2012-2013 Graduate Catalog

About St. John Fisher College

Mission Statement

Vision Statement

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

Adopted by the Board of Trustees, June 2012

Concise Mission Statement

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

Adopted by the Board of Trustees, June 2012

About Us

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

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

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

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

St. John Fisher College is located in Pittsford, New York, only a few minutes by car or bus from the center of the city of Rochester. The city is noted for its excellent philharmonic orchestra, an art gallery with a diverse and valuable collection, a science museum, the Strasenburgh Planetarium, as well as the historic George Eastman House with its museum of

photography. Rochester also has a high concentration of some of the finest hospitals and healthcare facilities in the nation, giving students an excellent opportunity to study and practice in clinical settings.

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

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

Melissa Jadlos

Library Director
B.A., University of Pittsburgh
M.L.I.S., University of Pittsburgh

Micquel Little

Access Services Librarian
B.A., Marywood University

M.L.S., University of Kentucky

Michelle Price

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

Kate Ross

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

Kathleen M. Sigler

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

Marianne Simmons

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

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

Hours of Operation and Accreditations

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

Academic Affairs	(585) 385-8034
Bursar	(585) 385-8061
Financial Aid	(585) 385-8042
Graduate Admissions	(585) 385-8161
Registrar	(585) 385-8015

Accreditations and Memberships

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

Program Accreditations:

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

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

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

Accreditation of the Bachelor of Science (BS) in nursing and the Master of Science (MS) in advanced practice nursing programs is granted by the Commission on Collegiate Nursing Education (CCNE) and is effective through June 30, 2018. Accreditation of the Doctor of Nursing Practice program is granted by the Commission on Collegiate Nursing Education (CCNE) and is effective through June 30, 2015. Information is provided to the CCNE on an annual basis.

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

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
202-887-6791
www.aacn.nche.edu

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

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

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

Disclaimer Statement

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

Note: *The information contained in this 2011-2012 Graduate Catalog is effective as of August 2011. Most courses listed in this bulletin are scheduled to be offered annually. The College reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice.*

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

Fall 2012 - Full Term

September 4 - December 15

September

1 Sat.

Residence Halls open for new students at their assigned time.

3 Mon.

Labor Day. Residence Halls open at 8:00 a.m. for returning students.

4 Tue.

Classes begin at 8:00a.m. In-person registration begins for Interinstitutional (RAC) students.

8 Sat.

Full-term Saturday classes begin.

10 Mon.

Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

11 Tue.

All late registration activity requires approval of the instructor. Completion of the Undergraduate Late Course Add form is required.

17 Mon.

Last Day to add an Internship or 3-credit Independent Study.

18 Tue.

All late registration activity requires approval of the instructor and School Dean. Completion of the Undergraduate Late Course Add form is required.

24 Mon.

S/U sign-up begins and continues through Friday, September 28th.

25 Tue.

All late registration activity requires approval of the instructor, School Dean and the Undergraduate Committee on Academic Standing. Completion of the Undergraduate Late Course Add form is required.

25 Tue.

Last day to notify instructors if classes are to be missed because of required religious observances.

28 Fri.

Last day to sign up to take a course S/U or change between audit and credit. Last day to remove Summer Incomplete grades.

October

2 Tue.

Last day to withdraw without academic record.

3 Wed.

"W" grades begin.

8 Mon.

Last day to add a 2-credit Independent Study.

12 Fri.

Recess Day. No classes. Residence Halls open with food service. Students with off-campus responsibilities, such as student teaching, clinicals, internships, practicums, etc., are still required to meet these obligations.

13 Sat.

Saturday classes meet as scheduled.

19 Fri.

Freshman mid-semester grades due.

22 Mon.

Last day to add a 1-credit Independent Study.

November

6 Tue.

Last day to withdraw with a "W." Fish 'R' Net withdrawal activity ends at midnight. Withdrawal after this date results in an "F."

12-16 Mon.-Fri.

Course registration for Spring by assigned times.

20 Tue.

Classes end at 5:55 p.m. Thanksgiving break begins. Residence Halls close at 6:00 p.m.

25 Sun.

Residence Halls re-open at 8:00 a.m.

26 Mon.

Thanksgiving Break ends. Classes resume at 8:00 a.m.

December

8 Sat.

Full-term Saturday classes meet with final exams held on December 15.

