several of the theoretical formulations proposed to explain development. The course covers first and second language acquisition (ELL) and literacy development in early childhood Birth through Grade 2. Aspects and contexts of language development and the different areas of literacy development (oral language, writing and reading) are the focus of this course. The study of children's literature provides an opportunity for the students to explore the application of the theories studied. Students learn about the role of language and literacy in the classroom, the relationship between language acquisition and literacy development, and the role of the classroom teacher and other support teachers in in supporting language development and literacy learning through literature. Students will differentiate between knowledge of typical and atypical language development. Attention will be given to distinguishing between language differences and language disorders. The influence of cultural/social background and experiences on literacy development will be explored. Creation of literacy-rich environments that engages learners in developmentally appropriate language experiences will be included. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is introduced.

Typically offered:
Spring

Attributes: TGCE

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.

Typically offered:
Fall

Attributes: TGCE

GCED-531 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 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.

Typically offered:
Fall

Attributes: TGCE

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.

Typically offered:
Fall

Attributes: TGCE

GCED-533 Diff CIA Early Childhood (2)

Students who want to be certificated to teach Pre-k and Kindergarten need an additional course in early childhood education. This course will provide an overview of planning, implementing and assessing developmentally appropriate, evidence-based curriculum for young children who are culturally, linguistically, and ability diverse. This course must be taken with GCED 534 Practicum in Early Childhood.

Attributes: TGSE
Pre-requisites: GCED-534 Y S

GCED-534 Practicum Early Childhood (1)

This course is designed to have the candidate working with early childhood learners in an inclusive setting.

Attributes: TGSE
Pre-requisites: GCED-533 Y B

GSED-501 Inclusion 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.

Typically offered:
Fall

Attributes: TGSE

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.

Typically offered:
Fall

Attributes: TGSE

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-515 Ed Tech (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.

Typically offered:
Summer

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (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.

Typically offered:
Summer

Attributes: TGSE

GSED-555 Field Exp I: 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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

GSED-556 Field Exp I: 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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-590 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-591 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

GSED-590 Stu Teach:SPED/Childhood (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-591 Stu Teach:SPED/Adolescence (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-592 St Teach: Res/App I (3)

In Student Teaching Residency/Apprenticeship I, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume up to 40 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

GSED-593 St Teach: Res/App II (3)

In Student Teaching Residency/Apprenticeship II, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume 50-100 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

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.

Typically offered:
Fall & Spring

Attributes: TGSE
Pre-requisites: -

GEDU-501 Issues in Health & Safety (0)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Typically offered:
Fall

Attributes: TGED

GEDU-502 Diff Cur, Ins & Assessment (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment for various learning needs. Candidates will become familiar with lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, brain-based learning, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment. Formal assessments, and the evaluation process for special education services under IDEIA will be covered extensively, including IEP development. Classroom management theory and practice is introduced.

Typically offered:
Fall

Attributes: TGED

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.

Typically offered:
Fall

Attributes: TGED

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide in 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. Throughout the course, candidates will discuss issues related to social justice and investigate the ideologies and the discourses that crate inequity in schools and society. Candidates will be guided by the faculty mentor while they engage in a meaningful, student-led, project-based learning experience. They will collectively apply the skills and

knowledge that have been built throughout their graduate experience, incorporating knowledge and skills developed and honed in their courses and clinical experiences.

Typically offered:
Spring

Attributes: TGED

GEDU-536 Grwng Minds: Und Ch Ad Dev (3)

With the new all grades, pre-k-grade 12, certificate for Students with Disabilities, we have created a new course that covers human developmental processes and that focuses on the developing child and adolescent to provide knowledge for teachers who will work with students in early childhood through adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their physical, cognitive and affective development; the relationship to and impact of these variables on learning; and language and knowledge acquisition and cultural influences on learning. The course introduces first and second language acquisition. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGSE

GEDU-596 Independent Study (1 TO 3)

Attributes: TGED

GRDG-507 Tch Rdg Div Lrn-MidCh/Adol (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGRD

GRDG-535 Diff Cur,Ins,Asses Lit (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-550 Literacy Inclu Classrm:Int (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-550 Diff Lit Inst Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-620 Nat & Acq Lit & Lang (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, critical race theory, language variation, and literacy in a post-typographic world and how those theories inform diverse populations' literacy processes.

Attributes: TGRD

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. uestions 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-634 Content Area Cul Res Prac (3)

The focus of this course is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents that are culturally responsive. 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-635 Lit Assessment & Diagnosis (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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-637 Pract in Lit: Childhood (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-638 Pract Lit: Mid Child/Adol (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Typically offered:
Summer

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-639 Emrgt Lit Prac Inst/Assess (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the

results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C

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 including ones that are culturally responsive. In addition, candidates will explore techniques, culturally responsive strategies, 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

GRDG-652 Crit Lit & Cul Resp Lit (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. Candidates will create unit plans using a critical literacy framework that will help them teach about diversity issues within their classrooms. They will also learn about critical literacy and diversity through texts that have a culturally responsive lens.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-690 Capstone:Res Cul Resp Lit (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate as related to diversity and culturally responsive teaching. 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.

Attributes: TGRD ZCAP ZRES
Pre-requisites: GRDG-637 C OR GRDG-638 C

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.

Typically offered:
Fall & Spring

Attributes: TGRD

Master of Science in Education: Inclusive Adolescence Education Residency/Apprenticeship

Overview

Dr. Kathleen A. Broikou, *Chair*

The residency program at St. John Fisher University offers graduate level teacher candidates a yearlong, full time immersive experience in a classroom leading to their initial NYS teaching certificate. When connected with a registered Apprenticeship, candidates are paid during their graduate program. Residents are placed in a co-teaching model with an experienced mentor teacher enabling them to apply their graduate level learning with guidance to their classroom teaching every day.

In this program , teacher candidates are engaged in guided assessment, planning, and teaching as they work with their mentor teacher They develop a deeper understanding of the students as well as the school community through full-time mentoring which leads to a smoother transition into the profession. This immersive experience benefits the candidates, mentor teachers, and P-12 students.

Program Requirements

M.S. Inclusive Adolescence Education- Residency/ Apprenticeship

Residency Certificates:

Biology (grades 5-9)
Chemistry (grades 5-9)
Earth Science (grades 5-9)
Physics (grades 5-9)
English Language Arts (grades 5-9)
Social Studies (grades 5-9)
Mathematics (grades 5-9)
Language other than English (Spanish, French) (grades 5-9)

Requirements

The number of credits is indicated in parentheses at the end of each course title.

Required Courses - ***36-39 credits***

- GEDU 501- Issues in Health and Safety (0)
- GSED 501- Inclusion in Today's Schools (3)
- GEDU 520- History and Philosophy of Education (3)
- GEDU 502 -Differentiated Curriculum, Instruction & Assessment (3)
- GEDU 536- Growing Minds: Understanding Childhood and Adolescent Development (3)
- GRDG 534- Literacy Instruction in the Content Areas (3)
- GAED 54X- Differentiated Curriculum, Instruction & Assessment in Content Areas (3)
- GSED 515- Education Technology (3)
- GRDG 507- Teaching Reading to Diverse Learners
- GSED 512- Management and Collaboration in Inclusive Classrooms (3)
- GSED 556- Field Experience I: Adolescence SPED (0) (50 hours)
- GSED 592- Student Teaching Residency/Apprenticeship I (3)
- GSED 593 - Student Teaching Residency/Apprenticeship II (3)
- GEDU 526 - Diversity, Social Justice, and Schooling (3)
- GAED 530- Differentiated Curriculum, Instruction & Assessment in Middle School (3) (optional)

Total Credits: 36-39

Master of Science in Education: Inclusive Adolescence Education Residency/Apprenticeship Courses

GEDU-501 Issues in Health & Safety (0)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Typically offered:
Fall

Attributes: TGED

GEDU-502 Diff Cur, Ins & Assessment (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment for various learning needs. Candidates will become familiar with lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, brain-based learning, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment. Formal assessments, and the evaluation process for special education services under IDEIA will be covered extensively, including IEP development. Classroom management theory and practice is introduced.

Typically offered:
Fall

Attributes: TGED

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.

Typically offered:
Fall

Attributes: TGED

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide in 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. Throughout the course, candidates will discuss issues related to social justice and investigate the ideologies and the discourses that crate inequity in schools and society. Candidates will be guided by the faculty mentor while they engage in a meaningful, student-led, project-based learning experience. They will collectively apply the skills and knowledge that have been built throughout their graduate experience, incorporating knowledge and skills developed and honed in their courses and clinical experiences.

Typically offered:
Spring

Attributes: TGED

GEDU-536 Grwng Minds: Und Ch Ad Dev (3)

With the new all grades, pre-k-grade 12, certificate for Students with Disabilities, we have created a new course that covers human developmental processes and that focuses on the developing child and adolescent to provide knowledge for teachers who will work with students in early childhood through adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their physical, cognitive and affective development; the relationship to and impact of these variables on learning; and language and knowledge acquisition and cultural influences on learning. The course introduces first and second language acquisition. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGSE

GEDU-596 Independent Study (1 TO 3)

Attributes: TGED

GSED-501 Inclusion 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.

Typically offered:
Fall

Attributes: TGSE

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.

Typically offered:
Fall

Attributes: TGSE

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented

in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-515 Ed Tech (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.

Typically offered:
Summer

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (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.

Typically offered:
Summer

Attributes: TGSE

GSED-555 Field Exp I: 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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

GSED-556 Field Exp I: 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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-590 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-591 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

GSED-590 Stu Teach:SPED/Childhood (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-591 Stu Teach:SPED/Adolescence (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-592 St Teach: Res/App I (3)

In Student Teaching Residency/Apprenticeship I, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume up to 40 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

GSED-593 St Teach: Res/App II (3)

In Student Teaching Residency/Apprenticeship II, residents are placed in a school setting in grades 1-6 or 7-12 with an attending

teacher and assume 50-100 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

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.

Typically offered:
Fall & Spring

Attributes: TGSE
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGAE

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.

Typically offered:
Spring

Attributes: TGAE

GAED-530 Diff Cur,Ins,Assess in MS (3)

This course focuses on curriculum, instruction, and assessment in schools that serve young adolescents, grades 5-9. Special emphasis is placed on: Middle-grade philosophy; organizational components such as interdisciplinary teams, academic clusters, advisory programs, and exploratory curriculum; middle level curriculum frameworks; the Common Core; and developmentally appropriate instruction. Practical application of theories and strategies to engage young adolescents and increase achievement, including research on motivation, self-perceptions of abilities, and gender issues, will be stressed. This course is part of the Middle School Extension.

Typically offered:
Spring

Attributes: TGAE

GAED-533 Field Exp II-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.

Typically offered:
Fall

Attributes: TGAE

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.

Typically offered:
Fall

Attributes: TGAE

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.

Typically offered:
Spring

Attributes: TGAE

GAED-541 Diff Curr,Ins,Assess in SS (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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: -

GAED-542 Diff Cur,Ins,Assess in Eng (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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: -

GAED-543 Diff Curr,Ins,Assess-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-544 Diff Curr,Ins,Assess:Math (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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: -

GAED-545 DiffCurrInsAssess: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.

Typically offered:
Spring

Attributes: TGAE
Pre-requisites: GAED-533 S AND GAED-534 Y S

GAED-560 Res Con Area Ins & Prac (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 in each candidate’s respective content area of education will be determined mutually by professors and candidates. This is the final course in the MS in Education: Inclusive Adolescence, Grades 5-12 graduate program prior to the student teaching semester

Typically offered:
Fall

Attributes: TGAE

GRDG-507 Tch Rdg Div Lrn-MidCh/Adol (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic 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.

Typically offered:

Fall

Attributes: TGRD
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGRD

GRDG-535 Diff Cur,Ins,Asses Lit (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-550 Literacy Inclu Classrm:Int (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-550 Diff Lit Inst Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-620 Nat & Acq Lit & Lang (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, critical race theory, language variation, and literacy in a post-typographic world and how those theories inform diverse populations' literacy processes.

Attributes: TGRD

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. uestions 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-634 Content Area Cul Res Prac (3)

The focus of this course is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents that are culturally responsive. 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-635 Lit Assessment & Diagnosis (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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-637 Pract in Lit: Childhood (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon each student’s experience and knowledge base which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-638 Pract Lit: Mid Child/Adol (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Typically offered:
Summer

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-639 Emrgt Lit Prac Inst/Assess (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C

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 including ones that are culturally responsive. In addition, candidates will explore techniques, culturally responsive strategies, 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

GRDG-652 Crit Lit & Cul Resp Lit (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. Candidates will create unit plans using a critical literacy framework that will help them teach about diversity issues within their classrooms. They will also learn about critical literacy and diversity through texts that have a culturally responsive lens.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-690 Capstone:Res Cul Resp Lit (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate as related to diversity and culturally responsive teaching. 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.

Attributes: TGRD ZCAP ZRES
Pre-requisites: GRDG-637 C OR GRDG-638 C

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.

Typically offered:
Fall & Spring

Attributes: TGRD

Master of Science in Education: Inclusive Childhood Education Residency/Apprenticeship

Overview

Dr. Kathleen A. Broikou, *Chair*

Overview

The residency program at St. John Fisher University offers graduate level teacher candidates a yearlong, full time immersive experience in a classroom leading to their initial NYS teaching certificate. When connected with a registered Apprenticeship, candidates are paid during their graduate program. Residents are placed in a co-teaching model with an experienced mentor teacher enabling them to apply their graduate level learning with guidance to their classroom teaching every day.

In this program , teacher candidates are engaged in guided assessment, planning, and teaching as they work with their mentor teacher They develop a deeper understanding of the students as well as the school community through full-time mentoring which leads to a smoother transition into the profession. This immersive experience benefits the candidates, mentor teachers, and P-12 students.

Program Requirements

MS Inclusive Childhood Education- Residency/Apprenticeship

Requirements

The number of credits is indicated in parentheses at the end of each course title.

- GEDU 501 - Issues in Health and Safety (0)

- GSED 501 - Inclusion Education in Today's Schools (3)
- GEDU 520 - History and Philosophy of Education (3)
- GEDU 502- Differentiated Curriculum, Instruction, and Assessment (3)
- GEDU 536 - Growing Minds: Understanding Childhood and Adolescent Dev. (3)
- GRDG 535 - Differentiated Curriculum, Instruction & Assessment in Literacy (3)
- GSED 531 - Curriculum, Assessment, and Instruction in Mathematics, Science, and Tech. (3)
- GSED 515 - Educational Technology (3)
- GRDG 550 - Differentiated Literacy Instruction Content Areas (3)
- GSED 508 - Management and Collaboration in Inclusive Classrooms (3)
- GSED 555 - Field Experience : Childhood SPED (0) (50 hours)
- GSED 592 - Student Teaching Residency/Apprenticeship I (3)
- GSED 593 - Student Teaching Residency/Apprenticeship II (3)
- GEDU 526 - Diversity, Social Justice and Schooling (3)
- GCED 532 - Field Experience II- Childhood (1) (optional)
- GCED 533 - Differentiated Curriculum, Instruction & Assessment - Early Childhood (2) (optional)

Total: 36-39 credits

Master of Science in Education: Inclusive Childhood Education Residency/Apprenticeship Courses

GEDU-501 Issues in Health & Safety (0)

This course includes specific trainings and workshops required by the New York State Department of Education (NYSED) for any individual applying for initial teacher certification. The first three listed are taken through BOCES as required by NYSED. These include: Child Abuse and Maltreatment Identification and Reporting (CAIR), School Violence Prevention and Intervention (SAVE), the Dignity for all Students Act training (DASA). Additionally, there is fire safety education, information on preventing alcohol, tobacco and drug abuse, educator resources provided by the Center for Missing and Exploited Children, information about Title IX, ed-Law 2-d, obtaining NYS fingerprinting clearance and setting up a TEACH account. Each training or workshop is offered in module format online.

Graded S/U.

Typically offered:
Fall

Attributes: TGED

GEDU-502 Diff Cur, Ins & Assessment (3)

This course will examine theories of teaching and learning and thoroughly investigate the instructional cycle of planning, instruction, and assessment for various learning needs. Candidates will become familiar with lesson planning and instructional design. Candidates will study the Response to Intervention (RtI) model, data-driven instruction, brain-based learning, multidisciplinary school-based intervention teams, legal provisions and ethical practices of assessment. Formal assessments, and the evaluation process for special education services under IDEIA will be covered extensively, including IEP development. Classroom management theory and practice is introduced.

Typically offered:

Fall

Attributes: TGED

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.

Typically offered:
Fall

Attributes: TGED

GEDU-526 Div, Soc Just & Schooling (3)

This course will provide in 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. Throughout the course, candidates will discuss issues related to social justice and investigate the ideologies and the discourses that crate inequity in schools and society. Candidates will be guided by the faculty mentor while they engage in a meaningful, student-led, project-based learning experience. They will collectively apply the skills and knowledge that have been built throughout their graduate experience, incorporating knowledge and skills developed and honed in their courses and clinical experiences.

Typically offered:
Spring

Attributes: TGED

GEDU-536 Grwng Minds: Und Ch Ad Dev (3)

With the new all grades, pre-k-grade 12, certificate for Students with Disabilities, we have created a new course that covers human developmental processes and that focuses on the developing child and adolescent to provide knowledge for teachers who will work with students in early childhood through adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their physical, cognitive and affective development; the relationship to and impact of these variables on learning; and language and knowledge acquisition and cultural influences on learning. The course introduces first and second language acquisition. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGSE

GEDU-596 Independent Study (1 TO 3)

Attributes: TGED

GSED-501 Inclusion 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.

Typically offered:
Fall

Attributes: TGSE

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.

Typically offered:
Fall

Attributes: TGSE

GSED-508 Mgmt&Coll in Incl Class-Ch (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: -

GSED-512 Mgt&Collab in Incl Clsrm-Ad (3)

This course examines the principles of behavior and approaches to inclusive classroom management and reviews a number of topics related to research-based positive, proactive classroom and behavior management techniques for teachers that will work with all students, including those with backgrounds different from their own. The course explores positive approaches for the development of functional behavioral assessments and behavior intervention plans. Teacher candidates will explore the theory and practice of co-teaching and collaboration and creating lessons, which contain the New York Learning Standards and IEP goals that are implemented in the field with other teacher candidates. Teacher candidates will implement service learning by developing a partnership with a family to address educational concerns and generate possible solutions for a student with exceptional learning needs while participating and collaborating on a self-managed educational team that includes family input and participation. Hybrid, 7 weeks.

Typically offered:
Fall

Attributes: TGSE

Pre-requisites: -

GSED-515 Ed Tech (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.

Typically offered:
Summer

Attributes: TGSE

GSED-531 Diff Cur,Ins,Asses in STEM (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.

Typically offered:
Summer

Attributes: TGSE

GSED-555 Field Exp I: 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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-501 C

GSED-556 Field Exp I: 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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Fall

Attributes: TGSE
Pre-requisites: GSED-501 C

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-590 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-591 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

GSED-590 Stu Teach:SPED/Childhood (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-585 Y S

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-591 Stu Teach:SPED/Adolescence (3)

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.

Typically offered:
Spring

Attributes: TGSE
Pre-requisites: GSED-586 Y C

GSED-592 St Teach: Res/App I (3)

In Student Teaching Residency/Apprenticeship I, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume up to 40 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

GSED-593 St Teach: Res/App II (3)

In Student Teaching Residency/Apprenticeship II, residents are placed in a school setting in grades 1-6 or 7-12 with an attending teacher and assume 50-100 of classroom duties; they attend all associated meetings and superintendent days. Residents teach under a NYS Resident Certificate and may substitute for their School-Based Teacher Educator.

Attributes: TGED

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.

Typically offered:
Fall & Spring

Attributes: TGSE
Pre-requisites: -

GRDG-507 Tch Rdg Div Lrn-MidCh/Adol (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGRD

GRDG-535 Diff Cur,Ins,Asses Lit (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-550 Literacy Inclu Classrm:Int (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-550 Diff Lit Inst Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-620 Nat & Acq Lit & Lang (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, critical race theory, language variation, and literacy in a post-typographic world and how those theories inform diverse populations' literacy processes.

Attributes: TGRD

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. uestions 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-634 Content Area Cul Res Prac (3)

The focus of this course is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents that are culturally responsive. 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-635 Lit Assessment & Diagnosis (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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-637 Pract in Lit: Childhood (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-638 Pract Lit: Mid Child/Adol (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Typically offered:
Summer

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-639 Emrgt Lit Prac Inst/Assess (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C

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 including ones that are culturally responsive. In addition, candidates will explore techniques, culturally responsive strategies, 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

GRDG-652 Crit Lit & Cul Resp Lit (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. Candidates will create unit plans using a critical literacy framework that will help them teach about diversity issues within their classrooms. They will also learn about critical literacy and diversity through texts that have a culturally responsive lens.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-690 Capstone:Res Cul Resp Lit (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate as related to diversity and culturally responsive teaching. 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.

Attributes: TGRD ZCAP ZRES
Pre-requisites: GRDG-637 C OR GRDG-638 C

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.

Typically offered:
Fall & Spring

Attributes: TGRD

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.

Typically offered:
Fall

Attributes: TGCE

GCED-525 Diff Cur, Ins, Assess: SS (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.

Typically offered:
Spring

Attributes: TGCE

GCED-528 Child Dev, Lang & Lit Acquisit (3)

This course introduces students to the theories of child development. Special emphasis is given to early determinants of behavior, the development of social, cognitive, and behavioral processes, and several of the theoretical formulations proposed to explain development. The course covers first and second language acquisition (ELL) and literacy development in early childhood Birth through Grade 2. Aspects and contexts of language development and the different areas of literacy development (oral language, writing and reading) are the focus of this course. The study of children's literature provides an opportunity for the students to explore the application of the theories studied. Students learn about the role of language and literacy in the classroom, the relationship between language acquisition and literacy development, and the role of the classroom teacher and other support teachers in in supporting language development and literacy learning through literature. Students will differentiate between knowledge of typical and atypical language development. Attention will be given to distinguishing between language differences and language disorders. The influence of cultural/social background and experiences on literacy development will be explored. Creation of literacy-rich environments that engages learners in developmentally appropriate language experiences will be included. A focus on linking the New York State Common Core Standards in pedagogy and curriculum is introduced.

Typically offered:
Spring

Attributes: TGCE

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.

Typically offered:
Fall

Attributes: TGCE

GCED-531 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 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.

Typically offered:
Fall

Attributes: TGCE

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.

Typically offered:
Fall

Attributes: TGCE

GCED-533 Diff CIA Early Childhood (2)

Students who want to be certificated to teach Pre-k and Kindergarten need an additional course in early childhood education. This course will provide an overview of planning, implementing and assessing developmentally appropriate, evidence-based curriculum for young children who are culturally, linguistically, and ability diverse. This course must be taken with GCED 534 Practicum in Early Childhood.

Attributes: TGSE
Pre-requisites: GCED-534 Y S

GCED-534 Practicum Early Childhood (1)

This course is designed to have the candidate working with early childhood learners in an inclusive setting.

Attributes: TGSE
Pre-requisites: GCED-533 Y B

Master of Science in Library Media (M.S.)

Overview

Maria Muhlbauer*, 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.

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.

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.

Note: Candidates must maintain a cumulative GPA of 3.0. Courses in which the candidate has earned a grade lower than a "C" must be repeated, which might prolong the duration of the program. All University policies for Academic Standing, Probation and Dismissal apply.