10 Mon.

Final examinations begin.

15 Sat.

Final examinations end after last exam. Residence Halls close at 6:00 p.m.

17 Mon.

Final grades due at noon.

January 2013

25 Fri.

Last day to remove Fall Incomplete grades.

Refund policy and billing information can be found at www.sjfc.edu/campus-services/bursar/student-bill

Fall 2012 - Weekend College

First Weekend Session (September 7 - October 20)

September

7 Fri.

Last day to register or add a course. [Fish 'R' Net](#) registration/add activity ends at midnight; withdrawal activity remains open.

7-8 Fri.-Sat.
First Weekend class meeting.

8 Sat.

All late registration activity must be approved by the Registrar. If approved, the instructor's signature is required and the Late Course Change fee applies.

10 Mon.

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

11 Tue.
"W" grades begin.

21-22 Fri.-Sat.
Weekend classes meet.

28 Fri.

Last day to withdraw with a "W." Withdrawal activity on [Fish 'R' Net](#) ends. Withdrawal after this date results in an "F." Last day to remove Summer Incomplete grades.

October

5-6 Fri.-Sat.
Weekend classes meet.

19-20 Fri.-Sat.
Last Weekend class meeting.

24 Wed.

Final grades due at noon.

January 2013

25 Fri.

Last day to remove Fall Incomplete grades.

Refund policy and billing information can be found at www.sjfc.edu/campus-services/bursar/student-bill

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Second Weekend Session (November 2 - December 15)

November

2 Fri.

Last day to register or add a course. Fish 'R' Net registration/add activity ends at midnight; withdrawal activity remains open.

2-3 Fri.-Sat.
First Weekend class meeting.

3 Sat.

All late registration activity must be approved by the Registrar. If approved, the instructor's signature is required and the Late Course Change fee applies.

5 Mon.

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

6 Tue.
"W" grades begin.

16-17 Fri.-Sat.
Weekend classes meet.

23 Fri.

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

December

Nov. 30- Dec. 1 Fri.-Sat.
Weekend classes meet.

14-15 Fri.-Sat.
Last Weekend class meeting.

17 Mon.
Final grades due at noon.

January 2013

25 Fri.
Last day to remove Fall Incomplete grades.

Refund policy and billing information can be found at www.sjfc.edu/campus-services/bursar/student-bill

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Spring 2013 - Full Term

January 14 - May 4

January

13 Sun.

Residence Halls open at 8:00 a.m.

14 Mon.

Classes begin at 8:00 a.m. In-person registration begins for Inter-institutional (RAC) students.

19 Sat.

Full Term Saturday classes begin.

20 Sun.

Fish 'R' Net registration/add activity ends at Midnight; withdrawal activity remains open.

21 Mon.

All late registration activity requires approval of the instructor. Completion of the Undergraduate Late Course Add form is required.

21 Mon. - 25 Fri.

S/U sign-up begins and continues through Friday, Jan. 25.

21 Mon.

Martin Luther King, Jr. Day. Regular class day except 11:15 a.m. and 12:20 p.m. classes canceled because of the College's annual Martin Luther King, Jr. celebration (11:30 a.m.-1:00 p.m.).

25 Fri.

Last day to sign up to take a course S/U or change between audit and credit.

25 Fri.

Last day to remove Fall Incomplete grades.

28 Mon.

All late registration activity requires approval of the instructor and School Dean. Completion of the Undergraduate Late Course Add form is required.

Last day to add an Internship or a 3-credit Independent Study.Last day to notify instructors if classes are to be missed because of required religious observances.

February

1 Fri.

Last day to withdraw without academic record.

2 Sat.

"W" grades begin.

4 Mon.

All late registration activity requires approval of the instructor, School Dean and the Undergraduate Committee on Academic Standing. Completion of the Undergraduate Late Course Add form is required.

8 Fri.

Last day to add a 2-credit Independent Study.

March

1 Fri.

Freshmen mid-semester grades due.

2 Sat.

Saturday classes meet. Spring Break begins after last class.

4-10 Mon.-Sun.

Spring Break. No Classes. Weekend classes meet on March 8-9.

10 Sun.

Residence Halls open at 8:00 a.m.

11 Mon.

Classes resume at 8:00 a.m.

11 Mon.

Last day to add a 1-credit Independent Study.