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 613 - Library Program Partnerships (3)
- GLMS 615 - Practicum in the Library Media Center (3)

Total: 30 credits

Note: *Completion of the program requires 100 hours of supervised fieldwork and portfolio completion with final reflection linked to artifacts.*

Master of Science in Library Media (M.S.) Courses

GLMS-600 Intro School Librarianship (3)

This course is an introduction to school library topics. Candidates read and discuss major studies on the impact of the Library Media Program (LMP) on student achievement. Candidates become aware of 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; digital citizenship, data collection and analysis; bibliographic and cataloging databases). Topics covered in this initial course are covered in more depth in future courses.

Typically offered:
Summer

Attributes: TGLM

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 diverse 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 of school

Typically offered:
Summer

Attributes: TGLM

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; diverse 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 digital 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.

Typically offered:
Summer

Attributes: TGLM

GLMS-606 Inquiry & Schl Libry Prgm (3)

This course focuses on the school librarian's instructional and leadership role in inquiry and research within the P-12 curriculum. Candidates compare and contrast P-12 research models, studying a model in depth. An immersive standards-aligned inquiry planning experience prepares candidates in strategies for effective collaboration intended to meet the needs of diverse learners.

Candidates will investigate and discuss the pedagogy of various topics embedded within the inquiry process, including: searching for and evaluating sources; print, digital and open access reference sources; using primary and secondary sources; ethical use of information; technology for inquiry; and assistive technology resources. Candidates consider inquiry implications of makerspaces, coding, Genius Hour, and breakout games.

Typically offered:
Summer

Attributes: TGLM

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.

Typically offered:
Fall

Attributes: TGLM
Pre-requisites: GLMS-600 C

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 and 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.

Typically offered:
Fall

Attributes: TGLM

GLMS-611 Organize Information (3)

Students 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. School library systems assistance in cataloging and collection development as well as the fundamentals of grant writing and the collection of data to drive instruction and collection development will be addressed.

Typically offered:
Spring

Attributes: TGLM

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. 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 standards for information literacy, ISTE standards, AASL standards, ESIFC, Digital Citizenship 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 schoolchildren, 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.

Typically offered:
Fall

Attributes: TGLM
Pre-requisites: GLMS-606 C

GLMS-613 Libry Prgrm Partnerships (3)

Students gain the skills needed to collaborate effectively with community partners to create innovative, authentic learning experiences. Emphasis is placed on being responsive to the needs of students' learning communities and identifying potential community partners for school library program initiatives. Students will develop a partnership action plan tailored to the learning community and based on the American Association of School Librarians' Standards Framework for Learners. Collaboratively, students will provide feedback to members of their cohort to help strengthen individual action plans.

Typically Offered: Spring

Attributes: TGLM
Pre-requisites: GLMS-600 C

GLMS-615 Practicum LMC (3)

This is the practical application of, and new experiences complementing, all course work previously completed. Students are responsible for completing the practicum log, in conjunction with advice from a Site Librarian, Practicum Supervisor, and the GLMS Program Director. This course requires 50 hours in a school library under the supervision of a certified school librarian. The Library Media Practicum Handbook and Brightspace will provide additional information. Students will be contacted by a Practicum Supervisor prior to beginning a placement. The Practicum Supervisor will observe students in the field, either in-person or using Zoom or another similar application.

Typically Offered: Spring, Summer

Attributes: TGLM
Pre-requisites: GLMS-602 C AND GLMS-604 C AND GLMS-608 C AND GLMS-610 C AND GLMS-612 C AND GLMS-611 Y C AND GLMS-613 Y C

Master of Science in Literacy Education (M.S.)

Overview

Dr. Kathleen A. Broikou, *Chair*

The mission of the online Master of Science in Literacy Education program is to prepare highly capable, culturally responsive, and ethically responsible literacy professionals who thoroughly understand and can implement the theory and practice of literacy acquisition and instruction. The curriculum stresses the importance of connections to the cultural differences of students and families and is consistent with the missions of St. John Fisher University and the Ralph C. Wilson, Jr. School of Education, as well as the standards set forth by the International Literacy Association. The culturally responsive 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 online M.S. degree in literacy education at St. John Fisher University leads to certification as a literacy specialist, all grades (pre-K - grade 12). The program is designed for general and special education teachers. Initial teaching certification is required for admission to the program. Candidates completing the master's in literacy education program are eligible for the professional certification in their original initial teaching certification area.

Candidates complete the program in twelve months.

Program Requirements

Online M.S. in Literacy Education: All Grades (PreK-Grade12)

Requirements

Candidates must maintain a cumulative GPA of 3.0. Courses in which the candidate has earned a grade lower than a "C" must be repeated, which might prolong the duration of the program. All University policies for Academic Standing, Probation and Dismissal apply.

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

- GRDG 620 - Nature and Acquisition of Literacy and Language of All Children (3)
- GRDG 626 - Language, Literacy, and Diversity (3)
- GRDG 634 - Content Areas Culturally Responsive Practices (3)
- GRDG 635 - Literacy Assessment and Diagnosis of Diverse Students (3)
- GRDG 637 - Practicum in Literacy: Childhood (3)
- GRDG 638 - Practicum in Literacy: Middle School/Adolescent (3)
- GRDG 639 - Emergent Literacy Practices in Instruction and Assessment (3)
- GRDG 640 - Administration and Supervision of Reading and Writing Programs (3)
- GRDG 652 - Critical Literacy and Culturally Responsive Literature (3)
- GRDG 690 - Capstone Project: Action Research in Culturally Responsive Literacy (3)

Total: 30 credits

Master of Science in Literacy Education (M.S.) Courses

GRDG-507 Tch Rdg Div Lrn-MidCh/Adol (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: -

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.

Typically offered:
Spring

Attributes: TGRD

GRDG-535 Diff Cur,Ins,Asses Lit (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-535 Diff Cur,Ins,Asses Lit:Pri (3)

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the childhood classroom (grades 1 to 6). 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-550 Literacy Inclu Classrm:Int (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-550 Diff Lit Inst Content Areas (3)

This course is designed to highlight the role of literacy acquisition and application in the intermediate classroom. Literacy and writing strategies are presented in conjunction with New York State Common Core Learning Standards. The varying and various contexts surrounding the nature of reading and reading instruction, the conceptual ideas underlying the teaching of reading in the content areas and reading skills and strategies that help students understand specific subject matter content are explored. An additional focus of this course is to help teacher candidates address the needs of diverse learners through culturally relevant pedagogy and curriculum, the use of multicultural materials, alternative and adaptive methods, and the use of technology. This course includes a field experience.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-535 C

GRDG-620 Nat & Acq Lit & Lang (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, critical race theory, language variation, and literacy in a post-typographic world and how those theories inform diverse populations' literacy processes.

Attributes: TGRD

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. uestions 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.

Typically offered:
Spring

Attributes: TGRD
Pre-requisites: -

GRDG-634 Content Area Cul Res Prac (3)

The focus of this course is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents that are culturally responsive. 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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-635 Lit Assessment & Diagnosis (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.

Typically offered:
Fall

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-637 Pract in Lit: Childhood (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-638 Pract Lit: Mid Child/Adol (3)

Practicum candidates will focus on the skills of a literacy specialist. Candidates 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, culturally responsive strategies, and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student which includes their diverse backgrounds in terms of race and socio-economic status. Placement may be in an urban setting.

Typically offered:
Summer

Attributes: TGRD ZCLX
Pre-requisites: GRDG-635 C

GRDG-639 Emrgt Lit Prac Inst/Assess (3)

This course will focus on literacy development, knowledge, culturally responsive practices, and assessment for children from birth to

grade two. Candidates will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction that draw upon the experience and knowledge base of the student and family. The impact of culture, diversity, and language on literacy development and the use of technology to support literacy will be explored. A fieldwork component is required.

Attributes: TGRD ZCLX
Pre-requisites: GRDG-620 Y C

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 including ones that are culturally responsive. In addition, candidates will explore techniques, culturally responsive strategies, 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

GRDG-652 Crit Lit & Cul Resp Lit (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. Candidates will create unit plans using a critical literacy framework that will help them teach about diversity issues within their classrooms. They will also learn about critical literacy and diversity through texts that have a culturally responsive lens.

Attributes: TGRD
Pre-requisites: GRDG-620 Y C

GRDG-690 Capstone:Res Cul Resp Lit (3)

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate as related to diversity and culturally responsive teaching. 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.

Attributes: TGRD ZCAP ZRES
Pre-requisites: GRDG-637 C OR GRDG-638 C

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.

Typically offered:

Fall & Spring

Attributes: TGRD

Doctor of Nursing Practice (DNP) Post Masters and Post Baccalaureate

Overview

Dr. Colleen Donegan, *Associate Dean of Graduate Affairs*
Dr. Tara Sacco, *Graduate Nursing Program 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 includes a post baccalaureate or a post-master's entry point option and provides part-time options for study. 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.

Program Requirements

Doctor of Nursing Practice: Post-Master's Entry Program

Post-master's candidates are required to successfully complete a minimum of 33 credit hours, 1,000 hours of advanced practice clinical hours, and a DNP Scholarly project.

Requirements

Credit hours for each course are indicated in parentheses after the course title.

Scholarship Core - *24 credits*

- GNUR 701 - Applications of Nursing Science (3)
- GNUR 702 - Advanced Evidenced-Based Practice & Research (3)
- GNUR 704 - Informatics and Healthcare Technologies (3)

- GNUR 706 - Health Care Delivery Systems, Policy & Law (3)
- GNUR 707 - Population Health: Biostatistics and Epidemiology (3)
- GNUR 708 - Complex Systems and Leadership (3)
- GNUR 710 - Complex and Vulnerable Populations Health (3)
- GNUR 712 - Clinical Inquiry for Outcomes Evaluation & Policy Development (3**)**

DNP Clinical Core - *9 credits*

- GNUR 709 - Doctor of Nursing Practice Role and Project Development I (3)
- GNUR 713 - Doctor of Nursing Practice Role and Project Development II (3)
- GNUR 714 - Doctor of Nursing Practice Role Development and Project Defense (3)

Total: 33 credits

Doctor of Nursing Practice: Post-Baccalaureate Entry Program

Post-baccalaureate candidates are required to successfully complete a minimum of 63-68 credit hours. Candidates meet with their academic faculty advisor to discuss specific degree requirements. Credit hours include courses in one of the following advanced practice roles: adult-gerontology primary care nurse practitioner, adult-gerontology acute care nurse practitioner, adult-gerontology clinical nurse specialist, primary care family nurse practitioner, or psychiatric mental health nurse practitioner. Candidates must also successfully complete 1,000 hours of advanced practice clinical hours and a DNP Scholarly project.

Requirements

Credit hours for each course are indicated in parentheses after the course title.

Scholarship Core - 29-*30 credits*

- GNUR 503 - Foundations of Evidence -Based Practice and Research (3)
- GNUR 558 - Capstone Development (2)
- GNUR 695 - NP Comprehensive Exam (1) FNP, AGNP, and PMHNP Only
- GNUR 701 - Applications of Nursing Science (3)
- GNUR 702 - Advanced Evidence-Based Practice & Research (3)
- GNUR 704 - Informatics and Healthcare Technologies (3)
- GNUR 706 - Healthcare Delivery Systems, Policy & Law (3)
- GNUR 707 - Population Heath: Biostatistics and Epidemiology (3)
- GNUR 708 - Complex Systems and Leadership (3)
- GNUR 710 - Complex and Vulnerable Populations Health (3)
- GNUR 712 - Clinical Inquiry for Outcomes Evaluation & Policy Development (3)

DNP Clinical Core - *9 credits*

- GNUR 709 - Doctor of Nursing Practice Role and Project Development I (3)
- GNUR 713 - Doctor of Nursing Practice Role and Project Development II (3)

GNUR 714 - Doctor of Nursing Practice Role Development and Project Defense (3)

Direct Care Core - *9 credits*

- GNUR 543 - Advanced Physiology Pathophysiology (3)
- GNUR 570 - Advanced Pharmacology (3)
- GNUR 571 - Advanced Health Assessment & Diagnostic Reasoning (3)

Functional Role Courses - *16-20 credits*

Choose **ONE** functional role from the options below.

Adult/Gerontology Clinical Nurse Specialist (AGCNS)

- GNUR 650 - Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 - Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 652 - Advanced Concepts in the Care of Adults Across the Lifespan III (3)
- GNUR 653 - Advanced Concepts in the Care of Adults Across the Lifespan IV (3)
- GNUR 632 - Application of the CNS Spheres of Impact I: Nursing and Nursing Practice (1) (125 hours clinical)
- GNUR 639 - Application of the CNS Spheres of Impact II : Patient and Client (1) (125 hours clinical)
- GNUR 688 - Synthesis Of the Sphere of Impact II (1) (125 hours clinical)
- GNUR 689- Synthesis of the Sphere of Impact I (1) (125 hours clinical)

Primary Care Family Nurse Practitioner (PCFNP)

- GNUR 650 - Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 - Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 576 - Advanced Concepts in the Care of Women (3)
- GNUR 577 - Advanced Concepts of Children and Adolescents (3)
- GNUR 584 - FNP Diagnosis and Management of Adults Across the Lifespan I (1) (150 hours clinical)
- GNUR 585 - FNP Diagnosis and Management of Adults Across the Lifespan II (1) (150 hours clinical)
- GNUR 586 - FNP Diagnosis and Management of Women (1) (150 hours clinical)
- GNUR 587 - FNP Diagnosis and Management of Children and Adolescents (1) (150 hours clinical)

Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)

- GNUR 650 - Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 - Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 652 - Advanced Concepts in the Care of Adults Across the Lifespan III (3)
- GNUR 653 - Advanced Concepts in the Care of Adults Across the Lifespan IV (3)
- GNUR 641 - AGACNP Diagnosis and Management of Adults Across the Lifespan I (1) (150 hours clinical)
- GNUR 643 - AGACNP Diagnosis and Management of Adults Across the Lifespan II (1) (150 hours clinical)
- GNUR 645 - AGACNP Diagnosis and Management of Adults Across the Lifespan III (1) (150 hours clinical)
- GNUR 647 -AGACNP Diagnosis and Management of Adults Across the Lifespan IV (1) (150 hours clinical)

Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)

- GNUR 650 - Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 - Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 652 - Advanced Concepts in the Care of Adults Across the Lifespan III (3)
- GNUR 653 - Advanced Concepts in the Care of Adults Across the Lifespan IV (3)
- GNUR 642 - AGPCNP Diagnosis & Management of Adults Across the Lifespan I (1) (150 hours clinical)

- GNUR 644 - AGPCNP Diagnosis & Management of Adults Across the Lifespan II (1) (150 hours clinical)
- GNUR 646 - AGPCNP Diagnosis & Management of Adults Across the Lifespan III (1) (150 hours clinical)
- GNUR 648 - AGPCNP Diagnosis & Management of Adults Across the Lifespan IV (1) (150 hours clinical)

Psychiatric Mental Health Nurse Practitioner (PMHNP)

- 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 544 - Psychopathology & Differential Diagnosis (3)
- GNUR 545 - Advanced Concepts in Child & Adolescent Mental Health (3)
- GNUR 513- PMHNP Clinical Practicum (1) (150 hours clinical)
- GNUR 514- PMHNP Clinical Practicum II (1) (150 hours clinical)
- GNUR 515- PMHNP Clinical Practicum III (1) (150 hours clinical)
- GNUR 516 - PMHNP Clinical Practicum IV: (1) (150 hours clinical)

Total: 63-72 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 nursing program for progression.

- Graduate students must receive a grade of "B" or higher in all graduate course work (GNUR and/or GMHC) related to their program of study. 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 one GNUR course twice will result in dismissal from the program. (a grade of U or a grade less than a B is equivalent to a course failure).
- Students who are required to repeat course work cannot progress in the program until they have successfully completed the repeated course.

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 and clinical course progression, 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 clinical attestation form that communicates their understanding of the clinical placement process.

Note: *A minimum of 50 percent of the clinical hours for primary care program students must be in primary care settings. Students in primary programs are not permitted to complete clinical hours in an acute hospital setting.*

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) Post Masters and Post Baccalaureate Courses

GNUR-503 Found of Nsg Research (3)

This course examines the application of evidence-based practice to solve clinical problems. 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 select descriptive and inferential statistics are discussed. ualitative research methods and their applicability in nursing knowledge are explored. Critical appraisal and synthesis of the evidence is emphasized. The link between theory and research is explored. This course is the first step in the sequence of research coursework for the graduate program.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCIV ZRES

GNUR-503 Fndn of EBP & Research (3)

This course examines the application of evidence-based practice to solve clinical problems. 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 select descriptive and inferential statistics are discussed. ualitative research methods and their applicability in nursing knowledge are explored. Critical appraisal and synthesis of the evidence is emphasized. The link between theory and research is explored. This course is the first step in the sequence of research coursework for the graduate program.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCIV ZRES

GNUR-513 PMHNP Clinical Practicum I (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students collaborate with preceptors to provide care for patients with mental illness in various practice settings to implement person-centered treatment planning and referral. Students integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate

diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students begin to develop their clinical portfolio and participate in monthly seminars with faculty where they conduct case presentations and discuss clinically relevant clinical findings.

Graded S/U.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 N C AND GNUR-521 C AND GNUR-522 C

GNUR-514 PMHNP Clin Practicum II (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their previous clinical experience to meet the learning outcomes at the advanced beginner level for this second clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will begin to develop their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings. .

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-513 S

GNUR-515 PMHNP Clin Practicum III (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their two previous clinical experiences to meet learning outcomes at the competent level for their third clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will begin to develop their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-514 S

GNUR-516 PMHNP Clin Practicum IV (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their three previous clinical

experiences to meet learning outcomes at the proficient level for this final clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will finalize their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-515 S

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 practice. Legal/ethical issues are examined in relation to privacy, client preferences, family and community safety. Additionally, the principles and concepts of advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span is included. Emphasis is placed on inter-professional collaboration and the management of complex and/or chronic comorbidities. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, are examined as strategies to improve health outcomes for populations with complex needs.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-571 C AND GNUR-570 C

GNUR-521 Adv Neuropsy Assess (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-521 Adv Neuropsy Assess (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-521 Adv Neuropsy Assess/Interv (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive approach to presenting pharmacologic interventions available for the treatment of mental health and addiction disorders across the lifespan and at risk populations. The role of the Psychiatric Mental Health Nurse Practitioner is explored with special emphasis on utilizing evidence-based practice guidelines, treating target symptoms, monitoring for side effects providing psychoeducation and preventing relapse in the treatment of acute and chronic mental and behavioral health conditions. Health promotion strategies are incorporated to complement psychopharmacological treatment and reduce side effect burden.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 Y C

GNUR-522 Adv Psychopharmacology (2)

This course takes a comprehensive approach to presenting pharmacologic interventions available for the treatment of mental health and addiction disorders across the lifespan and at risk populations. The role of the Psychiatric Mental Health Nurse Practitioner is explored with special emphasis on utilizing evidence-based practice guidelines, treating target symptoms, monitoring for side effects providing psychoeducation and preventing relapse in the treatment of acute and chronic mental and behavioral health conditions. Health promotion strategies are incorporated to complement psychopharmacological treatment and reduce side effect burden.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 Y C

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of 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 are examined as well.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 N C

GNUR-543 Advanced Pathophysiology (3)

Advanced pathophysiology is the study of how disease processes occur within the human body. In this course, students scaffold knowledge of anatomy and physiology to understand the pathogenesis, etiology, progression, pathology, clinical manifestations and human contributions to the development of disease. Common acute and chronic disease processes are analyzed with a focus on the cellular changes in association with genetic, immune, environmental, and aging influences. 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-543 Adv Physiology and Patho (3)

Advanced pathophysiology is the study of how disease processes occur within the human body. In this course, students scaffold knowledge of anatomy and physiology to understand the pathogenesis, etiology, progression, pathology, clinical manifestations and human contributions to the development of disease. Common acute and chronic disease processes are analyzed with a focus on the cellular changes in association with genetic, immune, environmental, and aging influences. 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate an understanding of psychopathology by reviewing the full scope of the Diagnostic Manual of mental disorders with emphasis on obtaining information that will lead to naming and classifying disorders and differentiating them from non-pathological states and from other mental disorders. Mental Status Exam (MSE) skills will be learned and practiced. This knowledge and skill set will be subsequently used for treatment planning.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course reviews advanced assessment and integrated treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Students learn a variety of intervention strategies designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorders, bipolar disorder, anxiety, and attachment issues.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C AND GNUR-521 C

GNUR-558 Capstone Development (2)

In this seminar, students synthesize knowledge from the graduate scholarship core courses to develop a research or evidence-based practice capstone project proposal. The project proposal supports advancing the APRN's role development to lead innovative change and transform healthcare environments. Students work independently under the guidance of faculty to progress through the steps of proposal writing, including problem identification, literature synthesis, and project design. In this iterative process, students disseminate their work in written and oral formats and participate in peer review and critique.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-559 Capstone Implementation (2)

This seminar is the final course in the capstone sequence for CNS students to analyze, complete, and disseminate the research, quality improvement, or evidence-based practice capstone project from GNUR 558. Students work independently on the analysis, interpretation, and dissemination of their individual capstone project. The associated faculty-led seminars facilitate peer and faculty feedback for the final completion of individual capstone projects. Students disseminate project findings to a variety of audiences and stakeholders.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-558 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

Typically offered:

Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

GNUR-570 Pharmacology (3)

The course builds upon basic nursing knowledge. Topics include: pharmacokinetics, pharmacodynamics, and legal and ethical implications. The Advanced Practice Registered Nurse student will begin the process of clinical decision making based on evidence-based disease management across the lifespan.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-570 Advanced Pharmacology (3)

The course builds upon basic nursing knowledge. Topics include: pharmacokinetics, pharmacodynamics, and legal and ethical implications. The Advanced Practice Registered Nurse student will begin the process of clinical decision making based on evidence-based disease management across the lifespan.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

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.

Additional fees will apply.

Typically offered:

Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-579 Y C

GNUR-571 Adv Hlth Asses & Diag. Reason (0 OR 3)

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.

Additional fees will apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-579 Y C

GNUR-576 Adv Concepts Care of Women (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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-586 Y C

GNUR-576 Adv Concepts in Care of Women (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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-586 Y C

GNUR-577 Adv Care of Children/Adol (3)

This course is designed to provide culturally sensitive and inclusive knowledge of typical growth and development of children of all ages. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs of children and adolescents are considered and evaluated. Graduate nursing students will acquire evidence-based knowledge to provide well-care,

assess, recognize, and manage common pediatric illness and use clinical judgment to determine appropriate emergent or specialty referral, as appropriate. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-587 Y C

GNUR-577 Adv Conc Care Children (3)

This course is designed to provide culturally sensitive and inclusive knowledge of typical growth and development of children of all ages. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs of children and adolescents are considered and evaluated. Graduate nursing students will acquire evidence-based knowledge to provide well-care, assess, recognize, and manage common pediatric illness and use clinical judgment to determine appropriate emergent or specialty referral, as appropriate. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-587 Y C

GNUR-579 IPE: SBIRT (0)

This interprofessional training is associated with courses offered to students from Advanced Practice Nursing, Pharmacy and Mental Health Counseling 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.

Typically offered:
Fall & Spring

Attributes: TGNU

GNUR-584 FNP DxMgmt of Adults (1)

In this course, family nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. The seminar includes a simulation experience. Students attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop a professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-567 Y C OR GNUR-650 Y C)

GNUR-584 FNP DxMgmt of Adults I (1)

In this course, family nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. The seminar includes a simulation experience. Students attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop a professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-567 Y C OR GNUR-650 Y C)

GNUR-585 FNP DxMgmt of Adults II (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-585 FNP DxMgmt of Adults II (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-586 FNP DxMgmt of Women (1)

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-576 Y C

GNUR-586 FNP DxMgmt Care of Women (1)

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-576 Y C

GNUR-587 FNP DxMgmt of Children (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their

caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y C

GNUR-587 FNP DxMgmt of Children & Adol (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y C

GNUR-587 FNP DxMgmt of Children & Adol (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y 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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-632 App of CNS SOI I Nsg Pract (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-632 Adult App of CNS SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-632 Adult App of CNS SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-639 Older Adult CNS SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-639 App of CNS SOI II Patient (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this clinical course, the adult gerontology acute care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

Pre-requisites: GNUR-567 Y C OR GNUR-650 Y C

GNUR-641 AGACNP Dx Mgmt Adult I (1)

In this clinical course, the adult gerontology acute care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-650 Y C

GNUR-642 AGPCNP Dx Mgmt Adult I (1)

In this clinical course, the adult gerontology primary care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-650 Y C OR GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this clinical course, the adult gerontology primary care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-650 Y C OR GNUR-567 Y C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this clinical course, the adult acute care gerontology nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional roles, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C AND (GNUR-566 Y C OR GNUR-651 Y C)

GNUR-643 AGACNP Dx Mgmt Adult II (1)

In this clinical course, the adult acute care gerontology nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional roles, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C AND (GNUR-566 Y C OR GNUR-651 Y C)

GNUR-644 AGPCNP Dx Mgmt Adult II (1)

In this clinical course, the adult gerontology primary care nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: (GNUR-566 Y C OR GNUR-651 Y C) AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642

C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this clinical course, the adult gerontology primary care nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: (GNUR-566 Y C OR GNUR-651 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 clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and skills immersion experiences. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-645 AGACNP Dx Mgmt Adult III (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and skills immersion experiences. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-646 AGPCNP Dx Mgmt Adult III (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and immersion experiences. Students attend clinical hours throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and immersion experiences. Students attend clinical hours throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-647 AGACNP Dx Mgmt Adult IV (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-643 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-643 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat emergent, acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences are mandatory to refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-646 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-648 AGPCNP Dx Mgmt Adult IV (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat emergent, acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences are mandatory to refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-646 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-650 Adv Conc Care of Adult I (3)

The course synthesizes the knowledge from the foundational courses of pathophysiology, pharmacology and diagnostic reasoning-physical assessment. The Advanced Practice Registered Nurse (APRN) students will expand on this knowledge to assess, diagnose,

plan and evaluate common episodic and chronic health conditions affecting adults across the lifespan. Emphasis is placed on holistic person-centered care including prevention, evidence-based practice, ethics and incorporation of social determinants of health to promote quality, safe and effective healthcare. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-641 Y C OR GNUR-642 Y C OR GNUR-584 Y C OR GNUR-632 Y C)

GNUR-651 Adv Conc Care of Adult II (3)

This course is a continuation of Advanced Concepts in the Care of Adults Across the Lifespan I. The Advanced Practice Registered Nurse (APRN) student expands their knowledge in the assessment, diagnosis, planning and evaluation to a variety of health conditions affecting adults across the lifespan. Emphasis is placed on holistic person-centered care including prevention, evidence-based practice, ethics and incorporation of social determinants of health to promote quality, safe and effective healthcare. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are addressed. Concurrently, students participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-650 C AND (GNUR-643 Y C OR GNUR-644 Y C OR GNUR-585 Y C OR GNUR-639 Y C)

GNUR-652 Adv Conc Care of Adult III (3)

In this clinical content course, students build upon foundational adult and gerontology concepts, integrating their knowledge of advanced pathophysiology, pharmacology, and diagnostic reasoning in the care of patients with acute, chronic, and co-morbid diseases. Specialty patient populations and circumstances, including emergency management, are explored, with attention paid to select disease states and factors that influence patient outcomes. Students expand their proficiency in the advanced practice competencies, with an additional focus on influencing factors, such as the social determinants of health, self-care, and diversity equity, inclusion and belonging, for the population of interest. Concurrently, students participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-651 C AND (GNUR-645 Y C OR GNUR-646 Y C OR GNUR-689 Y C)

GNUR-653 Adv Conc Care of Adult IV (3)

In this clinical course, students integrate their knowledge of advanced pathophysiology, pharmacology, and diagnostic reasoning in the care of adult-gerontology patients with acute and complex illness. The intersection of disease states and sociocultural influences, such as the social determinants of health, diversity, equity, inclusion, and belonging, are explored. Focus is placed on evidence-based management and development of clinical decision making for common emergency, acute, and chronic illnesses throughout the spectrum of this specialty population. Students will address complex health problems with the goal of improving patient outcomes across the care continuum. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-652 C AND (GNUR-647 Y C OR GNUR-648 Y C OR GNUR-688 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-699 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-688 Synthesis of SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-688 Synthesis of SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-688 Synthesis of the SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-689 Synthesis of SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors to provide care for adult-gerontology patients and their families across the Spheres of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres and apply principles within the organizational/systems sphere. This clinical practicum will allow the student to apply diagnostic reasoning and clinical management principles at an advanced practice level while consulting with an interprofessional team in the translation of evidence across each sphere. In addition, students will evaluate the utilization of resources and clinical protocols and guidelines, and apply program management strategies to enhance quality of care.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-639 C AND (GNUR-652 Y C OR GNUR-699 Y C)

GNUR-689 Synthesis of the SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors to provide care for adult-gerontology patients and their families across the Spheres of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres and apply principles within the organizational/systems sphere. This clinical practicum will allow the student to apply diagnostic reasoning and clinical management principles at an advanced practice level while consulting with an interprofessional team in the translation of evidence across each sphere. In addition, students will evaluate the utilization of resources and clinical protocols and guidelines, and apply program management strategies to enhance quality of care.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU

Pre-requisites: GNUR-639 C AND (GNUR-652 Y C OR GNUR-699 Y C)

GNUR-695 NP Comprehensive Exam (1)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: -

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 the Program Director is required to register.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-558 S

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C

GNUR-701 Found of Nursing Science (3)

This course prepares DNP students in the methods of inquiry necessary for the development and expansion of clinical practice knowledge and scholarship in nursing. Students reflect on the role of the doctorally prepared advanced practice registered nurse, considering nursing theory-guided practice, epistemology, and the advancement of professional nursing. Contemporary issues in

nursing science and the structure of nursing knowledge are explored, with particular attention to the relationships among theory, science, research, and practice. Students appraise conceptual models and theories from nursing and related disciplines for application to clinical problems while advancing their skills in information literacy and nursing expertise. Further, this course aids the DNP student in establishing the theoretical foundation for the DNP Scholarly Project.

Typically offered:
Variable

Attributes: TGNU ZRES

GNUR-701 App of Nursing Science (3)

This course prepares DNP students in the methods of inquiry necessary for the development and expansion of clinical practice knowledge and scholarship in nursing. Students reflect on the role of the doctorally prepared advanced practice registered nurse, considering nursing theory-guided practice, epistemology, and the advancement of professional nursing. Contemporary issues in nursing science and the structure of nursing knowledge are explored, with particular attention to the relationships among theory, science, research, and practice. Students appraise conceptual models and theories from nursing and related disciplines for application to clinical problems while advancing their skills in information literacy and nursing expertise. Further, this course aids the DNP student in establishing the theoretical foundation for the DNP Scholarly Project.

Typically offered:
Variable

Attributes: TGNU ZRES

GNUR-702 Ev Based Research for APN (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate science-based nursing practice while working in interprofessional teams. Content includes critical appraisal of research evidence, interpretation of statistical analyses and clinical significance, and methods of ethical research application and synthesis. The student explores a practice area where evidence-based integration is needed and contributes to furthering nursing knowledge on the selected topic.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-702 Adv EBP and Research (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate science-based nursing practice while working in interprofessional teams. Content includes critical appraisal of research evidence, interpretation of statistical analyses and clinical significance, and methods of ethical research application and synthesis. The student explores a practice area where evidence-based integration is needed and contributes to furthering nursing knowledge on the selected topic.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-704 Informatics & HC Technologies (3)

This course explores the current and potential uses of healthcare technologies and informatics by Advanced Practice Nurses for patient care and clinical management. Students investigate the ethical and legal dimensions of informatics and examine how legislation influences the growth of information and healthcare technologies. Topics include the role of technology in the efficacy, quality, and safety of health care; the costs and benefits of an interconnected health care system; and the effect of advances in technology on communication, health care research, professional education, administrative systems, and clinical decision-making. Theory is applied through hands-on activities using current health informatics resources and participating in interviews and interactions with health informatics professionals in practice.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-704 Adv Tech in Clinical Mgmt (3)

This course explores the current and potential uses of healthcare technologies and informatics by Advanced Practice Nurses for patient care and clinical management. Students investigate the ethical and legal dimensions of informatics and examine how legislation influences the growth of information and healthcare technologies. Topics include the role of technology in the efficacy, quality, and safety of health care; the costs and benefits of an interconnected health care system; and the effect of advances in technology on communication, health care research, professional education, administrative systems, and clinical decision-making. Theory is applied through hands-on activities using current health informatics resources and participating in interviews and interactions with health informatics professionals in practice.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-706 HCD Systems, Pol & Law (3)

This course analyzes the role of government and the private sector in managing and servicing the healthcare needs of the United States population. Students explore the historical and legal foundation for the healthcare system under the constitution, the common law, and state and federal laws. An analysis of the various state, federal, and private systems is done as well as comparative analysis with selected global healthcare delivery systems. Students examine relevant legal and regulatory issues related to the APRN role, scope of practice and professional liability that informs their future practice. Critical U.S. health care policy issues are appraised. The role of APRN advocacy in the development and implementation of health care policy and regulation is examined in the context of preparing nursing leaders to fully participate in all facets of the nation’s healthcare system.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-707 Pop Health: Biostats, Epidem (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach

epidemiological and intermediate biostatistical methods for clinical research within an integrated framework derived from the social determinants of health. Students will conduct an analysis of a population health concern using epidemiological methods. The use of epidemiological theories is applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international, and global populations.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES

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 epidemiological and intermediate biostatistical methods for clinical research within an integrated framework derived from the social determinants of health. Students will conduct an analysis of a population health concern using epidemiological methods. The use of epidemiological theories is applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international, and global populations.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES

GNUR-708 Complex Sys and Leadership (3)

This course examines organizational and systems theories. Emphasis is placed on the development of skills essential to manage change, empower others, and influence organizational processes in diverse health care environments; health system assessment and intervention design is included. Leadership models and strategies based on contemporary science from nursing and other disciplines are examined. Conflict management, strategic planning, and interprofessional and intra-professional teamwork will be evaluated, including the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic health care system. Students apply economic and finance principles necessary to analyze practice quality and costs, and evaluate the cost-effectiveness of care when redesigning effective and evidence-based care delivery strategies. Leadership ethics and skill sets needed to develop transformational healthcare leaders are integrated throughout the course.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-709 DNP Role Project Dev I (3)

In this first of three clinical courses, students begin focused work on the Doctor of Nursing Practice (DNP) Scholarly Project which synthesizes pertinent competencies outlined in the AACN Essentials. DNP students finalize their DNP Scholarly Project Committee to include a Committee Chair, Committee Member, and Clinical Scholar/Mentor. Students identify the population of interest, develop a problem statement, conduct a needs assessment, and identify the theoretical underpinnings of the DNP Scholarly Project. At the end of the course, students will provide an oral Initial DNP Scholarly Project Proposal Defense to their DNP Project committee 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.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-710 C

GNUR-709 DNP Role-Project I (3)

In this first of three clinical courses, students begin focused work on the Doctor of Nursing Practice (DNP) Scholarly Project which synthesizes pertinent competencies outlined in the AACN Essentials. DNP students finalize their DNP Scholarly Project Committee to include a Committee Chair, Committee Member, and Clinical Scholar/Mentor. Students identify the population of interest, develop a problem statement, conduct a needs assessment, and identify the theoretical underpinnings of the DNP Scholarly Project. At the end of the course, students will provide an oral Initial DNP Scholarly Project Proposal Defense to their DNP Project committee 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.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-710 C

GNUR-710 Complex Pop Health (3)

This course focuses on population-based strategies to inform advanced practice nurses and allied health professionals of population health practices that contribute to the health of populations to include vulnerable and complex populations. The relationship between psychosocial and socioeconomic factors in vulnerable populations and clinical practice environments are examined on a global, national, and regional level. Social determinants of health, previous traumas, and systems-based barriers are analyzed within the context of health care systems and program planning. An integrated model of community health promotion derived from trauma informed care and the social determinants of health is used to identify population-based strategies for health improvement.

Typically offered:
Variable

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-710 Complex Vuln Pop Health (3)

This course focuses on population-based strategies to inform advanced practice nurses and allied health professionals of population health practices that contribute to the health of populations to include vulnerable and complex populations. The relationship between psychosocial and socioeconomic factors in vulnerable populations and clinical practice environments are examined on a global, national, and regional level. Social determinants of health, previous traumas, and systems-based barriers are analyzed within the context of health care systems and program planning. An integrated model of community health promotion derived from trauma informed care and the social determinants of health is used to identify population-based strategies for health improvement.

Typically offered:
Variable

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-712 Inquiry for Eval & Policy (3)

This course focuses on the analysis and application of advanced clinical inquiry methods to improve outcomes and to inform health policy. Emphasis is on bridging the research-practice gap. The use of comparative effectiveness research, community-based research, and implementation science, among other methods, is examined. Survey development and use, funding and grant mechanisms, and ethical issues in research are also discussed. Students advance their skills in data measurement, data management, including the use of large data sets, and the application of data analysis tools. The deployment of clinical inquiry strategies, action research, and change processes in the clinical setting, policy arena, and other venues is explored.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-713 DNP Role Project Dev II (3)

In this clinical seminar course, students continue to develop their DNP Scholarly Project. Building upon prior work, this phase of project development focuses on planning, implementation, and evaluation of the DNP Scholarly project. Students refine and expand upon their project work to date, including the project need, problem and purpose statements, supporting literature, and theoretical underpinnings identified in GNUR 709. Applying project planning and management principles, students build upon the project needs assessment; identify project design, scope, goals, and outcomes; consider fiscal implications; and develop an implementation and evaluation plan for the DNP Scholarly Project. Course deliverables include the submission of a written DNP Scholarly Project to the DNP committee and an oral Project Proposal Defense.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C

GNUR-713 DNP Role Project II (3)

In this clinical seminar course, students continue to develop their DNP Scholarly Project. Building upon prior work, this phase of project development focuses on planning, implementation, and evaluation of the DNP Scholarly project. Students refine and expand upon their project work to date, including the project need, problem and purpose statements, supporting literature, and theoretical underpinnings identified in GNUR 709. Applying project planning and management principles, students build upon the project needs assessment; identify project design, scope, goals, and outcomes; consider fiscal implications; and develop an implementation and evaluation plan for the DNP Scholarly Project. Course deliverables include the submission of a written DNP Scholarly Project to the DNP committee and an oral Project Proposal Defense.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C

GNUR-714 DNP Role-Project Defense (3)

In this final clinical course, the student will complete their DNP Scholarly Project as part of the culminating course in the Doctor of Nursing practice program. At the end of the course, the DNP student will complete the evaluation of their DNP Scholarly Project in collaboration with their DNP Committee, submit a manuscript for publication, and provide their final oral Project Defense to their DNP Project Committee for approval. In addition, students will evaluate their own level of expert practice and their achievement of

the competencies outlined in the AACN Essentials.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S

GNUR-714 Clinical Scholarship Cap (3)

In this final clinical course, the student will complete their DNP Scholarly Project as part of the culminating course in the Doctor of Nursing practice program. At the end of the course, the DNP student will complete the evaluation of their DNP Scholarly Project in collaboration with their DNP Committee, submit a manuscript for publication, and provide their final oral Project Defense to their DNP Project Committee for approval. In addition, students will evaluate their own level of expert practice and their achievement of the competencies outlined in the AACN Essentials.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S

GNUR-751 Advanced Cl 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-760 Role Trans & Prof. Asp I (2)

Role Transition and Professional Aspects of Nurse Anesthesia I

The role of the nurse anesthetist is explored from the perspective of the specialty specific role within a diverse healthcare environment, practice options and designs, employment opportunities, and growth as a professional nurse anesthetist. Identifying health and wellness issues specific to the nurse anesthesia role including substance abuse and resources available. Examine legal and ethical issues specific to nurse anesthesia practice.

Attributes: TGNU

GNUR-761 Role Trans & Prof. Asp II (2)

Role Transition and Professional Aspects of Nurse Anesthesia II

A continuation from Role Transition and Professional Aspects of Nurse Anesthesia I, the role of the nurse anesthetist is explored from an experienced student perspective of the specialty specific role who is transitioning and preparing for certification. Exploring the

board certification process and challenges associated with job interviews and selection. Business concepts related to anesthesia billing and insurance reimbursement for surgical procedures. Current issues with nurse anesthesia practice and political legislation and advocacy are explored. Continued examination of legal and ethical issues specific to nurse anesthesia practice.

Attributes: TGNU

GNUR-762 CRNA Comprehensive Exam (1)

CRNA Comprehensive Exam

This seminar-based course is focused on preparing the Certified Registered Nurse Anesthetist (CRNA) graduate student for success on national certification, and transition to practice.

Attributes: TGNU

GNUR-765 Math, Chem & Phys of Anest (3)

Mathematics, Chemistry, and Physics of Anesthesia Practice

Exploring how mathematics, chemistry, biochemistry, and physics principles apply to nurse anesthesia practice. Improve understanding of how theoretical principles can be utilized in patient care delivery, equipment uses and improve patient and provider safety.

Attributes: TGNU

GNUR-766 Adv. Airw Spnl & Epid Anes (2)

Advanced Airway, Spinal, and Epidural Anesthesia Management

A study of advanced airway, spinal and epidural assessment and management techniques utilized by nurse anesthesia providers. This course has a laboratory component in which students will have hands-on experience with all related equipment and allow practice utilizing low fidelity simulation.

Attributes: TGNU
Pre-requisites: GNUR-765 C

GNUR-767 Reg Anes Pain Mgmt & Ortho (3)

Regional Anesthesia, Pain Management, POCUS & Orthopedic Anesthesia

This course explores the complex nature and pathophysiology of acute and chronic pain while learning techniques to minimize pain in the preoperative, perioperative and postoperative period. Peripheral nerve blocks and other regional anesthesia techniques utilizing ultrasound and non-ultrasound techniques. Point of Care Ultrasound (POCUS) is used for the diagnosis of complications associated with surgery and anesthesia. A focus on orthopedic surgeries and how regional anesthesia techniques can minimize pain associated with various orthopedic procedures. Low fidelity simulation and laboratory time is associated with this course.

Attributes: TGNU
Pre-requisites: GNUR-766 C

GNUR-768 Ped, GYN, ENT & Emerg Anes (3)

Pediatrics, Obstetrics, GYN, Urology, Otolaryngologic, Abdominal, and Emergency Anesthesia

Nurse anesthesia students will focus on the special patient considerations associated with pediatric, obstetric, GYN, Urology, Otolaryngology, Abdominal and Emergency Anesthesia. Alterations in pathophysiology and anesthesia associated with the pediatric and obstetric population will be explored along with physiologic changes associated with different types of emergency surgeries and the effects on anesthesia and anesthesia delivery methods. Outpatient ambulatory surgery will be reviewed.

Attributes: TGNU
Pre-requisites: GNUR-767 C

GNUR-769 Cardiac, Thor & Neuro Anes (3)

Cardiothoracic, Cardiovascular and Neurosurgical Anesthesia

Nurse anesthesia students will focus on the special patient considerations associated with Cardiothoracic, Cardiovascular and Neurosurgical anesthesia. Alterations in pathophysiology and anesthesia associated with cardiac and neurosurgery will be explored along with physiologic changes and the effects on anesthesia and anesthesia delivery methods.

Attributes: TGNU
Pre-requisites: GNUR-768 C

GNUR-771 Anesthesia Pharmacology (3)

Anesthesia Pharmacology

Building on GNUR 570 Pharmacology, nurse anesthesia students learn how medications treating chronic illnesses affect patients receiving anesthesia. Clinical application of pharmacology, specifically to nurse anesthesia, with a focus on evidence-based practice related to pharmacological principles inherent to the administration of anesthesia.

Attributes: TGNU
Pre-requisites: GNUR-543 C AND GNUR-570 C

GNUR-772 Anes. Phases of Care (1)

Anesthesia Phases of Care

A study of the different phases of anesthesia care and care plans associated with each phase. The preoperative anesthesia assessment and preoperative phase, perioperative phase and postoperative phase will be discussed and utilizing fluid calculations develop a comprehensive individualized anesthesia plan. Radiographic and laboratory testing and interpretation as they apply to anesthesia care and management. This class will be a hybrid of lecture, low and high-fidelity simulation and clinical practice. 50 clinical hours.

Attributes: TGNU

GNUR-773 Adv. Hemodynamics Plcmnt (1)

Advanced Hemodynamic monitoring, Interpretation and Placement

Nurse anesthesia students will be introduced to the clinical skills of arterial line, central line placement, and Swan Ganz including indications, contraindications, and iatrogenic considerations. Interpretations of wave forms and different monitoring equipment used by nurse anesthetists. 12-lead EKG interpretation and diagnostic implications as applied to anesthesia. This course will be a hybrid of lecture and low fidelity simulation.

Attributes: TGNU

GNUR-775 ACRM I (1)

Anesthesia Crisis Resource Management I

The first of two one credit courses that expose nurse anesthesia students to rare anesthesia crisis' using a high-fidelity simulation operating room environment. Student nurse anesthetists will be introduced to crisis resource management and will utilize evidence-based anesthesia technical and non-technical skills.

Attributes: TGNU

GNUR-776 ACRM 2 (1)

Anesthesia Crisis Resource Management II

The second of two one credit courses that expose nurse anesthesia students to rare anesthesia crisis' using a high-fidelity simulation operating room environment. Student nurse anesthetists will refine crisis resource management skills and will utilize evidence-based anesthesia technical and non-technical skills.

Attributes: TGNU

GNUR-781 Clinical Practicum I (2)

Clinical Practicum I

Nurse Anesthesia Program Clinical Practicum I provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 300 clinical hours.

Attributes: TGNU

GNUR-782 Clinical Practicum II (2)

Clinical Practicum II

Nurse Anesthesia Program Clinical Practicum II provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 300 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-781 S

GNUR-783 Clinical Practicum III (3)

Clinical Practicum III

Nurse Anesthesia Program Clinical Practicum III provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-782 S

GNUR-784 Clinical Practicum IV (3)

Clinical Practicum IV

Nurse Anesthesia Program Clinical Practicum IV provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-783 S

GNUR-785 Clinical Practicum V (3)

Clinical Practicum V

Nurse Anesthesia Program Clinical Practicum V provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-784 S

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES
Pre-requisites: GNUR-701 C AND GNUR-715 C

GNUR-798 DNP Project Seminar (0)

In this course the DNP student demonstrates synthesis of the GNUR clinical courses and allows the student time to complete their DNP scholarly project. Following SJF IRB approval, and the required organizational approvals, DNP students work independently on their DNP project, while progressing through the steps of project implementation and evaluation. This work is under the direction of the student’s DNP Committee.