24 Sun.

Last day to withdraw with a "W." Fish 'R' Net withdrawal activity ends at midnight. Withdrawal after this date results in a grade of "F."

26 Tue.

Classes end at 5:55pm. Residence Halls Residence Halls close at 6:00 p.m.

26 Tue.-1 Apr. Mon.

Easter Break. No Classes from 5:55pm Tuesday until 11:15am on Monday.

31 Sun.

Residence Halls open at 8:00 a.m.

April

1 Mon.

Classes resume at 11:15am. Students with off campus responsibilities, such as student teaching, clinicals, internships, practicums, etc., are still required to meet those obligations.

15 Mon.

Summer registration.

16-19 Tue. - Fri.

Course registration for Summer and Fall by assigned times.

27 Sat.

Saturday classes meet with final examinations held on Sat. May 4th.

29 Mon.

Final examinations begin.

May

4 Sat.

Final examinations end after last exam. Residence Halls close at 6:00 p.m.

6 Mon.

Final grades due at 12 noon.

11 Sat.

Commencement. Residence Halls close at 6:00 p.m. for graduating students.

June

14 Fri.

Last day to remove Spring Incomplete grades.

Refund policy and billing information can be found at www.sjfc.edu/campus-services/bursar/student-bill

Spring 2013 - Weekend College

First Weekend Session (January 11 - February 23)

January

11 Fri.

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

11-12 Fri.-Sat.

First Weekend class meeting.

12 Sat.

All late registration activity must be approved by the Registrar. If approved, the instructor's signature is required and the Late Course Change fee applies.

14 Mon.

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

15 Tues.

"W" grades begin.

25 Fri.

Last day to remove Incomplete grades.

25-26 Fri.-Sat.

Weekend Classes meet.

February

1 Fri.

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

8-9 Fri.-Sat.

Weekend Classes meet.

22-23 Fri.-Sat.

Last Weekend class meeting.

27 Wed.

Final grades due at 12 noon.

April

15 Mon.

Course registration for Summer.

16-19 Mon.-Fri.

Course registration for Summer and Fall by assigned times.

May

11 Sat.

Commencement

June

14 Fri.

Last day to remove Spring Incomplete grades.

Refund policy and billing information can be found at www.sjfc.edu/campus-services/bursar/student-bill

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Second Weekend Session (March 8 - April 20)

March

8 Fri.

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

8-9 Fri.-Sat.

First Weekend class meeting.

9 Sat.

All late registration activity must be approved by the Registrar. If approved, the instructor's signature is required and the Late Course Change fee applies.

11 Mon.

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

12 Tue.

"W" grades begin.

22-23 Fri.-Sat.

Weekend classes meet.

29 Fri.

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

April

5-6 Fri.-Sat.

Weekend classes meet.

15 Mon.

Course registration for Summer.

16-19 Mon.-Fri.

Course registration for Summer and Fall by assigned times.

19-20 Fri.-Sat.
Last Weekend class meeting.

May
6 Mon.

Final grades due at 12 noon.

11 Sat.
Commencement.

June
14 Fri.
Last day to remove Spring Incomplete grades.

Refund policy and billing information can be found at www.sjfc.edu/campus-services/bursar/student-bill

General Policies

Attendance

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

Change of Course (Drop/Add)

No change of course is permitted after the last date for such change as listed in the semester [academic calendar](#).

Withdrawal From College

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

Withdrawal for Students Called to Active Military Duty

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

- Obtain the Withdrawal From College form in the Registrar's Office.
- 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 the Bursar's Office to discuss the financial ramifications of the different academic options to determine which option will be the best choice financially. The student may be referred to the Financial Aid Office for additional discussion.
- File the completed Withdrawal From College form in the Registrar's Office.

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

Leave of Absence

A student may take a leave of absence for a specified number of semesters, although the total time is not to exceed three years. To request a leave of absence, the student must submit the Leave of Absence form, available in the Registrar's Office, to the school dean. The request must specify the reason for requesting the leave, a time limit (two semesters, two years, etc.), and an outline of how the student expects 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. A student on leave who does not return at the end of a leave will be withdrawn from the College as of the date academic study was terminated.

If enrollment has been discontinued for more than two semesters, but less than three years, a student must contact the Office of Pharmacy and Graduate Admissions to be readmitted to the college.