Typically offered:
Variable

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S

GNUR-798 DNP Schol. Project Seminar (0)

In this course the DNP student demonstrates synthesis of the GNUR clinical courses and allows the student time to complete their

DNP scholarly project. Following SJF IRB approval, and the required organizational approvals, DNP students work independently on their DNP project, while progressing through the steps of project implementation and evaluation. This work is under the direction of the student's DNP Committee.

Typically offered:
Variable

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S

Doctor of Nursing Practice in Nurse Anesthesia and Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

Overview

Dr. Eric Ledwin, *Program Director*
Dr. Colleen Donegan, *Associate Dean of Graduate Affairs*
Dr. Tara Sacco, *Graduate Program Chair*

The dual-degree AGACNP and CRNA program includes a rigorous curriculum of clinical experience that integrates advanced anesthesia techniques with comprehensive acute care skills. The dual degree program includes post baccalaureate or post masters entry options with a total of 103 credits hours and is only available full time. Students seeking admission to the dual degree program must have completed, or be prepared to complete as part of the program, the AGACNP coursework. Students will complete a minimum of 2600 clinical hours, with 600 of those clinical hours allocated to the role of the AGACNP. A scholarly DNP project must focus on the topic of nurse anesthesia.

Program Requirements

Doctor of Nursing Practice in Nurse Anesthesia and Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

Requirements

The CRNA program includes all requirements of the Doctor of Nursing Practice: Post-Baccalaureate Entry Program with the AGACNP functional core, plus the following requirements.

- GNUR 760 - Role Transition and Professional Aspects of Nurse Anesthesia I (2)
- GNUR 761 - Role Transition and Professional Aspects of Nurse Anesthesia II (2)
- GNUR 762 - CRNA Comprehensive Exam (1)
- GNUR 765 - Mathematics, Chemistry, and Physics of Anesthesia Practice (3)
- GNUR 766 - Advanced Airway, Spinal, and Epidural Anesthesia Management (2)
- GNUR 767 - Regional Anesthesia, Pain Management, POCUS & Orthopedic Anesthesia (3)
- GNUR 768 - Pediatrics, Obstetrics, GYN, Urology, Otolaryngologic, Abdominal, and Emergency Anesthesia (3)
- GNUR 769 - Cardiothoracic, Cardiovascular and Neurosurgical Anesthesia (3)
- GNUR 771 - Anesthesia Pharmacology (3)

- GNUR 772 - Anesthesia Phases of Care (1) (50 clinical hours)
- GNUR 773 - Advanced Hemodynamic monitoring, Interpretation and Placement (1)
- GNUR 775 - Anesthesia Crisis Resource Management I (1)
- GNUR 776 - Anesthesia Crisis Resource Management II (1)
- GNUR 781 - Clinical Practicum I (2) (300 clinical hours)
- GNUR 782 - Clinical Practicum II (2) (300 clinical hours)
- GNUR 783 - Clinical Practicum III (3) (450 clinical hours)
- GNUR 784 - Clinical Practicum IV (3) (450 clinical hours)
- GNUR 785 - Clinical Practicum V (3) (450 clinical hours)

Total CRNA Program: 103 credits

Doctor of Nursing Practice in Nurse Anesthesia and Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Courses

GNUR-503 Found of Nsg Research (3)

This course examines the application of evidence-based practice to solve clinical problems. 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 select descriptive and inferential statistics are discussed. ualitative research methods and their applicability in nursing knowledge are explored. Critical appraisal and synthesis of the evidence is emphasized. The link between theory and research is explored. This course is the first step in the sequence of research coursework for the graduate program.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCIV ZRES

GNUR-503 Fndn of EBP & Research (3)

This course examines the application of evidence-based practice to solve clinical problems. 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 select descriptive and inferential statistics are discussed. ualitative research methods and their applicability in nursing knowledge are explored. Critical appraisal and synthesis of the evidence is emphasized. The link between theory and research is explored. This course is the first step in the sequence of research coursework for the graduate program.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCIV ZRES

GNUR-513 PMHNP Clinical Practicum I (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students collaborate with preceptors to provide care for patients with mental illness in various practice settings to implement person-centered treatment planning and referral. Students integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students begin to develop their clinical portfolio and participate in monthly seminars with faculty where they conduct case presentations and discuss clinically relevant clinical findings.

Graded S/U.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 N C AND GNUR-521 C AND GNUR-522 C

GNUR-514 PMHNP Clin Practicum II (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their previous clinical experience to meet the learning outcomes at the advanced beginner level for this second clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will begin to develop their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings. .

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-513 S

GNUR-515 PMHNP Clin Practicum III (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their two previous clinical experiences to meet learning outcomes at the competent level for their third clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will begin to develop their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-514 S

GNUR-516 PMHNP Clin Practicum IV (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their three previous clinical experiences to meet learning outcomes at the proficient level for this final clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management

strategies. Students will finalize their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-515 S

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 practice. Legal/ethical issues are examined in relation to privacy, client preferences, family and community safety. Additionally, the principles and concepts of advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span is included. Emphasis is placed on inter-professional collaboration and the management of complex and/or chronic comorbidities. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, are examined as strategies to improve health outcomes for populations with complex needs.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-571 C AND GNUR-570 C

GNUR-521 Adv Neuropsy Assess (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-521 Adv Neuropsy Assess (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-521 Adv Neuropsy Assess/Interv (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive approach to presenting pharmacologic interventions available for the treatment of mental health and addiction disorders across the lifespan and at risk populations. The role of the Psychiatric Mental Health Nurse Practitioner is explored with special emphasis on utilizing evidence-based practice guidelines, treating target symptoms, monitoring for side effects providing psychoeducation and preventing relapse in the treatment of acute and chronic mental and behavioral health conditions. Health promotion strategies are incorporated to complement psychopharmacological treatment and reduce side effect burden.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 Y C

GNUR-522 Adv Psychopharmacology (2)

This course takes a comprehensive approach to presenting pharmacologic interventions available for the treatment of mental health and addiction disorders across the lifespan and at risk populations. The role of the Psychiatric Mental Health Nurse Practitioner is explored with special emphasis on utilizing evidence-based practice guidelines, treating target symptoms, monitoring for side effects providing psychoeducation and preventing relapse in the treatment of acute and chronic mental and behavioral health conditions. Health promotion strategies are incorporated to complement psychopharmacological treatment and reduce side effect burden.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 Y C

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of 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

are examined as well.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 N C

GNUR-543 Advanced Pathophysiology (3)

Advanced pathophysiology is the study of how disease processes occur within the human body. In this course, students scaffold knowledge of anatomy and physiology to understand the pathogenesis, etiology, progression, pathology, clinical manifestations and human contributions to the development of disease. Common acute and chronic disease processes are analyzed with a focus on the cellular changes in association with genetic, immune, environmental, and aging influences. 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-543 Adv Physiology and Patho (3)

Advanced pathophysiology is the study of how disease processes occur within the human body. In this course, students scaffold knowledge of anatomy and physiology to understand the pathogenesis, etiology, progression, pathology, clinical manifestations and human contributions to the development of disease. Common acute and chronic disease processes are analyzed with a focus on the cellular changes in association with genetic, immune, environmental, and aging influences. 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate an understanding of psychopathology by reviewing the full scope of the Diagnostic Manual of mental disorders with emphasis on obtaining information that will lead to naming and classifying disorders and differentiating them from non-pathological states and from other mental disorders. Mental Status Exam (MSE) skills will be learned and practiced. This knowledge and skill set will be subsequently used for treatment planning.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course reviews advanced assessment and integrated treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Students learn a variety of intervention strategies designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorders, bipolar disorder, anxiety, and attachment issues.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C AND GNUR-521 C

GNUR-558 Capstone Development (2)

In this seminar, students synthesize knowledge from the graduate scholarship core courses to develop a research or evidence-based practice capstone project proposal. The project proposal supports advancing the APRN's role development to lead innovative change and transform healthcare environments. Students work independently under the guidance of faculty to progress through the steps of proposal writing, including problem identification, literature synthesis, and project design. In this iterative process, students disseminate their work in written and oral formats and participate in peer review and critique.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-559 Capstone Implementation (2)

This seminar is the final course in the capstone sequence for CNS students to analyze, complete, and disseminate the research, quality improvement, or evidence-based practice capstone project from GNUR 558. Students work independently on the analysis, interpretation, and dissemination of their individual capstone project. The associated faculty-led seminars facilitate peer and faculty feedback for the final completion of individual capstone projects. Students disseminate project findings to a variety of audiences and stakeholders.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-558 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

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

Pre-requisites: GNUR-570 C AND GNUR-571 C

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

GNUR-570 Pharmacology (3)

The course builds upon basic nursing knowledge. Topics include: pharmacokinetics, pharmacodynamics, and legal and ethical implications. The Advanced Practice Registered Nurse student will begin the process of clinical decision making based on evidence-based disease management across the lifespan.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-570 Advanced Pharmacology (3)

The course builds upon basic nursing knowledge. Topics include: pharmacokinetics, pharmacodynamics, and legal and ethical implications. The Advanced Practice Registered Nurse student will begin the process of clinical decision making based on evidence-based disease management across the lifespan.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

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.

Additional fees will apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

Pre-requisites: GNUR-579 Y C

GNUR-571 Adv Hlth Asses & Diag. Reason (0 OR 3)

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.

Additional fees will apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-579 Y C

GNUR-576 Adv Concepts Care of Women (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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-586 Y C

GNUR-576 Adv Concepts in Care of Women (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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-586 Y C

GNUR-577 Adv Care of Children/Adol (3)

This course is designed to provide culturally sensitive and inclusive knowledge of typical growth and development of children of all ages. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs of children and adolescents are considered and evaluated. Graduate nursing students will acquire evidence-based knowledge to provide well-care, assess, recognize, and manage common pediatric illness and use clinical judgment to determine appropriate emergent or specialty referral, as appropriate. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-587 Y C

GNUR-577 Adv Conc Care Children (3)

This course is designed to provide culturally sensitive and inclusive knowledge of typical growth and development of children of all ages. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs of children and adolescents are considered and evaluated. Graduate nursing students will acquire evidence-based knowledge to provide well-care, assess, recognize, and manage common pediatric illness and use clinical judgment to determine appropriate emergent or specialty referral, as appropriate. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-587 Y C

GNUR-579 IPE: SBIRT (0)

This interprofessional training is associated with courses offered to students from Advanced Practice Nursing, Pharmacy and Mental Health Counseling 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.

Typically offered:
Fall & Spring

Attributes: TGNU

GNUR-584 FNP DxMgmt of Adults (1)

In this course, family nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. The seminar includes a simulation experience. Students attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop a professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-567 Y C OR GNUR-650 Y C)

GNUR-584 FNP DxMgmt of Adults I (1)

In this course, family nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. The seminar includes a simulation experience. Students attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop a professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-567 Y C OR GNUR-650 Y C)

GNUR-585 FNP DxMgmt of Adults II (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-585 FNP DxMgmt of Adults II (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a

simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-586 FNP DxMgmt of Women (1)

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-576 Y C

GNUR-586 FNP DxMgmt Care of Women (1)

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-576 Y C

GNUR-587 FNP DxMgmt of Children (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y C

GNUR-587 FNP DxMgmt of Children & Adol (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y C

GNUR-587 FNP DxMgmt of Children & Adol (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y 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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-632 App of CNS SOI I Nsg Pract (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-632 Adult App of CNS SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-632 Adult App of CNS SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU

Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-639 Older Adult CNS SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-639 App of CNS SOI II Patient (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this clinical course, the adult gerontology acute care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-650 Y C

GNUR-641 AGACNP Dx Mgmt Adult I (1)

In this clinical course, the adult gerontology acute care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-650 Y C

GNUR-642 AGPCNP Dx Mgmt Adult I (1)

In this clinical course, the adult gerontology primary care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-650 Y C OR GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this clinical course, the adult gerontology primary care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-650 Y C OR GNUR-567 Y C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this clinical course, the adult acute care gerontology nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional roles, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C AND (GNUR-566 Y C OR GNUR-651 Y C)

GNUR-643 AGACNP Dx Mgmt Adult II (1)

In this clinical course, the adult acute care gerontology nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional roles, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C AND (GNUR-566 Y C OR GNUR-651 Y C)

GNUR-644 AGPCNP Dx Mgmt Adult II (1)

In this clinical course, the adult gerontology primary care nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: (GNUR-566 Y C OR GNUR-651 Y C) AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this clinical course, the adult gerontology primary care nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: (GNUR-566 Y C OR GNUR-651 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 clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and skills immersion experiences. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-645 AGACNP Dx Mgmt Adult III (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and skills immersion experiences. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-646 AGPCNP Dx Mgmt Adult III (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and immersion experiences. Students attend clinical hours throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and immersion experiences. Students attend clinical hours throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-647 AGACNP Dx Mgmt Adult IV (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-643 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-643 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat emergent, acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences are mandatory to refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-646 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-648 AGPCNP Dx Mgmt Adult IV (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat emergent, acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences are mandatory to refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-646 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-650 Adv Conc Care of Adult I (3)

The course synthesizes the knowledge from the foundational courses of pathophysiology, pharmacology and diagnostic reasoning-physical assessment. The Advanced Practice Registered Nurse (APRN) students will expand on this knowledge to assess, diagnose, plan and evaluate common episodic and chronic health conditions affecting adults across the lifespan. Emphasis is placed on holistic

person-centered care including prevention, evidence-based practice, ethics and incorporation of social determinants of health to promote quality, safe and effective healthcare. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-641 Y C OR GNUR-642 Y C OR GNUR-584 Y C OR GNUR-632 Y C)

GNUR-651 Adv Conc Care of Adult II (3)

This course is a continuation of Advanced Concepts in the Care of Adults Across the Lifespan I. The Advanced Practice Registered Nurse (APRN) student expands their knowledge in the assessment, diagnosis, planning and evaluation to a variety of health conditions affecting adults across the lifespan. Emphasis is placed on holistic person-centered care including prevention, evidence-based practice, ethics and incorporation of social determinants of health to promote quality, safe and effective healthcare. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are addressed. Concurrently, students participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-650 C AND (GNUR-643 Y C OR GNUR-644 Y C OR GNUR-585 Y C OR GNUR-639 Y C)

GNUR-652 Adv Conc Care of Adult III (3)

In this clinical content course, students build upon foundational adult and gerontology concepts, integrating their knowledge of advanced pathophysiology, pharmacology, and diagnostic reasoning in the care of patients with acute, chronic, and co-morbid diseases. Specialty patient populations and circumstances, including emergency management, are explored, with attention paid to select disease states and factors that influence patient outcomes. Students expand their proficiency in the advanced practice competencies, with an additional focus on influencing factors, such as the social determinants of health, self-care, and diversity equity, inclusion and belonging, for the population of interest. Concurrently, students participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-651 C AND (GNUR-645 Y C OR GNUR-646 Y C OR GNUR-689 Y C)

GNUR-653 Adv Conc Care of Adult IV (3)

In this clinical course, students integrate their knowledge of advanced pathophysiology, pharmacology, and diagnostic reasoning in the care of adult-gerontology patients with acute and complex illness. The intersection of disease states and sociocultural influences, such as the social determinants of health, diversity, equity, inclusion, and belonging, are explored. Focus is placed on evidence-based management and development of clinical decision making for common emergency, acute, and chronic illnesses throughout the spectrum of this specialty population. Students will address complex health problems with the goal of improving patient outcomes across the care continuum. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-652 C AND (GNUR-647 Y C OR GNUR-648 Y C OR GNUR-688 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-699 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-688 Synthesis of SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-688 Synthesis of SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-688 Synthesis of the SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-689 Synthesis of SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors to provide care for adult-gerontology patients and their families across the Spheres of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres and apply principles within the organizational/systems sphere. This clinical practicum will allow the student to apply diagnostic reasoning and clinical management principles at an advanced practice level while consulting with an interprofessional team in the translation of evidence across each sphere. In addition, students will evaluate the utilization of resources and clinical protocols and guidelines, and apply program management strategies to enhance quality of care.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-639 C AND (GNUR-652 Y C OR GNUR-699 Y C)

GNUR-689 Synthesis of the SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors to provide care for adult-gerontology patients and their families across the Spheres of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres and apply principles within the organizational/systems sphere. This clinical practicum will allow the student to apply diagnostic reasoning and clinical management principles at an advanced practice level while consulting with an interprofessional team in the translation of evidence across each sphere. In addition, students will evaluate the utilization of resources and clinical protocols and guidelines, and apply program management strategies to enhance quality of care.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-639 C AND (GNUR-652 Y C OR GNUR-699 Y C)

GNUR-695 NP Comprehensive Exam (1)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: -

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 the Program Director is required to register.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-558 S

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C

GNUR-701 Found of Nursing Science (3)

This course prepares DNP students in the methods of inquiry necessary for the development and expansion of clinical practice knowledge and scholarship in nursing. Students reflect on the role of the doctorally prepared advanced practice registered nurse, considering nursing theory-guided practice, epistemology, and the advancement of professional nursing. Contemporary issues in nursing science and the structure of nursing knowledge are explored, with particular attention to the relationships among theory,

science, research, and practice. Students appraise conceptual models and theories from nursing and related disciplines for application to clinical problems while advancing their skills in information literacy and nursing expertise. Further, this course aids the DNP student in establishing the theoretical foundation for the DNP Scholarly Project.

Typically offered:
Variable

Attributes: TGNU ZRES

GNUR-701 App of Nursing Science (3)

This course prepares DNP students in the methods of inquiry necessary for the development and expansion of clinical practice knowledge and scholarship in nursing. Students reflect on the role of the doctorally prepared advanced practice registered nurse, considering nursing theory-guided practice, epistemology, and the advancement of professional nursing. Contemporary issues in nursing science and the structure of nursing knowledge are explored, with particular attention to the relationships among theory, science, research, and practice. Students appraise conceptual models and theories from nursing and related disciplines for application to clinical problems while advancing their skills in information literacy and nursing expertise. Further, this course aids the DNP student in establishing the theoretical foundation for the DNP Scholarly Project.

Typically offered:
Variable

Attributes: TGNU ZRES

GNUR-702 Ev Based Research for APN (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate science-based nursing practice while working in interprofessional teams. Content includes critical appraisal of research evidence, interpretation of statistical analyses and clinical significance, and methods of ethical research application and synthesis. The student explores a practice area where evidence-based integration is needed and contributes to furthering nursing knowledge on the selected topic.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-702 Adv EBP and Research (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate science-based nursing practice while working in interprofessional teams. Content includes critical appraisal of research evidence, interpretation of statistical analyses and clinical significance, and methods of ethical research application and synthesis. The student explores a practice area where evidence-based integration is needed and contributes to furthering nursing knowledge on the selected topic.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

Pre-requisites: GNUR-503 C

GNUR-704 Informatics & HC Technologies (3)

This course explores the current and potential uses of healthcare technologies and informatics by Advanced Practice Nurses for patient care and clinical management. Students investigate the ethical and legal dimensions of informatics and examine how legislation influences the growth of information and healthcare technologies. Topics include the role of technology in the efficacy, quality, and safety of health care; the costs and benefits of an interconnected health care system; and the effect of advances in technology on communication, health care research, professional education, administrative systems, and clinical decision-making. Theory is applied through hands-on activities using current health informatics resources and participating in interviews and interactions with health informatics professionals in practice.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-704 Adv Tech in Clinical Mgmt (3)

This course explores the current and potential uses of healthcare technologies and informatics by Advanced Practice Nurses for patient care and clinical management. Students investigate the ethical and legal dimensions of informatics and examine how legislation influences the growth of information and healthcare technologies. Topics include the role of technology in the efficacy, quality, and safety of health care; the costs and benefits of an interconnected health care system; and the effect of advances in technology on communication, health care research, professional education, administrative systems, and clinical decision-making. Theory is applied through hands-on activities using current health informatics resources and participating in interviews and interactions with health informatics professionals in practice.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-706 HCD Systems, Pol & Law (3)

This course analyzes the role of government and the private sector in managing and servicing the healthcare needs of the United States population. Students explore the historical and legal foundation for the healthcare system under the constitution, the common law, and state and federal laws. An analysis of the various state, federal, and private systems is done as well as comparative analysis with selected global healthcare delivery systems. Students examine relevant legal and regulatory issues related to the APRN role, scope of practice and professional liability that informs their future practice. Critical U.S. health care policy issues are appraised. The role of APRN advocacy in the development and implementation of health care policy and regulation is examined in the context of preparing nursing leaders to fully participate in all facets of the nation’s healthcare system.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-707 Pop Health: Biostats, Epidem (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiological and intermediate biostatistical methods for clinical research within an integrated framework derived from the social

determinants of health. Students will conduct an analysis of a population health concern using epidemiological methods. The use of epidemiological theories is applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international, and global populations.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES

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 epidemiological and intermediate biostatistical methods for clinical research within an integrated framework derived from the social determinants of health. Students will conduct an analysis of a population health concern using epidemiological methods. The use of epidemiological theories is applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international, and global populations.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES

GNUR-708 Complex Sys and Leadership (3)

This course examines organizational and systems theories. Emphasis is placed on the development of skills essential to manage change, empower others, and influence organizational processes in diverse health care environments; health system assessment and intervention design is included. Leadership models and strategies based on contemporary science from nursing and other disciplines are examined. Conflict management, strategic planning, and interprofessional and intra-professional teamwork will be evaluated, including the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic health care system. Students apply economic and finance principles necessary to analyze practice quality and costs, and evaluate the cost-effectiveness of care when redesigning effective and evidence-based care delivery strategies. Leadership ethics and skill sets needed to develop transformational healthcare leaders are integrated throughout the course.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-709 DNP Role Project Dev I (3)

In this first of three clinical courses, students begin focused work on the Doctor of Nursing Practice (DNP) Scholarly Project which synthesizes pertinent competencies outlined in the AACN Essentials. DNP students finalize their DNP Scholarly Project Committee to include a Committee Chair, Committee Member, and Clinical Scholar/Mentor. Students identify the population of interest, develop a problem statement, conduct a needs assessment, and identify the theoretical underpinnings of the DNP Scholarly Project. At the end of the course, students will provide an oral Initial DNP Scholarly Project Proposal Defense to their DNP Project committee 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.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-701 C AND GNUR-710 C

GNUR-709 DNP Role-Project I (3)

In this first of three clinical courses, students begin focused work on the Doctor of Nursing Practice (DNP) Scholarly Project which synthesizes pertinent competencies outlined in the AACN Essentials. DNP students finalize their DNP Scholarly Project Committee to include a Committee Chair, Committee Member, and Clinical Scholar/Mentor. Students identify the population of interest, develop a problem statement, conduct a needs assessment, and identify the theoretical underpinnings of the DNP Scholarly Project. At the end of the course, students will provide an oral Initial DNP Scholarly Project Proposal Defense to their DNP Project committee 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.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-710 C

GNUR-710 Complex Pop Health (3)

This course focuses on population-based strategies to inform advanced practice nurses and allied health professionals of population health practices that contribute to the health of populations to include vulnerable and complex populations. The relationship between psychosocial and socioeconomic factors in vulnerable populations and clinical practice environments are examined on a global, national, and regional level. Social determinants of health, previous traumas, and systems-based barriers are analyzed within the context of health care systems and program planning. An integrated model of community health promotion derived from trauma informed care and the social determinants of health is used to identify population-based strategies for health improvement.

Typically offered:
Variable

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-710 Complex Vuln Pop Health (3)

This course focuses on population-based strategies to inform advanced practice nurses and allied health professionals of population health practices that contribute to the health of populations to include vulnerable and complex populations. The relationship between psychosocial and socioeconomic factors in vulnerable populations and clinical practice environments are examined on a global, national, and regional level. Social determinants of health, previous traumas, and systems-based barriers are analyzed within the context of health care systems and program planning. An integrated model of community health promotion derived from trauma informed care and the social determinants of health is used to identify population-based strategies for health improvement.

Typically offered:
Variable

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-712 Inquiry for Eval & Policy (3)

This course focuses on the analysis and application of advanced clinical inquiry methods to improve outcomes and to inform health

policy. Emphasis is on bridging the research-practice gap. The use of comparative effectiveness research, community-based research, and implementation science, among other methods, is examined. Survey development and use, funding and grant mechanisms, and ethical issues in research are also discussed. Students advance their skills in data measurement, data management, including the use of large data sets, and the application of data analysis tools. The deployment of clinical inquiry strategies, action research, and change processes in the clinical setting, policy arena, and other venues is explored.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-713 DNP Role Project Dev II (3)

In this clinical seminar course, students continue to develop their DNP Scholarly Project. Building upon prior work, this phase of project development focuses on planning, implementation, and evaluation of the DNP Scholarly project. Students refine and expand upon their project work to date, including the project need, problem and purpose statements, supporting literature, and theoretical underpinnings identified in GNUR 709. Applying project planning and management principles, students build upon the project needs assessment; identify project design, scope, goals, and outcomes; consider fiscal implications; and develop an implementation and evaluation plan for the DNP Scholarly Project. Course deliverables include the submission of a written DNP Scholarly Project to the DNP committee and an oral Project Proposal Defense.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C

GNUR-713 DNP Role Project II (3)

In this clinical seminar course, students continue to develop their DNP Scholarly Project. Building upon prior work, this phase of project development focuses on planning, implementation, and evaluation of the DNP Scholarly project. Students refine and expand upon their project work to date, including the project need, problem and purpose statements, supporting literature, and theoretical underpinnings identified in GNUR 709. Applying project planning and management principles, students build upon the project needs assessment; identify project design, scope, goals, and outcomes; consider fiscal implications; and develop an implementation and evaluation plan for the DNP Scholarly Project. Course deliverables include the submission of a written DNP Scholarly Project to the DNP committee and an oral Project Proposal Defense.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C

GNUR-714 DNP Role-Project Defense (3)

In this final clinical course, the student will complete their DNP Scholarly Project as part of the culminating course in the Doctor of Nursing practice program. At the end of the course, the DNP student will complete the evaluation of their DNP Scholarly Project in collaboration with their DNP Committee, submit a manuscript for publication, and provide their final oral Project Defense to their DNP Project Committee for approval. In addition, students will evaluate their own level of expert practice and their achievement of the competencies outlined in the AACN Essentials.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S

GNUR-714 Clinical Scholarship Cap (3)

In this final clinical course, the student will complete their DNP Scholarly Project as part of the culminating course in the Doctor of Nursing practice program. At the end of the course, the DNP student will complete the evaluation of their DNP Scholarly Project in collaboration with their DNP Committee, submit a manuscript for publication, and provide their final oral Project Defense to their DNP Project Committee for approval. In addition, students will evaluate their own level of expert practice and their achievement of the competencies outlined in the AACN Essentials.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S

GNUR-751 Advanced Cl 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-760 Role Trans & Prof. Asp I (2)

Role Transition and Professional Aspects of Nurse Anesthesia I

The role of the nurse anesthetist is explored from the perspective of the specialty specific role within a diverse healthcare environment, practice options and designs, employment opportunities, and growth as a professional nurse anesthetist. Identifying health and wellness issues specific to the nurse anesthesia role including substance abuse and resources available. Examine legal and ethical issues specific to nurse anesthesia practice.

Attributes: TGNU

GNUR-761 Role Trans & Prof. Asp II (2)

Role Transition and Professional Aspects of Nurse Anesthesia II

A continuation from Role Transition and Professional Aspects of Nurse Anesthesia I, the role of the nurse anesthetist is explored from an experienced student perspective of the specialty specific role who is transitioning and preparing for certification. Exploring the board certification process and challenges associated with job interviews and selection. Business concepts related to anesthesia billing

and insurance reimbursement for surgical procedures. Current issues with nurse anesthesia practice and political legislation and advocacy are explored. Continued examination of legal and ethical issues specific to nurse anesthesia practice.

Attributes: TGNU

GNUR-762 CRNA Comprehensive Exam (1)

CRNA Comprehensive Exam

This seminar-based course is focused on preparing the Certified Registered Nurse Anesthetist (CRNA) graduate student for success on national certification, and transition to practice.

Attributes: TGNU

GNUR-765 Math, Chem & Phys of Anest (3)

Mathematics, Chemistry, and Physics of Anesthesia Practice

Exploring how mathematics, chemistry, biochemistry, and physics principles apply to nurse anesthesia practice. Improve understanding of how theoretical principles can be utilized in patient care delivery, equipment uses and improve patient and provider safety.

Attributes: TGNU

GNUR-766 Adv. Airw Spnl & Epid Anes (2)

Advanced Airway, Spinal, and Epidural Anesthesia Management

A study of advanced airway, spinal and epidural assessment and management techniques utilized by nurse anesthesia providers. This course has a laboratory component in which students will have hands-on experience with all related equipment and allow practice utilizing low fidelity simulation.

Attributes: TGNU
Pre-requisites: GNUR-765 C

GNUR-767 Reg Anes Pain Mgmt & Ortho (3)

Regional Anesthesia, Pain Management, POCUS & Orthopedic Anesthesia

This course explores the complex nature and pathophysiology of acute and chronic pain while learning techniques to minimize pain in the preoperative, perioperative and postoperative period. Peripheral nerve blocks and other regional anesthesia techniques utilizing ultrasound and non-ultrasound techniques. Point of Care Ultrasound (POCUS) is used for the diagnosis of complications associated with surgery and anesthesia. A focus on orthopedic surgeries and how regional anesthesia techniques can minimize pain associated with various orthopedic procedures. Low fidelity simulation and laboratory time is associated with this course.

Attributes: TGNU
Pre-requisites: GNUR-766 C

GNUR-768 Ped, GYN, ENT & Emerg Anes (3)

Pediatrics, Obstetrics, GYN, Urology, Otolaryngologic, Abdominal, and Emergency Anesthesia

Nurse anesthesia students will focus on the special patient considerations associated with pediatric, obstetric, GYN, Urology,

Otolaryngology, Abdominal and Emergency Anesthesia. Alterations in pathophysiology and anesthesia associated with the pediatric and obstetric population will be explored along with physiologic changes associated with different types of emergency surgeries and the effects on anesthesia and anesthesia delivery methods. Outpatient ambulatory surgery will be reviewed.

Attributes: TGNU
Pre-requisites: GNUR-767 C

GNUR-769 Cardiac, Thor & Neuro Anes (3)

Cardiothoracic, Cardiovascular and Neurosurgical Anesthesia

Nurse anesthesia students will focus on the special patient considerations associated with Cardiothoracic, Cardiovascular and Neurosurgical anesthesia. Alterations in pathophysiology and anesthesia associated with cardiac and neurosurgery will be explored along with physiologic changes and the effects on anesthesia and anesthesia delivery methods.

Attributes: TGNU
Pre-requisites: GNUR-768 C

GNUR-771 Anesthesia Pharmacology (3)

Anesthesia Pharmacology

Building on GNUR 570 Pharmacology, nurse anesthesia students learn how medications treating chronic illnesses affect patients receiving anesthesia. Clinical application of pharmacology, specifically to nurse anesthesia, with a focus on evidence-based practice related to pharmacological principles inherent to the administration of anesthesia.

Attributes: TGNU
Pre-requisites: GNUR-543 C AND GNUR-570 C

GNUR-772 Anes. Phases of Care (1)

Anesthesia Phases of Care

A study of the different phases of anesthesia care and care plans associated with each phase. The preoperative anesthesia assessment and preoperative phase, perioperative phase and postoperative phase will be discussed and utilizing fluid calculations develop a comprehensive individualized anesthesia plan. Radiographic and laboratory testing and interpretation as they apply to anesthesia care and management. This class will be a hybrid of lecture, low and high-fidelity simulation and clinical practice. 50 clinical hours.

Attributes: TGNU

GNUR-773 Adv. Hemodynamics Plcmnt (1)

Advanced Hemodynamic monitoring, Interpretation and Placement

Nurse anesthesia students will be introduced to the clinical skills of arterial line, central line placement, and Swan Ganz including indications, contraindications, and iatrogenic considerations. Interpretations of wave forms and different monitoring equipment used by nurse anesthetists. 12-lead EKG interpretation and diagnostic implications as applied to anesthesia. This course will be a hybrid of lecture and low fidelity simulation.

Attributes: TGNU

GNUR-775 ACRM I (1)

Anesthesia Crisis Resource Management I

The first of two one credit courses that expose nurse anesthesia students to rare anesthesia crisis' using a high-fidelity simulation operating room environment. Student nurse anesthetists will be introduced to crisis resource management and will utilize evidence-based anesthesia technical and non-technical skills.

Attributes: TGNU

GNUR-776 ACRM 2 (1)

Anesthesia Crisis Resource Management II

The second of two one credit courses that expose nurse anesthesia students to rare anesthesia crisis' using a high-fidelity simulation operating room environment. Student nurse anesthetists will refine crisis resource management skills and will utilize evidence-based anesthesia technical and non-technical skills.

Attributes: TGNU

GNUR-781 Clinical Practicum I (2)

Clinical Practicum I

Nurse Anesthesia Program Clinical Practicum I provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 300 clinical hours.

Attributes: TGNU

GNUR-782 Clinical Practicum II (2)

Clinical Practicum II

Nurse Anesthesia Program Clinical Practicum II provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 300 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-781 S

GNUR-783 Clinical Practicum III (3)

Clinical Practicum III

Nurse Anesthesia Program Clinical Practicum III provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-782 S

GNUR-784 Clinical Practicum IV (3)

Clinical Practicum IV

Nurse Anesthesia Program Clinical Practicum IV provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-783 S

GNUR-785 Clinical Practicum V (3)

Clinical Practicum V

Nurse Anesthesia Program Clinical Practicum V provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-784 S

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES
Pre-requisites: GNUR-701 C AND GNUR-715 C

GNUR-798 DNP Project Seminar (0)

In this course the DNP student demonstrates synthesis of the GNUR clinical courses and allows the student time to complete their DNP scholarly project. Following SJF IRB approval, and the required organizational approvals, DNP students work independently on their DNP project, while progressing through the steps of project implementation and evaluation. This work is under the direction of the student’s DNP Committee.

Typically offered:
Variable

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S

GNUR-798 DNP Schol. Project Seminar (0)

In this course the DNP student demonstrates synthesis of the GNUR clinical courses and allows the student time to complete their

DNP scholarly project. Following SJF IRB approval, and the required organizational approvals, DNP students work independently on their DNP project, while progressing through the steps of project implementation and evaluation. This work is under the direction of the student's DNP Committee.

Typically offered:
Variable

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S

Master of Science in Mental Health Counseling (M.S.)

Overview

Rob Rice, Chair

Building on the mission of St. John Fisher University, the Mental Health Counseling program's mission is to deliver culturally informed personalized instruction to a diverse student body regarding essential counseling knowledge and skills, as well as facilitating the development and enhancement of personal qualities and characteristics necessary to become an outstanding professional mental health counselor.

Program Objectives

- Demonstrate professional skills and personal qualities required for working as an effective counselor in an integrated 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.

Through Fisher's Mental Health Counseling Program, you will become licensed to treat adults/children with emotional, mental, and physical challenges. The curriculum examines the psychological foundations of mental health and related developmental issues. The role of diagnostic assessment, including both its strengths and limitations, is a focal point of the program.

Courses offer you in-depth, practical insight into counseling areas such as:

- Professional identity
- Social and cultural diversity
- Human growth and development
- Helping relationships
- Career development
- Group work
- Research
- Program evaluation
- Evidence-based intervention skills

Two options exist within the program. You can earn either your Master's Degree in Mental Health Counseling (60 credits) which can be

obtained in two years of full-time study or 3 years part-time (including summers), or an Advanced Certificate in Mental Health Counseling. The latter is ideal if you already possess a master's degree in counseling or a related discipline but wish to build upon your educational foundation in the field. Late afternoon and evening classes help you work toward your degree or certification with minimal interruption to your busy schedule. For more about the required courses for either the master's degree in Mental Health Counseling, or the Advanced Certificate in Mental Health Counseling, please consult the Program Requirements Page.

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- Elective course (3)

Total: 60 credits

Student Outcomes

To learn more about how our program evaluates student learning and our curricular goals, read the CACREP Program Evaluation Report.

- CACREP Program Evaluation Report

To learn more about our current students' demographics, including job placement rates and national examination results, review the CACREP Vital Statistics Survey.

- CACREP Vital Statistics Survey

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

Undergraduate Students- Fast-Track to M.S. Mental Health Counseling

The Department of Psychology also offers a five-year fast-track program with the Masters in Mental Health Counseling which allows students to complete their undergraduate degree early and transition into the graduate program during their fourth year. Please discuss the program with the Department of Psychology.

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.

Typically offered:
Fall

Attributes: TGMH ZCLX

GMHC-505 IPE TeamSTEPPS (0)

This training is designed for nursing, pharmacy and mental health counseling 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 inter-professional practice. At the completion of this training, students acquire skills to: recognize opportunities to improve patient safely; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

Typically offered:
Spring

Attributes: TGMH

GMHC-510 Counseling Theories (3)

This course provides an overview and critique of both traditional and contemporary counseling theories and the relationship of those theories to the practice of counseling in a variety of settings. Counseling strategies and techniques are explored in the context of specific theoretical orientations and current professional research and practice. The course will include attention to multicultural implications of various theoretical approaches. Through self-reflection, students will explore the importance of grounding oneself in an orientation appropriate to the counselor's personality, client/population needs, and setting in which counseling takes place. The effectiveness of various approaches will be examined, particularly considering their applicability to the treatment of individuals with drug and alcohol use problems among other presenting issues.

Typically offered:
Fall

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

Typically offered:
Spring

Attributes: TGMH ZEXL
Pre-requisites: GMHC-510 C

GMHC-520 Assessment in Counseling (3)

This course covers formal and informal assessment strategies. Aptitude, achievement, interest, behavioral, and personality instruments are presented. Analysis, synthesis, and utilization of assessment data for counseling and service planning are emphasized. Basic psychometric properties of standardized tests will be discussed. Students will learn how to identify specific assessment strategies most appropriate for an individual client's needs and how to synthesize and utilize objective, behavioral and clinical data in service planning. Students will also learn to interpret test results and write appropriate reports based on those test results. Ethical and legal implications of testing and assessment will be covered, along with the impact of cultural and disability issues on assessment and how to use assessment data in an ethical manner with diverse populations.

Additional fees apply.

Typically offered:
Fall

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.

Typically offered:
Fall

Attributes: TGMH

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.

Typically offered:
Spring

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.

Typically offered:
Spring

Attributes: TGMH
Pre-requisites: GMHC-510 C

GMHC-550 Counseling Practicum (3)

This course is the first opportunity in the program for students to provide clinical services, under supervision, to clients in an approved agency setting. The first half of the course will occur in the classroom (and/or zoom), practicing skills and learning the process of counseling. Starting in July, students will begin spending approximately 8 hours/week at their fieldwork site. During this time, students will engage in supervision at the site and in supervision by faculty. Feedback from both the site supervisor and faculty instructor will help students identify strengths and areas in need of improvement. Focus is given to student development and application of the following but not exclusively to core counseling skills to include multicultural competence, advocacy on behalf of clients and the profession, ethical decision-making, case conceptualization, technological impacts on counseling relationships, privilege and power related to the counseling role and professionalism.

Graded S/U.

Additional fees apply.

Typically offered:
Summer

Attributes: TGMH ZCIV
Pre-requisites: GMHC-500 C AND GMHC-510 C AND GMHC-515 C AND GMHC-520 C AND GMHC-525 C AND GMHC-530 C AND GMHC-540 C

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.

Typically offered:
Spring

Attributes: TGMH

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.

Typically offered:
Fall

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.

Typically offered:
Fall & Summer

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.

Typically offered:
Spring

Attributes: TGMH ZCLX
Pre-requisites: -

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.

Typically offered:
Fall & Spring

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.

Typically offered:
Summer

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.

Typically offered:
Summer

Attributes: TGMH ZCLX
Pre-requisites: GMHC-510 C

GMHC-610 Adult Career Counseling (3)

The primary goals of this course are to assist students in understanding prevailing theories of, and to develop their own ideas about, career development; and to apply those understandings both to career self-development and to the practice of career counseling. The sociocultural context in which "careers," "work," and "leisure" occur will also be examined. In addition to readings and discussion on theories and practices of career counseling, students will gain experience with a number of assessment instruments, and will have the opportunity to apply career development concepts and counseling skills to self and others.

Additional fees apply.

Typically offered:
Spring & Summer

Attributes: TGMH ZCLX
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 with them to address sequelae of traumatic experiences. Models of crisis assessment and intervention will be presented with emphasis on employment of a developmental-ecological approach. Core counseling skills that are critical to an effective response to crises will be reviewed along with the 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. The student's knowledge and

skill acquisition of 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. Students will be informed of the work of community responders to personal crises and traumatic events such as government agencies, mental health clinics and the American Red Cross. This course will also address topics pertaining to the effects of crisis counseling on the caregiver to include recognition and prevention of burnout and vicarious traumatization. Finally, methods employed in this course to facilitate learning and skill acquisition will include required and suggested readings, personal written reflections about the material encountered in the course, a documented interview of a crisis-care provider in the community (excursion experience), a literature review of a crisis intervention topic, and a final project.

Typically offered:
Fall & Summer

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

Typically offered:
Spring

Attributes: TGMH ZCLX
Pre-requisites: -

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. (Note: This is one of the required courses for students in the Mental Health Counseling program who are pursuing the 350-hour CASAC certification from the NYS Office of Alcoholism and Substance Abuse Services.)

Typically offered:
Summer

Attributes: TGMH

GMHC-634 Animal Assisted Psychother (3)

This seminar-style course explores the many facets of providing effective, ethical therapy when utilizing animal-assisted and adjacent interventions. Students are required to synthesize the qualitative, quantitative, and anecdotal literature to develop awareness of best practices and foundational skills relevant to this complementary therapy intervention. Classes are held both on-campus in the classroom and off-campus in agricultural settings, with animals present.

Typically offered:
Summer

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-640 Compli.Treatment Methods (3)

Complementary Treatment Methods (CTM), often rooted in Eastern healing traditions, provide additional avenues for client/patient wellness when facing varied symptomatology from mental health and medical disorders. The implementation of CTM continues to grow in academic and medical settings by a multitude of health professionals. In this 3-credit course, students will explore assorted CTM, including hands-on and distance healing techniques, psychedelic-assisted therapies, applications of hypnosis, and the healing potential of water. Research studies supporting these modalities of treatment will be investigated. Students will be encouraged to experiment with a healing modality throughout the course with the guidance of a course instructor.

Attributes: TGMH

GMHC-650 Counseling Internship (3 TO 12)

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 9 credits of internship typically extend over three semesters with students spending a total of 600 clock hours in clinical settings, of which a minimum of 240 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 200 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.

Typically offered:
Fall, Spring & Summer

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGMH ZRES
Pre-requisites: GMHC-575 C

GMHC-680 Integrated Care Indp Study (3)

Student will learn the SAHMSA levels of integration and assist with pre and post-assessment process for community partners involved in a HRSA grant focusing on integrated health care. Student will also assist with research related to the development of new technologies for use in integrated health care, including an app and virtual reality technology intended to help young people with trauma histories and cancer patients being treated with chemotherapy respectively

Typically offered:
Fall, Spring & Summer

Attributes: TGMH ZCIV ZEXL

GMHC-699 Health Integration Seminar (0)

The Health Integration Seminar is designed to support students in the Mental Health Counseling and Psychiatric/Mental Health Nurse Practitioner Programs funded by the HRSA Behavioral Health Workforce Education and Training grant in developing the knowledge and skills needed to deliver care in an integrated, interprofessional health care setting that serves persons across the life span who have been traditionally underserved. Class content will focus on such topics as models for the delivery of integrated healthcare in specialty and/or primary care settings, awareness of cultural factors on one’s understanding of health and illness and the role of the practitioner and patient, and the skills needed for effective team-based care, as well as the adaptation of specific clinical interventions in to an integrated health care approach, including play therapy, behavior therapy, biofeedback, mindfulness, stress management, smoking cessation, strategies to improve disordered sleep and eating, medical family therapy, and coping with chronic physical illnesses. Students will be encouraged to discuss experiences in delivering integrated health care with guidance from faculty and support from students in similar settings, and/or across disciplines both in class and on-line.

Typically offered:
Fall, Spring & Summer

Attributes: TGMH
Pre-requisites: GMHC-500 C OR GNUR-520 C

Master of Science in Nursing (M.S.)

Overview

Dr. Colleen Donegan, *Associate Dean of Graduate Affairs*
Dr. Tara Sacco, *Graduate Program Chair*

The Wegmans School of Nursing offers five advanced practice (APRN) degree options:

- 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 and employment 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 advanced 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.

Program Requirements

M.S. in Nursing

The Master of Science in Nursing offers five APRN programs of study. Total program credits vary based on the selected program of study.

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 - *21-22 credits*

- GNUR 503 - Foundations of Evidence-Based Practice & Research (3)
- GNUR 558 - Capstone Development (2)
- Choose ONE:
  - GNUR 559 - Capstone Implementation (2) CNS students only
  - GNUR 695 - NP Comprehensive Exam (1) NP students only
- GNUR 702 - Advanced-Evidenced-Based Practice & Research (3)
- GNUR 704 - Informatics and Healthcare Technologies (3)
- GNUR 706 - Healthcare Delivery Systems, Policy & Law (3)
- GNUR 707 - Population Health: Biostatistics and Epidemiology (3)
- GNUR 708 - Complex Systems & Leadership (3)

Direct Core - *9 credits*

- GNUR 543 - Advanced Physiology and Pathophysiology (3)
- GNUR 570 - Advanced Pharmacology (3)
- GNUR 571 - Advanced Health Assessment & Diagnostic Reasoning (3)

Specialty Clinical Core - *16-20 credits*

Choose **ONE** clinical core grouping from the options below.

Adult- Gerontology Acute Care Nurse Practitioner (AGACNP)

- GNUR 650 - Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 - Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 652 -Advanced Concepts in the Care of Adults Across the Lifespan III (3)
- GNUR 653- Advanced Concepts in the Care of Adults Across the Lifespan IV (3)
- GNUR 641 - AGACNP Diagnosis and Management of Adults Across the Lifespan I (1) (150 hours clinical)
- GNUR 643- AGACNP Diagnosis and Management of Adults Across the Lifespan II (1) (150 hours clinical)
- GNUR 645 -AGACNP Diagnosis and Management of Adults Across the Lifespan III (1) (150 hours clinical)
- GNUR 647 - AGACNP Diagnosis and Management of Adults Across the Lifespan IV(1) (150 hours clinical)

Graduates are eligible for state certification as an adult gerontology acute care nurse practitioner and national, professional certification.

Adult- Gerontology Clinical Nurse Specialist (AGCNS)

- GNUR 650 - Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 -Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 652 - Advanced Concepts in the Care of Adults Across the Lifespan III (3)
- GNUR 653 - Advanced Concepts in the Care of Adults Across the Lifespan IV (3)
- GNUR 632 - Application of the CNS Spheres of Impact I: Nursing and Nursing Practice (1) (125 hours clinical)
- GNUR 639 - Application of the CNS Spheres of Impact II : Patient and Client (1) (125 hours clinical)
- GNUR 688 - Synthesis Of the Sphere of Impact II (1) (125 hours clinical)
- GNUR 689 - Synthesis of the Sphere of Impact I (1) (125 hours clinical)

Graduates are eligible for **New York** state certification as an adult health clinical nurse specialist and national, professional certification.

Adult- Gerontology Primary Care Nurse Practitioner (AGPCNP)

- GNUR 650 -Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651 - Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 652 - Advanced Concepts in the Care of Adults Across the Lifespan III (3)
- GNUR 653 -Advanced Concepts in the Care of Adults Across the Lifespan IV (3)
- GNUR 642 - AGPCNP Diagnosis & Management of Adults Across the Lifespan I (1) (150 hours clinical)
- GNUR 644 - AGPCNP Diagnosis & Management of Adults Across the Lifespan II (1) (150 hours clinical)
- GNUR 646 - AGPCNP Diagnosis & Management of Adults Across the Lifespan III (1) (150 hours clinical)
- GNUR 648 - AGPCNP Diagnosis & Management of Adults Across the Lifespan IV (1) (150 hours clinical)

Graduates are eligible for state certification as an adult/adult gerontology primary care nurse practitioner and national, professional certification

Primary Care Family Nurse Practitioner (PCFNP)

- GNUR 650 -Advanced Concepts in the Care of Adults Across the Lifespan I (3)
- GNUR 651- Advanced Concepts in the Care of Adults Across the Lifespan II (3)
- GNUR 576 - Advanced Concepts in the Care of Women (3)
- GNUR 577 - Advanced Concepts in the Care of Children and Adolescents (3)
- GNUR 584 - FNP Diagnosis and Management of Adults Across the Lifespan I (1) (150 hours clinical)
- GNUR 585 - FNP Diagnosis and Management of Adults Across the Lifespan II (1) (150 hours clinical)
- GNUR 586 - FNP Diagnosis and Management of Women (1) (150 hours clinical)
- GNUR 587 - FNP Diagnosis and Management of Children and Adolescents (1) (150 hours clinical)

Graduates are eligible for state certification as a primary care family nurse practitioner and national, professional certification.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

- 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 544 - Psychopathology & Differential Diagnosis (3)
- GNUR 545 - Advanced Concepts in Child & Adolescent Mental Health (3)
- GNUR 513 - PMHNP Clinical Practicum I: (1) (150 hours clinical)
- GNUR 514 - PMHNP Clinical Practicum II: (1) (150 hours clinical)
- GNUR 515 - PMHNP Clinical Practicum III: (1) (150 hours clinical)
- GNUR 516 - PMHNP Clinical Practicum IV: (1) (150 hours clinical)

Graduates are eligible for state certification as a psychiatric mental health nurse practitioner and national, professional certification.

Total: 46-50 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 are interested in becoming an adult gerontology clinical nurse specialist may be eligible for a post-master's advanced certificate. The post-master's advanced certificate program requires the student to complete coursework in the clinical nurse specialist program. All students entering the post-master's APRN advanced certificate program will have a gap analysis completed to determine their individual plan of study.

Upon successful completion of this variable-credit program, the nurse will be eligible for certification as an Adult 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

Nurses who hold a master's degree in nursing or a non-clinical master's degree and are interested in becoming a nurse practitioner(NP) may be eligible for a post-master's advanced certificate as a nurse practitioner.

The post-master's advanced certificate program requires the student to complete coursework in the selected NP program of study.

Students who have already completed a master's program (either NP or non-NP) in nursing may be eligible for course transfer at the discretion of the graduate nursing program chair. All students entering a post-master's APRN advanced certificate program will have a gap analysis performed to determine their individual plan of study.

Upon successful completion of this variable-credit program, the nurse will be eligible for state and national certification in the selected NP role.

Fast-Track for Traditional Nursing Students

Petition for Graduate Study

Current undergraduate Fisher nursing students may petition to complete graduate-level coursework during their senior year of undergraduate study. The accelerated options allow specific graduate-level courses to be taken. This shortens graduate degree requirements without compromising didactic and clinical learning experiences in the undergraduate program.

The accelerated option allows specific graduate-level courses to be taken during the senior year. 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 University 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 successfully completed with a GPA in nursing of 3.30 or higher. Students interested in an accelerated option should consult with their nursing academic advisor during their junior year at St. John Fisher University. Additional information will be provided during the J2 semester. Course enrollment is based on course availability.

Approved traditional baccalaureate students may pursue one or both of the following options:

First Semester Senior Year (S1)

Choose ONE of:

- GNUR 704 - Informatics and Healthcare Technologies (3)
- GNUR 707 - Population Health: Biostatistics and Epidemiology (3)

Second Semester Senior Year (S2)

Choose ONE of:

- GNUR 704 - Informatics and Healthcare Technologies (3)
- GNUR 707 - Population Health: Biostatistics and Epidemiology(3)

Enrollment Status

Either GNUR 704 or GNUR 707 is taken along with the other required undergraduate nursing courses. These courses are 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.

The application of these GNUR fast track courses for graduate credit may be affected by curriculum changes in the graduate program in the future.

Fast-Track for RN to BS Students Option

St. John Fisher University R.N./B.S. online students may petition to complete graduate coursework during their undergraduate study. The fast track options allow specific graduate courses to fulfill designated undergraduate requirements. ***Students may take advantage of one or both options.***

Note: *Approval to take graduate courses* ***does not guarantee*** *admission to the M.S. nursing program. 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.*

RN/BS program students with a nursing GPA of 3.30 or higher may petition to take courses in the graduate program. To be eligible students must have completed courses in nursing research, health assessment, and introductory statistics with grades of B or higher and successfully completed a minimum of four undergraduate RN to BS courses. Students should consult with their academic advisor and complete the Petition for Graduate Courses form located in student forms on Registrar's webpage.

- GNUR 704 - Informatics and Healthcare Technologies (3)
- *in place of* NURS 456 - Informatics in Health Care(3)

–AND/OR–

- GNUR 707 - Population Health: Biostatistics & Epidemiology (3)

Taking this option does not replace a course in the R.N./B.S program but may be taken as an add-on course.

Enrollment Status

The completed graduate courses are posted as undergraduate credits on the student's academic record, and there is no additional charge for these courses for students in the undergraduate RN/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.

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

GNUR-503 Found of Nsg Research (3)

This course examines the application of evidence-based practice to solve clinical problems. 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 select descriptive and inferential statistics are discussed. ualitative research methods and their applicability in nursing knowledge are explored. Critical appraisal and synthesis of the evidence is emphasized. The link between theory and research is explored. This course is the first step in the sequence of research coursework for the graduate program.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCIV ZRES

GNUR-503 Fndn of EBP & Research (3)

This course examines the application of evidence-based practice to solve clinical problems. 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 select descriptive and inferential statistics are discussed. ualitative research methods and their applicability in nursing knowledge are explored. Critical appraisal and synthesis of the evidence is emphasized. The link between theory and research is explored. This course is the first step in the sequence of research coursework for the graduate program.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCIV ZRES

GNUR-513 PMHNP Clinical Practicum I (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students collaborate with preceptors to provide care for patients with mental illness in various practice settings to implement person-centered treatment planning and referral. Students integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students begin to develop their clinical portfolio and participate in monthly seminars with faculty where they conduct case presentations and discuss clinically relevant clinical findings.

Graded S/U.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 N C AND GNUR-521 C AND GNUR-522 C

GNUR-514 PMHNP Clin Practicum II (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their previous clinical experience to meet the learning outcomes at the advanced beginner level for this second clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will begin to develop their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings. .

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-513 S

GNUR-515 PMHNP Clin Practicum III (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their two previous clinical experiences to meet learning outcomes at the competent level for their third clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will begin to develop their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-514 S

GNUR-516 PMHNP Clin Practicum IV (1)

In this clinical experience, psychiatric-mental health nurse practitioner (PMHNP) students will build upon their three previous clinical experiences to meet learning outcomes at the proficient level for this final clinical. PMHNP students will collaborate with their preceptor to provide care for patients with mental illness in various practice settings and integrate knowledge using the biopsychosocial model to complete comprehensive psychiatric evaluations, formulate appropriate diagnostic interpretations, and treatment recommendations. This includes the application of trauma-informed care, therapy modalities, and medication management strategies. Students will finalize their clinical portfolio and participate in monthly seminars where they will conduct case presentations and discuss clinically relevant findings.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-515 S

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 practice. Legal/ethical issues are examined in relation to privacy, client preferences, family and community safety. Additionally, the principles and concepts of advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span is included. Emphasis is placed on inter-professional collaboration and the management of complex and/or chronic comorbidities. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, are examined as strategies to improve health outcomes for populations with complex needs.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-571 C AND GNUR-570 C

GNUR-521 Adv Neuropsy Assess (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-521 Adv Neuropsy Assess (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-521 Adv Neuropsy Assess/Interv (2)

This course focuses on the knowledge and skills required to perform a comprehensive assessment of adults with psychiatric and addictive disorders, synthesize subjective and objective data into a biopsychosocial diagnostic formulation, and establish an evidence-based and person-centered treatment plan. Students will translate course content into practical application by performing mock-psychiatric evaluations and medication education in the included lab component.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C

GNUR-522 Advanced PsychoPharm (2)

This course takes a comprehensive approach to presenting pharmacologic interventions available for the treatment of mental health and addiction disorders across the lifespan and at risk populations. The role of the Psychiatric Mental Health Nurse Practitioner is explored with special emphasis on utilizing evidence-based practice guidelines, treating target symptoms, monitoring for side effects providing psychoeducation and preventing relapse in the treatment of acute and chronic mental and behavioral health conditions. Health promotion strategies are incorporated to complement psychopharmacological treatment and reduce side effect burden.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 Y C

GNUR-522 Adv Psychopharmacology (2)

This course takes a comprehensive approach to presenting pharmacologic interventions available for the treatment of mental health and addiction disorders across the lifespan and at risk populations. The role of the Psychiatric Mental Health Nurse Practitioner is explored with special emphasis on utilizing evidence-based practice guidelines, treating target symptoms, monitoring for side effects providing psychoeducation and preventing relapse in the treatment of acute and chronic mental and behavioral health conditions. Health promotion strategies are incorporated to complement psychopharmacological treatment and reduce side effect burden.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 Y C

GNUR-523 Adv Cncpts Psychotherapy (3)

This course focuses on the principles and concepts that form the basis for a variety of 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 are examined as well.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 N C

GNUR-543 Advanced Pathophysiology (3)

Advanced pathophysiology is the study of how disease processes occur within the human body. In this course, students scaffold knowledge of anatomy and physiology to understand the pathogenesis, etiology, progression, pathology, clinical manifestations and human contributions to the development of disease. Common acute and chronic disease processes are analyzed with a focus on the cellular changes in association with genetic, immune, environmental, and aging influences. 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-543 Adv Physiology and Patho (3)

Advanced pathophysiology is the study of how disease processes occur within the human body. In this course, students scaffold knowledge of anatomy and physiology to understand the pathogenesis, etiology, progression, pathology, clinical manifestations and human contributions to the development of disease. Common acute and chronic disease processes are analyzed with a focus on the cellular changes in association with genetic, immune, environmental, and aging influences. 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-544 Psychopathology&Diff Diag (3)

This course will facilitate an understanding of psychopathology by reviewing the full scope of the Diagnostic Manual of mental disorders with emphasis on obtaining information that will lead to naming and classifying disorders and differentiating them from

non-pathological states and from other mental disorders. Mental Status Exam (MSE) skills will be learned and practiced. This knowledge and skill set will be subsequently used for treatment planning.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

GNUR-545 Adv Cncpts Child/Adol MH (3)

This course reviews advanced assessment and integrated treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Students learn a variety of intervention strategies designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorders, bipolar disorder, anxiety, and attachment issues.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-520 C AND GNUR-521 C

GNUR-558 Capstone Development (2)

In this seminar, students synthesize knowledge from the graduate scholarship core courses to develop a research or evidence-based practice capstone project proposal. The project proposal supports advancing the APRN's role development to lead innovative change and transform healthcare environments. Students work independently under the guidance of faculty to progress through the steps of proposal writing, including problem identification, literature synthesis, and project design. In this iterative process, students disseminate their work in written and oral formats and participate in peer review and critique.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-559 Capstone Implementation (2)

This seminar is the final course in the capstone sequence for CNS students to analyze, complete, and disseminate the research, quality improvement, or evidence-based practice capstone project from GNUR 558. Students work independently on the analysis, interpretation, and dissemination of their individual capstone project. The associated faculty-led seminars facilitate peer and faculty feedback for the final completion of individual capstone projects. Students disseminate project findings to a variety of audiences and stakeholders.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-558 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

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C

GNUR-570 Pharmacology (3)

The course builds upon basic nursing knowledge. Topics include: pharmacokinetics, pharmacodynamics, and legal and ethical implications. The Advanced Practice Registered Nurse student will begin the process of clinical decision making based on evidence-based disease management across the lifespan.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-570 Advanced Pharmacology (3)

The course builds upon basic nursing knowledge. Topics include: pharmacokinetics, pharmacodynamics, and legal and ethical implications. The Advanced Practice Registered Nurse student will begin the process of clinical decision making based on evidence-based disease management across the lifespan.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-571 Diagnostic Reason-Assess (0 OR 3)

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.

Additional fees will apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-579 Y C

GNUR-571 Adv Hlth Asses & Diag. Reason (0 OR 3)

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.

Additional fees will apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-579 Y C

GNUR-576 Adv Concepts Care of Women (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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-586 Y C

GNUR-576 Adv Concepts in Care of Women (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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

Pre-requisites: GNUR-586 Y C

GNUR-577 Adv Care of Children/Adol (3)

This course is designed to provide culturally sensitive and inclusive knowledge of typical growth and development of children of all ages. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs of children and adolescents are considered and evaluated. Graduate nursing students will acquire evidence-based knowledge to provide well-care, assess, recognize, and manage common pediatric illness and use clinical judgment to determine appropriate emergent or specialty referral, as appropriate. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-587 Y C

GNUR-577 Adv Conc Care Children (3)

This course is designed to provide culturally sensitive and inclusive knowledge of typical growth and development of children of all ages. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs of children and adolescents are considered and evaluated. Graduate nursing students will acquire evidence-based knowledge to provide well-care, assess, recognize, and manage common pediatric illness and use clinical judgment to determine appropriate emergent or specialty referral, as appropriate. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-587 Y C

GNUR-579 IPE: SBIRT (0)

This interprofessional training is associated with courses offered to students from Advanced Practice Nursing, Pharmacy and Mental Health Counseling 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.

Typically offered:
Fall & Spring

Attributes: TGNU

GNUR-584 FNP DxMgmt of Adults (1)

In this course, family nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. The seminar includes a simulation experience. Students attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to

refine skills necessary in NP practice, develop a professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-567 Y C OR GNUR-650 Y C)

GNUR-584 FNP DxMgmt of Adults I (1)

In this course, family nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. The seminar includes a simulation experience. Students attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop a professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-567 Y C OR GNUR-650 Y C)

GNUR-585 FNP DxMgmt of Adults II (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-585 FNP DxMgmt of Older Adult (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-585 FNP DxMgmt of Adults II (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnosis and treat common acute and chronic health issues in the adult population. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-586 FNP DxMgmt of Women (1)

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-576 Y C

GNUR-586 FNP DxMgmt Care of Women (1)

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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

Pre-requisites: GNUR-567 C AND GNUR-576 Y C

GNUR-587 FNP DxMgmt of Children (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y C

GNUR-587 FNP DxMgmt of Children & Adol (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y C

GNUR-587 FNP DxMgmt of Children & Adol (1)

In this clinical course, family nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical and will collaborate with preceptors to provide primary care for children and their caregivers. 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.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-577 Y 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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-632 App of CNS SOI I Nsg Pract (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-632 Adult App of CNS SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-632 Adult App of CNS SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners while providing direct and indirect care for adult-gerontology patients and their families. Following the guidelines established by the National Association for Clinical Nurse Specialists, this course focuses on the nurse/nursing practice sphere of impact. The patient/client and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum

will allow the student to implement assessment strategies while developing the knowledge and skills of nurses working with the adult-gerontology population of focus. In doing so, students will employ educational strategies and programs that advance the practice of nursing.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-571 C AND (GNUR-650 Y C OR GNUR-567 Y C)

GNUR-639 Older Adult CNS SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-639 App of CNS SOI II Patient (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course focuses on the patient/client sphere of impact. The nursing/nursing practice and system and organization spheres of impact may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management of adult-gerontology patients at an advanced practice level and to consult with nursing and other interprofessional partners to apply evidenced based protocols in the care of patients and their families.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-651 Y C OR GNUR-566 Y C

GNUR-641 AGNP AC Dx Mgmt Adult (1)

In this clinical course, the adult gerontology acute care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and

simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-650 Y C

GNUR-641 AGACNP Dx Mgmt Adult I (1)

In this clinical course, the adult gerontology acute care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 Y C OR GNUR-650 Y C

GNUR-642 AGPCNP Dx Mgmt Adult I (1)

In this clinical course, the adult gerontology primary care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-650 Y C OR GNUR-567 Y C

GNUR-642 AGNP PC DxMgmt Adult (1)

In this clinical course, the adult gerontology primary care nurse practitioner students will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues of adults and older adults. The seminar and simulation experience provide an opportunity to refine skills necessary in NP practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-650 Y C OR GNUR-567 Y C

GNUR-643 AGNP AC DxMgmt Older Adult (1)

In this clinical course, the adult acute care gerontology nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional roles, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C AND (GNUR-566 Y C OR GNUR-651 Y C)

GNUR-643 AGACNP Dx Mgmt Adult II (1)

In this clinical course, the adult acute care gerontology nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional roles, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C AND (GNUR-566 Y C OR GNUR-651 Y C)

GNUR-644 AGPCNP Dx Mgmt Adult II (1)

In this clinical course, the adult gerontology primary care nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop

professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: (GNUR-566 Y C OR GNUR-651 Y C) AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

GNUR-644 AGNP PC Dx Mgmt Older Adult (1)

In this clinical course, the adult gerontology primary care nurse practitioner student will be paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. This seminar includes a simulation experience. Students will attend clinical throughout the semester where they collaborate with preceptors to assess, diagnose and treat common acute and chronic health issues in the adult-geriatric populations. The seminar and simulation experience provide an opportunity to refine skills necessary in acute care nurse practitioner practice, develop professional role, and improve communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: (GNUR-566 Y C OR GNUR-651 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 clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and skills immersion experiences. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-645 AGACNP Dx Mgmt Adult III (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and skills immersion experiences. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional

communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-641 C AND GNUR-643 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-646 AGPCNP Dx Mgmt Adult III (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and immersion experiences. Students attend clinical hours throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-646 AGNP PC DxMgmt Acute Care (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include simulation and immersion experiences. Students attend clinical hours throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. Seminars and simulation experiences refine skills necessary in acute care nurse practitioner practice, develop APRN role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-642 C AND GNUR-644 C AND (GNUR-699 Y C OR GNUR-652 Y C)

GNUR-647 AGACNP Dx Mgmt Adult IV (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-643 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-647 AGNP ACDx Mgmt ComplexCare (1)

In this clinical course, acute care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-643 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-648 AGNP PC DxMgmt ComplexCare (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat emergent, acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences are mandatory to refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-646 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-648 AGPCNP Dx Mgmt Adult IV (1)

In this clinical course, primary care adult gerontology nurse practitioner students are paired with a preceptor and meet periodically with faculty in small seminar groups for support and guidance as they develop into the role of the advanced practice nurse. Seminars include a simulation experience. Students attend clinical throughout the semester collaborating with preceptors to assess, diagnose and treat emergent, acute and chronic diseases requiring acute interventions in a clinical practice site. The seminars and simulation experiences are mandatory to refine skills necessary in NP practice, develop the APRN professional role, and improve professional communication.

Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-646 C AND (GNUR-669 Y C OR GNUR-653 Y C)

GNUR-650 Adv Conc Care of Adult I (3)

The course synthesizes the knowledge from the foundational courses of pathophysiology, pharmacology and diagnostic reasoning-physical assessment. The Advanced Practice Registered Nurse (APRN) students will expand on this knowledge to assess, diagnose, plan and evaluate common episodic and chronic health conditions affecting adults across the lifespan. Emphasis is placed on holistic person-centered care including prevention, evidence-based practice, ethics and incorporation of social determinants of health to promote quality, safe and effective healthcare. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-570 C AND GNUR-571 C AND (GNUR-641 Y C OR GNUR-642 Y C OR GNUR-584 Y C OR GNUR-632 Y C)

GNUR-651 Adv Conc Care of Adult II (3)

This course is a continuation of Advanced Concepts in the Care of Adults Across the Lifespan I. The Advanced Practice Registered Nurse (APRN) student expands their knowledge in the assessment, diagnosis, planning and evaluation to a variety of health conditions affecting adults across the lifespan. Emphasis is placed on holistic person-centered care including prevention, evidence-based practice, ethics and incorporation of social determinants of health to promote quality, safe and effective healthcare. Patient advocacy, interprofessional collaboration, identification and integration of community resources, role of family, caregivers and cultural diversity are addressed. Concurrently, students participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-650 C AND (GNUR-643 Y C OR GNUR-644 Y C OR GNUR-585 Y C OR GNUR-639 Y C)

GNUR-652 Adv Conc Care of Adult III (3)

In this clinical content course, students build upon foundational adult and gerontology concepts, integrating their knowledge of advanced pathophysiology, pharmacology, and diagnostic reasoning in the care of patients with acute, chronic, and co-morbid diseases. Specialty patient populations and circumstances, including emergency management, are explored, with attention paid to select disease states and factors that influence patient outcomes. Students expand their proficiency in the advanced practice competencies, with an additional focus on influencing factors, such as the social determinants of health, self-care, and diversity equity, inclusion and belonging, for the population of interest. Concurrently, students participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-651 C AND (GNUR-645 Y C OR GNUR-646 Y C OR GNUR-689 Y C)

GNUR-653 Adv Conc Care of Adult IV (3)

In this clinical course, students integrate their knowledge of advanced pathophysiology, pharmacology, and diagnostic reasoning in the care of adult-gerontology patients with acute and complex illness. The intersection of disease states and sociocultural influences, such as the social determinants of health, diversity, equity, inclusion, and belonging, are explored. Focus is placed on evidence-based management and development of clinical decision making for common emergency, acute, and chronic illnesses throughout the spectrum of this specialty population. Students will address complex health problems with the goal of improving patient outcomes across the care continuum. Concurrently, students will participate in a clinical seminar course based on the advanced practice role.

Attributes: TGNU
Pre-requisites: GNUR-652 C AND (GNUR-647 Y C OR GNUR-648 Y C OR GNUR-688 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.

Additional fees apply.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-699 C AND (GNUR-647 Y C OR GNUR-648 Y C)

GNUR-688 Synthesis of SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-688 Synthesis of SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-688 Synthesis of the SOI II (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors and interprofessional partners to provide care for adult-gerontology patients and their families, with a specific focus on the systems/organizational Sphere of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize knowledge across the three spheres of impact and apply them to a systems/organization setting. In this clinical practicum, students articulate and address system level clinical problems relevant to the adult-gerontology population. Students also assess the clinical nurse specialist's role and other patient care processes, considering professional standards of clinical nurse specialist practice, advanced practice registered competencies, ethical values, and patient safety principles.

Graded S/U.

Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Typically offered:
Variable

Attributes: TGNU ZCAP
Pre-requisites: GNUR-689 C AND (GNUR-653 Y C OR GNUR-669 Y C)

GNUR-689 Synthesis of SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors to provide care for adult-gerontology patients and their families across the Spheres of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres and apply principles within the organizational/systems sphere. This clinical practicum will allow the student to apply diagnostic reasoning and clinical management principles at an advanced practice level while consulting with an interprofessional team in the translation of evidence across each sphere. In addition, students will evaluate the utilization of resources and clinical protocols and guidelines, and apply program management strategies to enhance quality of care.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-639 C AND (GNUR-652 Y C OR GNUR-699 Y C)

GNUR-689 Synthesis of the SOI I (1)

In this clinical experience and seminar, clinical nurse specialist students collaborate with preceptors to provide care for adult-gerontology patients and their families across the Spheres of Impact. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres and apply principles within the organizational/systems sphere. This clinical practicum will allow the student to apply diagnostic reasoning and clinical management principles at an advanced practice level while consulting with an

interprofessional team in the translation of evidence across each sphere. In addition, students will evaluate the utilization of resources and clinical protocols and guidelines, and apply program management strategies to enhance quality of care.

Graded S/U.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-639 C AND (GNUR-652 Y C OR GNUR-699 Y C)

GNUR-695 NP Comprehensive Exam (1)

This seminar-based course focuses on preparing the graduate student for success on national certification, transition to practice, and completion of state certification application. Graded S/U.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: -

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 the Program Director is required to register.

Attributes: TGNU ZCAP
Pre-requisites: GNUR-558 S

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-566 C AND GNUR-567 C

GNUR-701 Found of Nursing Science (3)

This course prepares DNP students in the methods of inquiry necessary for the development and expansion of clinical practice knowledge and scholarship in nursing. Students reflect on the role of the doctorally prepared advanced practice registered nurse, considering nursing theory-guided practice, epistemology, and the advancement of professional nursing. Contemporary issues in nursing science and the structure of nursing knowledge are explored, with particular attention to the relationships among theory, science, research, and practice. Students appraise conceptual models and theories from nursing and related disciplines for application to clinical problems while advancing their skills in information literacy and nursing expertise. Further, this course aids the DNP student in establishing the theoretical foundation for the DNP Scholarly Project.

Typically offered:
Variable

Attributes: TGNU ZRES

GNUR-701 App of Nursing Science (3)

This course prepares DNP students in the methods of inquiry necessary for the development and expansion of clinical practice knowledge and scholarship in nursing. Students reflect on the role of the doctorally prepared advanced practice registered nurse, considering nursing theory-guided practice, epistemology, and the advancement of professional nursing. Contemporary issues in nursing science and the structure of nursing knowledge are explored, with particular attention to the relationships among theory, science, research, and practice. Students appraise conceptual models and theories from nursing and related disciplines for application to clinical problems while advancing their skills in information literacy and nursing expertise. Further, this course aids the DNP student in establishing the theoretical foundation for the DNP Scholarly Project.

Typically offered:
Variable

Attributes: TGNU ZRES

GNUR-702 Ev Based Research for APN (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate science-based nursing practice while working in interprofessional teams. Content includes critical appraisal of research evidence, interpretation of statistical analyses and clinical significance, and methods of ethical research application and synthesis. The student explores a practice area where evidence-based integration is needed and contributes to furthering nursing knowledge on the selected topic.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-702 Adv EBP and Research (3)

This course examines and explores the role of professional stewardship in advanced practice to facilitate the development and

application of evidence-based knowledge in healthcare. The course prepares the advanced practice nurse for the role of change agent to promote, translate, and generate science-based nursing practice while working in interprofessional teams. Content includes critical appraisal of research evidence, interpretation of statistical analyses and clinical significance, and methods of ethical research application and synthesis. The student explores a practice area where evidence-based integration is needed and contributes to furthering nursing knowledge on the selected topic.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU
Pre-requisites: GNUR-503 C

GNUR-704 Informatics & HC Technologies (3)

This course explores the current and potential uses of healthcare technologies and informatics by Advanced Practice Nurses for patient care and clinical management. Students investigate the ethical and legal dimensions of informatics and examine how legislation influences the growth of information and healthcare technologies. Topics include the role of technology in the efficacy, quality, and safety of health care; the costs and benefits of an interconnected health care system; and the effect of advances in technology on communication, health care research, professional education, administrative systems, and clinical decision-making. Theory is applied through hands-on activities using current health informatics resources and participating in interviews and interactions with health informatics professionals in practice.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-704 Adv Tech in Clinical Mgmt (3)

This course explores the current and potential uses of healthcare technologies and informatics by Advanced Practice Nurses for patient care and clinical management. Students investigate the ethical and legal dimensions of informatics and examine how legislation influences the growth of information and healthcare technologies. Topics include the role of technology in the efficacy, quality, and safety of health care; the costs and benefits of an interconnected health care system; and the effect of advances in technology on communication, health care research, professional education, administrative systems, and clinical decision-making. Theory is applied through hands-on activities using current health informatics resources and participating in interviews and interactions with health informatics professionals in practice.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-706 HCD Systems, Pol & Law (3)

This course analyzes the role of government and the private sector in managing and servicing the healthcare needs of the United States population. Students explore the historical and legal foundation for the healthcare system under the constitution, the common law, and state and federal laws. An analysis of the various state, federal, and private systems is done as well as comparative analysis with selected global healthcare delivery systems. Students examine relevant legal and regulatory issues related to the APRN role, scope of practice and professional liability that informs their future practice. Critical U.S. health care policy issues are appraised. The role of APRN advocacy in the development and implementation of health care policy and regulation is examined in the context of preparing nursing leaders to fully participate in all facets of the nation’s healthcare system.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU

GNUR-707 Pop Health: Biostats, Epidem (3)

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiological and intermediate biostatistical methods for clinical research within an integrated framework derived from the social determinants of health. Students will conduct an analysis of a population health concern using epidemiological methods. The use of epidemiological theories is applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international, and global populations.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES

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 epidemiological and intermediate biostatistical methods for clinical research within an integrated framework derived from the social determinants of health. Students will conduct an analysis of a population health concern using epidemiological methods. The use of epidemiological theories is applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international, and global populations.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES

GNUR-708 Complex Sys and Leadership (3)

This course examines organizational and systems theories. Emphasis is placed on the development of skills essential to manage change, empower others, and influence organizational processes in diverse health care environments; health system assessment and intervention design is included. Leadership models and strategies based on contemporary science from nursing and other disciplines are examined. Conflict management, strategic planning, and interprofessional and intra-professional teamwork will be evaluated, including the influence of group process, power structures, and negotiation in maximizing nursing’s contribution to the dynamic health care system. Students apply economic and finance principles necessary to analyze practice quality and costs, and evaluate the cost-effectiveness of care when redesigning effective and evidence-based care delivery strategies. Leadership ethics and skill sets needed to develop transformational healthcare leaders are integrated throughout the course.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZCLX ZEXL

GNUR-709 DNP Role Project Dev I (3)

In this first of three clinical courses, students begin focused work on the Doctor of Nursing Practice (DNP) Scholarly Project which synthesizes pertinent competencies outlined in the AACN Essentials. DNP students finalize their DNP Scholarly Project Committee

to include a Committee Chair, Committee Member, and Clinical Scholar/Mentor. Students identify the population of interest, develop a problem statement, conduct a needs assessment, and identify the theoretical underpinnings of the DNP Scholarly Project. At the end of the course, students will provide an oral Initial DNP Scholarly Project Proposal Defense to their DNP Project committee 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.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-710 C

GNUR-709 DNP Role-Project I (3)

In this first of three clinical courses, students begin focused work on the Doctor of Nursing Practice (DNP) Scholarly Project which synthesizes pertinent competencies outlined in the AACN Essentials. DNP students finalize their DNP Scholarly Project Committee to include a Committee Chair, Committee Member, and Clinical Scholar/Mentor. Students identify the population of interest, develop a problem statement, conduct a needs assessment, and identify the theoretical underpinnings of the DNP Scholarly Project. At the end of the course, students will provide an oral Initial DNP Scholarly Project Proposal Defense to their DNP Project committee 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.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-701 C AND GNUR-710 C

GNUR-710 Complex Pop Health (3)

This course focuses on population-based strategies to inform advanced practice nurses and allied health professionals of population health practices that contribute to the health of populations to include vulnerable and complex populations. The relationship between psychosocial and socioeconomic factors in vulnerable populations and clinical practice environments are examined on a global, national, and regional level. Social determinants of health, previous traumas, and systems-based barriers are analyzed within the context of health care systems and program planning. An integrated model of community health promotion derived from trauma informed care and the social determinants of health is used to identify population-based strategies for health improvement.

Typically offered:
Variable

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-710 Complex Vuln Pop Health (3)

This course focuses on population-based strategies to inform advanced practice nurses and allied health professionals of population health practices that contribute to the health of populations to include vulnerable and complex populations. The relationship between psychosocial and socioeconomic factors in vulnerable populations and clinical practice environments are examined on a global, national, and regional level. Social determinants of health, previous traumas, and systems-based barriers are analyzed within the context of health care systems and program planning. An integrated model of community health promotion derived from trauma informed care and the social determinants of health is used to identify population-based strategies for health improvement.

Typically offered:
Variable

Attributes: TGNU TGNV ZCLX ZEXL
Pre-requisites: GNUR-707 C

GNUR-712 Inquiry for Eval & Policy (3)

This course focuses on the analysis and application of advanced clinical inquiry methods to improve outcomes and to inform health policy. Emphasis is on bridging the research-practice gap. The use of comparative effectiveness research, community-based research, and implementation science, among other methods, is examined. Survey development and use, funding and grant mechanisms, and ethical issues in research are also discussed. Students advance their skills in data measurement, data management, including the use of large data sets, and the application of data analysis tools. The deployment of clinical inquiry strategies, action research, and change processes in the clinical setting, policy arena, and other venues is explored.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-702 C

GNUR-713 DNP Role Project Dev II (3)

In this clinical seminar course, students continue to develop their DNP Scholarly Project. Building upon prior work, this phase of project development focuses on planning, implementation, and evaluation of the DNP Scholarly project. Students refine and expand upon their project work to date, including the project need, problem and purpose statements, supporting literature, and theoretical underpinnings identified in GNUR 709. Applying project planning and management principles, students build upon the project needs assessment; identify project design, scope, goals, and outcomes; consider fiscal implications; and develop an implementation and evaluation plan for the DNP Scholarly Project. Course deliverables include the submission of a written DNP Scholarly Project to the DNP committee and an oral Project Proposal Defense.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES
Pre-requisites: GNUR-709 C

GNUR-713 DNP Role Project II (3)

In this clinical seminar course, students continue to develop their DNP Scholarly Project. Building upon prior work, this phase of project development focuses on planning, implementation, and evaluation of the DNP Scholarly project. Students refine and expand upon their project work to date, including the project need, problem and purpose statements, supporting literature, and theoretical underpinnings identified in GNUR 709. Applying project planning and management principles, students build upon the project needs assessment; identify project design, scope, goals, and outcomes; consider fiscal implications; and develop an implementation and evaluation plan for the DNP Scholarly Project. Course deliverables include the submission of a written DNP Scholarly Project to the DNP committee and an oral Project Proposal Defense.

Typically offered:
Variable

Attributes: TGNU ZCLX ZRES

Pre-requisites: GNUR-709 C

GNUR-714 DNP Role-Project Defense (3)

In this final clinical course, the student will complete their DNP Scholarly Project as part of the culminating course in the Doctor of Nursing practice program. At the end of the course, the DNP student will complete the evaluation of their DNP Scholarly Project in collaboration with their DNP Committee, submit a manuscript for publication, and provide their final oral Project Defense to their DNP Project Committee for approval. In addition, students will evaluate their own level of expert practice and their achievement of the competencies outlined in the AACN Essentials.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S

GNUR-714 Clinical Scholarship Cap (3)

In this final clinical course, the student will complete their DNP Scholarly Project as part of the culminating course in the Doctor of Nursing practice program. At the end of the course, the DNP student will complete the evaluation of their DNP Scholarly Project in collaboration with their DNP Committee, submit a manuscript for publication, and provide their final oral Project Defense to their DNP Project Committee for approval. In addition, students will evaluate their own level of expert practice and their achievement of the competencies outlined in the AACN Essentials.

Typically offered:
Variable

Attributes: TGNU
Pre-requisites: GNUR-712 B AND GNUR-713 S

GNUR-751 Advanced Cl 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-760 Role Trans & Prof. Asp I (2)

Role Transition and Professional Aspects of Nurse Anesthesia I

The role of the nurse anesthetist is explored from the perspective of the specialty specific role within a diverse healthcare environment, practice options and designs, employment opportunities, and growth as a professional nurse anesthetist. Identifying health and wellness issues specific to the nurse anesthesia role including substance abuse and resources available. Examine legal and ethical issues specific to nurse anesthesia practice.

Attributes: TGNU

GNUR-761 Role Trans & Prof. Asp II (2)

Role Transition and Professional Aspects of Nurse Anesthesia II

A continuation from Role Transition and Professional Aspects of Nurse Anesthesia I, the role of the nurse anesthetist is explored from an experienced student perspective of the specialty specific role who is transitioning and preparing for certification. Exploring the board certification process and challenges associated with job interviews and selection. Business concepts related to anesthesia billing and insurance reimbursement for surgical procedures. Current issues with nurse anesthesia practice and political legislation and advocacy are explored. Continued examination of legal and ethical issues specific to nurse anesthesia practice.

Attributes: TGNU

GNUR-762 CRNA Comprehensive Exam (1)

CRNA Comprehensive Exam

This seminar-based course is focused on preparing the Certified Registered Nurse Anesthetist (CRNA) graduate student for success on national certification, and transition to practice.

Attributes: TGNU

GNUR-765 Math, Chem & Phys of Anest (3)

Mathematics, Chemistry, and Physics of Anesthesia Practice

Exploring how mathematics, chemistry, biochemistry, and physics principles apply to nurse anesthesia practice. Improve understanding of how theoretical principles can be utilized in patient care delivery, equipment uses and improve patient and provider safety.

Attributes: TGNU

GNUR-766 Adv. Airw Spnl & Epid Anes (2)

Advanced Airway, Spinal, and Epidural Anesthesia Management

A study of advanced airway, spinal and epidural assessment and management techniques utilized by nurse anesthesia providers. This course has a laboratory component in which students will have hands-on experience with all related equipment and allow practice utilizing low fidelity simulation.

Attributes: TGNU
Pre-requisites: GNUR-765 C

GNUR-767 Reg Anes Pain Mgmt & Ortho (3)

Regional Anesthesia, Pain Management, POCUS & Orthopedic Anesthesia

This course explores the complex nature and pathophysiology of acute and chronic pain while learning techniques to minimize pain in the preoperative, perioperative and postoperative period. Peripheral nerve blocks and other regional anesthesia techniques utilizing ultrasound and non-ultrasound techniques. Point of Care Ultrasound (POCUS) is used for the diagnosis of complications associated with surgery and anesthesia. A focus on orthopedic surgeries and how regional anesthesia techniques can minimize pain associated

with various orthopedic procedures. Low fidelity simulation and laboratory time is associated with this course.

Attributes: TGNU
Pre-requisites: GNUR-766 C

GNUR-768 Ped, GYN, ENT & Emerg Anes (3)

Pediatrics, Obstetrics, GYN, Urology, Otolaryngologic, Abdominal, and Emergency Anesthesia

Nurse anesthesia students will focus on the special patient considerations associated with pediatric, obstetric, GYN, Urology, Otolaryngology, Abdominal and Emergency Anesthesia. Alterations in pathophysiology and anesthesia associated with the pediatric and obstetric population will be explored along with physiologic changes associated with different types of emergency surgeries and the effects on anesthesia and anesthesia delivery methods. Outpatient ambulatory surgery will be reviewed.

Attributes: TGNU
Pre-requisites: GNUR-767 C

GNUR-769 Cardiac, Thor & Neuro Anes (3)

Cardiothoracic, Cardiovascular and Neurosurgical Anesthesia

Nurse anesthesia students will focus on the special patient considerations associated with Cardiothoracic, Cardiovascular and Neurosurgical anesthesia. Alterations in pathophysiology and anesthesia associated with cardiac and neurosurgery will be explored along with physiologic changes and the effects on anesthesia and anesthesia delivery methods.

Attributes: TGNU
Pre-requisites: GNUR-768 C

GNUR-771 Anesthesia Pharmacology (3)

Anesthesia Pharmacology

Building on GNUR 570 Pharmacology, nurse anesthesia students learn how medications treating chronic illnesses affect patients receiving anesthesia. Clinical application of pharmacology, specifically to nurse anesthesia, with a focus on evidence-based practice related to pharmacological principles inherent to the administration of anesthesia.

Attributes: TGNU
Pre-requisites: GNUR-543 C AND GNUR-570 C

GNUR-772 Anes. Phases of Care (1)

Anesthesia Phases of Care

A study of the different phases of anesthesia care and care plans associated with each phase. The preoperative anesthesia assessment and preoperative phase, perioperative phase and postoperative phase will be discussed and utilizing fluid calculations develop a comprehensive individualized anesthesia plan. Radiographic and laboratory testing and interpretation as they apply to anesthesia care and management. This class will be a hybrid of lecture, low and high-fidelity simulation and clinical practice. 50 clinical hours.

Attributes: TGNU

GNUR-773 Adv. Hemodynamics Plcmnt (1)

Advanced Hemodynamic monitoring, Interpretation and Placement

Nurse anesthesia students will be introduced to the clinical skills of arterial line, central line placement, and Swan Ganz including indications, contraindications, and iatrogenic considerations. Interpretations of wave forms and different monitoring equipment used by nurse anesthetists. 12-lead EKG interpretation and diagnostic implications as applied to anesthesia. This course will be a hybrid of lecture and low fidelity simulation.

Attributes: TGNU

GNUR-775 ACRM I (1)

Anesthesia Crisis Resource Management I

The first of two one credit courses that expose nurse anesthesia students to rare anesthesia crisis' using a high-fidelity simulation operating room environment. Student nurse anesthetists will be introduced to crisis resource management and will utilize evidence-based anesthesia technical and non-technical skills.

Attributes: TGNU

GNUR-776 ACRM 2 (1)

Anesthesia Crisis Resource Management II

The second of two one credit courses that expose nurse anesthesia students to rare anesthesia crisis' using a high-fidelity simulation operating room environment. Student nurse anesthetists will refine crisis resource management skills and will utilize evidence-based anesthesia technical and non-technical skills.

Attributes: TGNU

GNUR-781 Clinical Practicum I (2)

Clinical Practicum I

Nurse Anesthesia Program Clinical Practicum I provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 300 clinical hours.

Attributes: TGNU

GNUR-782 Clinical Practicum II (2)

Clinical Practicum II

Nurse Anesthesia Program Clinical Practicum II provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 300 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-781 S

GNUR-783 Clinical Practicum III (3)

Clinical Practicum III

Nurse Anesthesia Program Clinical Practicum III provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-782 S

GNUR-784 Clinical Practicum IV (3)

Clinical Practicum IV

Nurse Anesthesia Program Clinical Practicum IV provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-783 S

GNUR-785 Clinical Practicum V (3)

Clinical Practicum V

Nurse Anesthesia Program Clinical Practicum V provides nurse anesthesia students clinical experience which allow the development of evidence-based competencies in pre-operative assessment, perioperative management and post-operative management and assessment of patients requiring anesthesia care. Critical thinking and clinical judgment are refined in collaboration with experienced anesthesia and healthcare providers. 450 clinical hours.

Attributes: TGNU
Pre-requisites: GNUR-784 S

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.

Typically offered:
Fall, Spring & Summer

Attributes: TGNU ZRES
Pre-requisites: GNUR-701 C AND GNUR-715 C

GNUR-798 DNP Project Seminar (0)

In this course the DNP student demonstrates synthesis of the GNUR clinical courses and allows the student time to complete their DNP scholarly project. Following SJF IRB approval, and the required organizational approvals, DNP students work independently on their DNP project, while progressing through the steps of project implementation and evaluation. This work is under the direction of the student’s DNP Committee.

Typically offered:
Variable

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S

GNUR-798 DNP Schol. Project Seminar (0)

In this course the DNP student demonstrates synthesis of the GNUR clinical courses and allows the student time to complete their DNP scholarly project. Following SJF IRB approval, and the required organizational approvals, DNP students work independently on their DNP project, while progressing through the steps of project implementation and evaluation. This work is under the direction of the student's DNP Committee.

Typically offered:
Variable

Pre-requisites: GNUR-701 C AND GNUR-702 C AND GNUR-704 C AND GNUR-706 C AND GNUR-707 C AND GNUR-708 C AND GNUR-709 S AND GNUR-710 C AND GNUR-712 C AND GNUR-713 S

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 pre-pharmacy education is required for admission, followed by four years of professional studies.

Note: *The Pharm.D. degree curriculum can be completed by one of* ***two available pathways****: a campus pathway and an online pathway.*

The professional curriculum is designed such that courses integrate information, building upon one another, and encompass both didactic and experiential learning. To provide the foundations of drug actions, 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 (e.g., cardiovascular, neurological, renal). Medications and human physiology pertinent to each system are team-taught by faculty in their respective areas of expertise. Starting in the second year, courses provide the foundations for the application of drug therapy to disease. Also taught by systems (e.g., cardiovascular diseases, infectious diseases), 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 provide the student with an opportunity to integrate and apply information. Students work in small groups and interprofessional teams to complete projects and assignments, develop critical thinking skills, and foster collaboration. These courses provide laboratory experience in compounding and an opportunity for further development of both verbal and written skills. Each year, interprofessional education is provided through didactic and experiential courses as well as co-curricular activities.

During the second and third year of the professional program, students are required to complete a broad range of introductory and advanced pharmacy practice experiences at various pharmacy practice sites. These experiences are student-centered, activity-based, and outcome-oriented, and they are designed to develop and reinforce attitudes, values, and skills that foster the effective delivery of patient-centered and team-based health care.

Program Requirements

Doctor of Pharmacy (Pharm.D.)

Requirements

The number of credits is listed in parentheses after each course title.

- PHAR 3117 - Introduction to Pharmacy Profession (1)
- PHAR 3121- IPE: TeamSTEPPS (0.5)
- PHAR 3122 - Pharmacy Calculations (2)
- PHAR 3123 - Clinical Application of Epidemiology I (2)
- PHAR 3135 - Health Care Delivery (3)
- PHAR 3142 - Pharmaceutics I (4)
- PHAR 3144 - Systems Pharmacology I (4)
- PHAR 3148 - Biosystems I (4)
- PHAR 3218 - Introduction to Diversity (1)
- PHAR 3226 - State Pharmacy Law (2)
- PHAR 3237 - Applied Pathophysiology and Therapeutics I (3)
- PHAR 3240 - Biosystems II (4)
- PHAR 3242 - Pharmaceutics II (4)
- PHAR 3244 - Systems Pharmacology II (4)
- PHAR 4112 - Liquid & Solid Preps (1)
- PHAR 4135 - Communications and Counseling Skills (3)
- PHAR 4139 - Introductory Pharmacy Practice Experience I (3)
- PHAR 4144 - Systems Pharmacology III (4)
- PHAR 4155 - Applied Pathophysiology and Therapeutics II (5)
- PHAR 4212 - Sterile & Semi- Solid Preps (1)
- PHAR 4223 - Clinical Application of Epidemiology II (2)
- PHAR 4236 - Population Based Health Care (3)
- PHAR 4244 - Systems Pharmacology IV (4)
- PHAR 4255 - Applied Pathophysiology and Therapeutics III (5)
- PHAR 4340 - Introductory Pharmacy Practice Experience II (2)
- PHAR 5113 - Critical Evaluation of Medical Literature I (1)
- PHAR 5119 - Introductory Pharmacy Practice Experience III (1)
- PHAR 5121 - IPE: SBIRT (.5)
- PHAR 5125 - Ethics in Pharmacy Practice (2)
- PHAR 5137 - Concepts in Pharmacy Practice I (3)
- PHAR 5144 - Systems Pharmacology V (4)
- PHAR 5155 - Applied Pathophysiology and Therapeutics IV (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 - Pharmacy Management & Business Ops (2)
- PHAR 5237 - Concepts in Pharmacy Practice II (3)
- PHAR 5265 - Applied Pathophysiology and Therapeutics V (6)
- Six credits of electives

Total: 109 credits

APPE Rotations

Advanced Pharmacy Practice Experiences (APPE) in the fourth year will consist of seven six-week rotations. Four required rotations include acute care, ambulatory care, community practice, and health systems. Three elective rotations can be selected in areas such as pediatrics, drug information, infectious diseases, ICU/critical care, emergency medicine, advanced hospital practice, managed care, psychiatry, geriatrics, hospice, nutrition, pharmacokinetics, or any other approved healthcare area.

Total: 42 credits

PHAR 6401 - APPE Elective I (6)

PHAR 6402 - APPE Elective II (6)

PHAR 6403 - APPE Elective III (6)

PHAR 6701 - APPE Core Community (6)

PHAR 6702 - APPE Core Health System (6)

PHAR 6703 - APPE Core Acute Care (6)

PHAR 6704 - APPE Core Ambulatory Care (6)

Graduation Requirements

To earn the Pharm.D. degree from St. John Fisher University, a student must do the following:

- Successfully complete all prerequisite coursework for admission
- Successfully complete all pharmacy coursework and professional/co-curricular requirements
- 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 University.
- Be approved by the faculty for graduation

Regardless of academic achievement, a student on disciplinary probation may not graduate from St. John Fisher University until the probation has been removed.

Please refer to the School of Pharmacy Student Handbook for all policies on academic progression.

Doctor of Pharmacy (Pharm.D.) Courses

PHAR-3117 Intro Pharmacy Profession (1)

This course provides an introduction to the pharmacy practice environment by developing a 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 understand how pharmacists work collaboratively with other health care professionals, appreciate the nature of interprofessional communication within the health care team, develop strategies that 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.

PHAR-3121 IPE: TeamSTEPPS (.5)

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

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 I (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.

PHAR-3135 Healthcare Delivery (3)

This course provides future pharmacists and health-care industry professionals 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 curse with special topic such as off-label prescribing, drug shortages, direct to consumer advertising, and foreign clinical trials.

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.

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.

PHAR-3237 Applied Path & Therap I (3)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collections and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence-based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem-and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescriptions and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-3117 C AND PHAR-3122 C AND PHAR-3148 C

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.

Pre-requisites: PHAR-3148 C

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.

Pre-requisites: PHAR-3144 C AND PHAR-3148 C

PHAR-4112 Liquid & Solid Preps (1)

This course is a continuation in the pharmaceutics sequence focusing on problem based learning in a laboratory setting. Students develop the skills needed for extemporaneous compounding of various pharmaceutical dosage forms. Emphasis is placed on prescription interpretation, ingredient selection, calculations and compounding techniques. Students also practice proper packaging, labeling, and patient counseling of compounded drug products.

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.

PHAR-4139 Intro Pharmacy Prac Exp I (3)

This course will provide the student with work experience in a community pharmacy for a minimum of one hundred and twenty hours. The students will learn and practice the basics of dispensing medications, counseling patients, and 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

Pre-requisites: PHAR-3122 C AND PHAR-3218 C AND PHAR-3240 C AND PHAR-3244 C

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.

Pre-requisites: PHAR-3240 C AND PHAR-3244 C

PHAR-4155 Applied Path & Therap II (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems also are emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem-and case-base learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-3226 C AND PHAR-3237 C AND PHAR-3240 C

PHAR-4212 Sterile & Semi-Solid Preps (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-3242 C

PHAR-4223 Clinical Appl 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

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.

Pre-requisites: PHAR-3117 C AND PHAR-3135 C

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.

Pre-requisites: PHAR-3117 C AND PHAR-3135 C

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.

Pre-requisites: PHAR-4144 C

PHAR-4255 Applied Path & Therap III (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-4144 C AND PHAR-4155 C

PHAR-4340 Intro Pharmacy Prac Exp II (2)

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.

Pre-requisites: PHAR-3121 C AND PHAR-3135 C AND PHAR-4139 S AND PHAR-4212 C AND PHAR-4223 C AND PHAR-4244 C AND PHAR-4255 C

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 AND PHAR-4255 C

PHAR-5119 Intr Pharmacy Prac Exp III (1)

This course will provide the student with experience in managing the pharmaceutical care of a resident of a long term care facility (LTC). The focus of this course is on completing assignments that introduce the student to the provision of pharmaceutical services (F425) in a 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 consultant pharmacist as part of the health care team as it relates to providing medication regimen review (F428). Through this, they will identify Potentially Inappropriate Medications (PIMs) (F329) targeted to older adults and those with debilitating diseases requiring long term care. Students will use a consult note format to document information collected during their medication regimen review and to make recommendations on how to optimize the pharmaceutical care of their assigned resident. In addition to the experiential component, there will be a class that meets weekly to help the student develop the skills necessary to complete the necessary tasks.
Graded S/U.

Pre-requisites: PHAR-4340 C AND PHAR-4255 C

PHAR-5121 IPE: SBIRT (.5)

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

Graded S/U.

Pre-requisites: PHAR-4135 C AND PHAR-4255 C

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 pharmacists and health-care industry professionals 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 and health-care industry professionals 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 and health-care industry care acumen and skill in the management of ethical issues is critical.

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-4340 C AND PHAR-4135 C AND PHAR-4255 C

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.

Pre-requisites: PHAR-4244 C

PHAR-5155 Applied Path & Therap IV (5)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and

recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Pre-requisites: PHAR-4255 C AND PHAR-4244 C

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

PHAR-5216 Healthcare uality Improve (1)

This course introduces students to quality improvement methods and healthcare applications with a focus on preparing PharmD students with a toolbox with which to lead change. Foundational learning outcomes are drawn from the Institute for healthcare Improvement and supplemented with instructor-created original class activities tailored to medication use and pharmacy practice.

Pre-requisites: PHAR-3135 C AND PHAR-3117 C

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.

Attributes: TPHO
Pre-requisites: PHAR-5113 C AND PHAR-5119 C AND PHAR-5137 C AND PHAR-5144 C AND PHAR-5155 C

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.

Pre-requisites: PHAR-3226 C

PHAR-5236 Pharm Mng’t & Business Ops (2)

This course provides an in-depth exploration of key management principles essential for effectively running a pharmacy-related

business. Students will examine management theories and concepts through the lens of critical areas such as financial management, budgeting, strategic and business planning, inventory control, and risk management. The course also explores various payment models and their application to pharmacy-related businesses. In addition, a focus on human resource management will cover essential topics including planning, recruitment, selection, placement, training and development, performance evaluation, employee motivation, conflict resolution, and disciplinary practices.

Pre-requisites: PHAR-3135 C

PHAR-5236 Managing Prac & Personnel (3)

This course provides an in-depth exploration of key management principles essential for effectively running a pharmacy-related business. Students will examine management theories and concepts through the lens of critical areas such as financial management, budgeting, strategic and business planning, inventory control, and risk management. The course also explores various payment models and their application to pharmacy-related businesses. In addition, a focus on human resource management will cover essential topics including planning, recruitment, selection, placement, training and development, performance evaluation, employee motivation, conflict resolution, and disciplinary practices.

Pre-requisites: PHAR-3135 C

PHAR-5236 Managing Prac & Personnel (3)

This course provides an in-depth exploration of key management principles essential for effectively running a pharmacy-related business. Students will examine management theories and concepts through the lens of critical areas such as financial management, budgeting, strategic and business planning, inventory control, and risk management. The course also explores various payment models and their application to pharmacy-related businesses. In addition, a focus on human resource management will cover essential topics including planning, recruitment, selection, placement, training and development, performance evaluation, employee motivation, conflict resolution, and disciplinary practices.

Pre-requisites: PHAR-3135 C

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 C AND PHAR-5225 C AND PHAR-5155 C

PHAR-5265 Applied Path & Therap V (6)

This course is part of a sequence which helps students to learn the prevalence, pathophysiology, clinical presentation, diagnostic criteria, and therapeutic options for the treatment of select disease states. Teaching and learning focus on the pharmacist process of collection and assessment of information, along with development, implementation and monitoring of a plan. The optimal therapeutic regimen is based on the application of clinical practice guidelines, evidence based medicine and self-care recommendations, while incorporating patient-specific characteristics, to ensure safe and effective medication use. Identifying and resolving current and/or anticipated medication related problems are also emphasized. The clinical application of the course material utilizes various

instructional techniques through the incorporation of active learning exercises that include problem- and case-based learning, patient interviewing, and triage skills. These application-based learning modalities help students to develop abilities needed to select and recommend appropriate non-pharmacological and pharmacological therapies, both prescription and non-prescription, while providing monitoring and counseling parameters for the therapeutic regimens.

Attributes: NLIB
Pre-requisites: PHAR-5155 C AND PHAR-5144 C AND PHAR-5113 C

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.

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-5510 Independent Research (1 TO 4)

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-5510 Independent Research (1 TO 4)

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-5510 Independent Research (1 TO 4)

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-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 pharmaceutics course and covers topics in novel drug delivery systems. Approximately 3 to 4 drug delivery systems will be covered through case studies. For each topic, the students will learn about the mechanism, advantages, limitations, and applications of these drug delivery systems through examples of various novel dosage forms. The students will then perform an in-depth analysis of the novel drug delivery system through various case studies and examples in the clinic as well as in research. In the end, the application of novel drug delivery systems in improving patient compliance will be discussed.

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-5518 Medication Errors & Safety (2)

This course consists of various types of learning delivery methods, ie., lectures, in-class discussions, and assignments used 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, and patient safety. This course will also provide the students an overview of various principles, techniques, and technology utilized in pharmacy practice for reducing medical errors and their effect on patients. The in class discussions and activities are designed to allow students to develop an understanding and appreciation of the pharmacist’s role in preventing medication errors and enhancing patient safety.

Pre-requisites: PHAR-3117 C

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.

Pre-requisites: PHAR-3240 C

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.

Pre-requisites: PHAR-4244 C AND PHAR-4255 C

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-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.

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, transgender care and gender-specific ageism 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.

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.

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-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

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.”

PHAR-5537 Pharm Benefit Managt (2)

In this doctoral-level course, students will lead the development of a formulary design recommendation for a new drug product including a review of comparative effectiveness, cost-effectiveness and budget impact followed by recommendations for detailed clinical criteria, formulary placement and utilization management strategies, such as prior authorization, step therapy and quantity limits. Independent student work and individualized consultation with peers and the instructor occur during class time to complete this advanced and innovative project. Therefore, students are required to attend and actively participate in every class, to give a formal final presentation to the class and to provide effective and timely feedback to each other. Prior completion of PHAR 5544 Managed Care and PHAR 4325 Pop Based Healthcare are recommended but not required.

Pre-requisites: -

PHAR-5538 Service Learning in I (2)

This course will pair students with quality improvement experts providing direct consultation to non-profit and not-for-profit organizations serving the Greater Rochester New York area as part of the Rochester Day of uality. Students are required to complete preliminary self-study materials in quality improvement methods, including an exam, prior to joining a team(or being assigned alternate activities). Throughout the course, students will receive mentoring and complete mentee assignments. Student-faculty teams are likely to be paired with a healthcare organization, however this is not guaranteed. Completion of PHAR 4236, Pop Healthcare, is recommended but not required.

Pre-requisites: PHAR-3135 C

PHAR-5538 uality Improvement (1 TO 3)

This course will pair students with quality improvement experts providing direct consultation to non-profit and not-for-profit organizations serving the Greater Rochester New York area as part of the Rochester Day of uality. Students are required to complete preliminary self-study materials in quality improvement methods, including an exam, prior to joining a team(or being assigned alternate activities). Throughout the course, students will receive mentoring and complete mentee assignments. Student-faculty teams

are likely to be paired with a healthcare organization, however this is not guaranteed. Completion of PHAR 4236, Pop Healthcare, is recommended but not required.

Pre-requisites: PHAR-3135 C

PHAR-5538 uality Improvement (1 TO 3)

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Pre-requisites: PHAR-3135 C

PHAR-5539 Medical Reserve Corps (2)

The US Surgeon General established the Medical Reserve Corps of trained/skilled healthcare professionals willing to volunteer in the event of a public health emergency, such as a natural disaster, nuclear power plant disaster, epidemic or bioterrorist attack. Yet, few pharmacy professionals have volunteered, particularly in Monroe County. In public healthcare emergencies, pharmacy students are authorized under federal law to dispense prescription medications in any state or territory. The purpose of this elective course is to train student pharmacists to serve as US Surgeon General Medical Reserve Corps Volunteers and provide pharmacy services during a public health emergency. Students will learn basic principles and gain practical skills needed for emergency dispensing of medications and mass prophylaxis.

PHAR-5542 Mol Cardiovascular Sci (2)

This course explores how distinct classes of medications affect multiple cardiac cell types and signaling pathways to contribute to cardiac remodeling and dysfunction. Throughout this course, students are exposed to concepts in cardiac anatomy, molecular biology, immunology, and emerging trends in bioinformatics with respect to cardiac physiology and pathology. Students read pre-assigned primary and secondary research articles that are selected to enhance discussion during lectures. Assessment is based on participation during in-class discussions, individual homework assignments. peer review, and a group presentation at the end of the course.

Pre-requisites: -

PHAR-5543 Rev Antibiotic Allergies (2)

Patients commonly report antibiotic allergies, but not all patients are allergic. This often results in patients receiving second line antibiotic therapy. This interactive on-line elective course will give the students the skills and background knowledge to determine true antibiotics allergies based on a review of the signs, symptoms, and immunologic mechanisms. Students will learn and perform the steps to perform an accurate allergy history along with how to diagnose these allergies based on skin testing and drug challenges. Included in this course is communication and perspective from an allergist, allergy management, and patient education through pharmacist interactions. The course also reviews appropriate steps to maintain an accurate electronic medical record throughout the health system.

Pre-requisites: PHAR-3240 C

PHAR-5544 Managed Care (2)

Through problem-based learning exercises including real patient cases and shopping for health insurance, this course introduces students to the fundamentals of managed care. In the later part of the course, students are introduced to pharmacy benefits management.

PHAR-5545 Adv Topics Hematol Oncol (2)

The course offers advanced teaching in the pharmacotherapy of cancer treatment, standard of care, new molecular therapeutics, cellular aspects of cancer biology and molecular mechanisms underlying cancer development, progression, and response to treatment. It provides in-depth training in cancer therapeutics, encompassing biomarkers and diagnosis, therapeutic targets, drug discovery and clinical trials and chemotherapy. Content cuts across multiple disciplines with a focus on contemporary topics in cancer treatment and in depth journal reviews.
Graduates from this course will gain a breadth and depth of cancer-focused training that will make them highly attractive candidates to start or continue a career within the healthcare sector and research institutions.

Pre-requisites: -

PHAR-5546 EBM: Cardiovasc Diseases (2)

This course will delve deeper into topics within cardiovascular disease, with the goal of being able to evaluate evidence-based medicine and apply this information to complex patient cases. Throughout this eight-week elective, students will review landmark clinical trials as well as previously learned information from prior classes, research drug information questions, and become exposed to additional materials to deepen their understanding of cardiovascular disease. Specifically, this elective covers various topics in dyslipidemia, anticoagulation, and chronic heart failure. Live sessions will be a combination of class discussion, interactive games, and group presentations.

Pre-requisites: PHAR-4255 C

PHAR-5547 Leadership is a Life Skill (2)

Leadership is the most observed yet least understood phenomenon on earth. This class will attempt to demystify elements of leadership through encouraging your personal leadership journey and sharing experiences to begin your journey. The first step in leadership development is self-discovery. This course is designed to help you accomplish this as well as provide a frame work for continuous self-development.

PHAR-5548 Intro to Vet Therapeutics (2)

This course introduces students to issues associated with the provision of veterinary-focused pharmacy services who wish to learn principles of veterinary pharmacotherapy. It provides a foundation for pharmacy students interested in providing care for species other than humans. Physiologic and pharmacokinetic differences play a role in medication management and toxicity. Alternative dosing formulations and compounding will be introduced. Management and prevention of common diseases in companion animals and horses will be discussed.

PHAR-5549 Prescribing Wellness (2)

Prescribing Wellness is an interactive elective course designed to provide a comprehensive understanding of holistic health principles and their applications for patient and self-care. The course will explore core themes driving the science of happiness and longevity, the role of non pharmacological and complementary strategies in health and well-being, and the impact of lifestyle choices (nutrition, physical activity, and sleep hygiene). Through a combination of interactive discussions, self-reflection and implementation, case studies, lectures, and presentations, students will practice and develop the skills and attitudes to evaluate and identify opportunities to

incorporate strategies in both patient and self-care.

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.

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.

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. 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-5896 Independent Study Pharmacy (1 TO 6)

The goal of this course is to assist students with achievement of expected knowledge and skills. Each student will have his/her specific learning objectives and tasks developed by the course coordinator and approved by Curriculum Committee. Students may perform a variety of activities based on identified areas of need(s).

Permission of the instructor is required to register.

Attributes: TPHO

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 University.
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 University have established a Joint Pharm.D./MBA program. The goal of this cooperative program is to educate students to assume responsibilities with management, executive, and administrative positions within the healthcare pharmaceutical industry, as well as healthcare delivery systems that provide pharmaceutical information, services, and products to patients.

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.

Application Process

Candidates for this degree program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the Joint Pharm.D./MBA program after successfully completing their first professional year in the pharmacy program by submitting a Petition to Change Program form, located on the Office of the Registrar webpage.

Pharmacy students who have at least 90 credit hours of undergraduate and/or graduate coursework may take up to six (6) credits of the MBA Core Courses prior to petitioning to this program, consistent with current graduate school policy. It is recommended that pharmacy students take undergraduate business courses in accounting, economics, finance and statistics. Based on an incoming student's background in foundational business subjects, the self-study MBA Math Toolkit may be recommended or required. The student cost for the MBA Math Toolkit is located on the MBA requirements page. Please consult with the Office of Academic Affairs within the School of Pharmacy on course selection.

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 no longer wish to pursue the Joint Pharm.D./MBA degree program, they 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 they wish to re-enroll in the MBA program, an accelerated application will need to be completed, and any new degree requirements met.

Program Requirements

Joint Pharm.D./MBA

Requirements

Through the Joint Pharm.D./MBA program, students will meet the degree requirements for both programs with a minimum of 166 credit hours, depending on an applicant's course history. Up to six (6) credits of the MBA courses can be used as elective credits in the pharmacy curriculum. Additionally, the coursework that a student takes as part of the required pharmacy curriculum will be counted to satisfy the 15 credit hours of the Pharmacy Industry Concentration coursework for the MBA degree.

Pharmacy students wishing to participate in this opportunity will work with their Developmental Mentor, 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.

Students will be billed standard tuition costs as associated with the pharmacy program, which can include up to six (6) credit hours of MBA coursework approved to satisfy pharmacy electives. uestions concerning financial aid/billing should be directed to Student Financial Services.

Campus Pathway Students:

Students who take six (6) credit hours of MBA 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. Additional MBA courses will be billed at the current per-credit-hour graduate tuition rate.

Online Pathway Students:

Students who take six (6) credit hours of MBA coursework in satisfaction of pharmacy elective coursework will be billed at the pharmacy tuition rate, consistent with elective credits for a pharmacy course. Additional MBA courses will be billed at the current per-credit-hour graduate tuition rate.

The number of credits is indicated in parentheses at the end of each course title.

MBA Core Courses - 15 credits

- GMGT 643- uantitative Methods & Intro Analytics (3)
- GMGT 680 - Marketing Concepts and Strategy (3)
- GMGT 681 - Capstone Business Strategy and Policy (3)
- GMGT 682 - Financial Management II (3)
- GMGT 685 - Leadership Development (3)

Pharmacy (Pharm.D) courses (151 credits)

- PHAR 3117 - Introduction to Pharmacy Practice (1)
- PHAR 3121 : IPE: TeamSTEPPS (0.5)
- PHAR 3122 - Pharmacy Calculations (2)
- PHAR 3123 - Clinical Application of Epidemiology I (2)
- PHAR 3135 - Healthcare Delivery (3)
- PHAR 3142 - Pharmaceutics I (4)
- PHAR 3144 - Systems Pharmacology I (4)
- PHAR 3148 - Biosystems I (4)
- PHAR 3218 - Introduction to Diversity (1)
- PHAR 3226 - State Pharmacy Law (2)
- PHAR 3237- Applied Pathophysiology & Therapeutics I (3)
- PHAR 3240 - Biosystems II (4)
- PHAR 3242 - Pharmaceutics II (4)
- PHAR 3244 - Systems Pharmacology II (4)
- PHAR 4112 - Liquid & Solid Preps. (1)
- PHAR 4135 - Communications and Counseling Skills (3)
- PHAR 4139 - Introductory Pharmacy Practice Experience I (3)
- PHAR 4144 - Systems Pharmacology III (4)
- PHAR 4155 - Applied Pathophysiology and Therapeutics II (5)
- PHAR 4212 - Sterile & Semi-Solid Preps (1)
- PHAR 4223 - Clinical Application of Epidemiology II (2)
- PHAR 4236 - Population-Based Healthcare (3)
- PHAR 4244 - Systems Pharmacology IV (4)
- PHAR 4255- Applied Pathophysiology & Therapeutics III (5)
- PHAR 4340 - Introductory Pharmacy Practice Experience II (2)
- PHAR 5113 - Critical Evaluation of Medical Literature I (1)
- PHAR 5119 - Introductory Pharmacy Practice Experience III (1)
- PHAR 5121- IPE:SBIRT (0.5)
- PHAR 5125 - Ethics in Pharmacy Practice (2)
- PHAR 5137 - Concepts in Pharmacy Practice I (3)
- PHAR 5144 - Systems Pharmacology V (4)
- PHAR 5155 - Applied Pathophysiology and Therapeutics IV (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 (2)
- PHAR 5237 - Concepts in Pharmacy Practice II (3)
- PHAR 5265 - Applied Pathophysiology and Therapeutics V (6)
- PHAR 6401 - Advanced Rotation Elective I (6)
- PHAR 6402 - Advanced Rotation Elective II (6)
- PHAR 6403 - Advanced Rotation Elective III (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)

Total: 166-184 credits (depending on transfer credits)

In addition, six (6) credit hours of PHAR elective courses must be completed before the fourth year of the Pharm.D. curriculum.

Doctor of Pharmacy/MBA Courses