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

Transfer Credits

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

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

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

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

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

Independent Study

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

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

To enroll in an independent study course:

- The student must prepare a written proposal and submit it to the appropriate faculty member and/or program director. The proposal must include the intent of the independent study course project, including goals, content, and mode of assessment.
- The student must complete the Independent Study/Individualized Instruction Authorization form, provide all documentation, and obtain all required signatures.
- If the independent study course project is approved by the graduate program director and the dean, the registrar will process the form and return a copy to the student.
- Work on the independent study course project should not begin until the approvals are confirmed, the paperwork is processed, and the course appears on the instructor's class listing in Fish 'R' Net.

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

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

Tutorial Courses

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

Tutorial courses are offered only under unusual circumstances when a student is unable to register for the course during its regular offering cycle. The Dean's approval of a tutorial course is required and dependent on suitable justification of its necessity and the availability of an instructor to undertake the course.

To enroll in a tutorial course:

- The student meets with the instructor who offers the requested course to discuss the possibility of a tutorial and the justification.
- After securing the approval of the instructor, the student completes the individualized instruction portion of the Independent Study/Individualized Instruction Authorization form, provides all documentation, and obtains all required signatures.
- The student then meets with the graduate program director to discuss the requested tutorial course and the justification.
- If the request is approved by the graduate program director and the dean, a request to create the course in Banner for the specified semester will be sent to the Registrar's Office. This notification must contain the course information, instructor, name of the student, and the justification.
- The course will be created in Banner and will require permission for registration. The Registrar's Office will enter the permission override for the student and notify the student by e-mail to register for the course.
- Work on the tutorial course project should not begin until the approvals are confirmed, the paperwork is processed, the student registers for the course, and the course appears on the instructor's class listing in Fish 'R' Net.
- After registration, the student will begin the tutorial course, maintaining regular contact with the instructor as the work proceeds.

Institutional Review Board

Students who are learning about and using the research process in courses or projects should understand and appropriately use Institutional Review Board (IRB) policies and procedures. The function of the IRB is to safeguard the rights and welfare of individual research participants. The three levels of review—exempt, expedited, and full—are determined based on the amount of risk to human subjects involved in the activity.

According to the IRB guidelines, "activities within the scope of the IRB's activities include research, development and related activities which would normally be construed as biological, behavioral, or psychological investigations involving human subjects." The Fisher IRB committee has developed guidelines for faculty and students as they determine the need and extent of IRB review. Research is defined as an activity that involves data collection from human subjects, along with the analysis and reporting of that analysis.

The three levels of review are:

- *Exempt Review* (least risk): Relates to those situations in which data collection is an in-class activity, including those courses in which students are learning about the research process. This activity could be given exempt status, which involves a simple form and notification to the committee that this activity is taking place.
- *Expedited Review* (low risk): If the data collection activity is related to a course assignment, including master's projects, and involves the participation of off-campus personnel, it is often deemed an expedited review as it involves a review of the instruments used, a consent form, and the completion of another form which records that this activity is being conducted under the auspices of St. John Fisher College. Expedited review does not require a full review by the entire committee and can be done quickly. Students can begin the implementation of data collection within a few weeks after submission of the research proposal.
- *Full Review* (risk to subjects/participants is inherent in the design): This level of research and data collection activity requires a presentation to the IRB by the student and a full committee review for the purpose of protecting human subjects participating in the activity.

Students work collaboratively with faculty to determine the need for IRB review. Copies of the IRB packets are available in the Office of Academic Affairs or the IRB website at http://www.sjfc.edu/academics/irb.

Education Records and FERPA

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

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

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

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

Only records covered by FERPA will be made available. Students may have copies made of their records, except for an academic record for which a financial "hold" exists or a transcript of an original or source document. Copies will be made at the student's expense at prevailing rates.

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

Type	Location	Custodian
Admission Records	Office of Admissions	Director of Admissions
Academic Records	Registrar's Office	Director of Academic Information and Registrar
Health Records	Wellness Center	Director of Wellness Center
Financial Aid Records	Financial Aid Office	Director of Financial Aid
Financial Records	Bursar's Office	Bursar
Graduate Placement Records	Career Center	Director of Career Center
Disciplinary Records	Office of the Vice-President for Student Affairs & Diversity Initiatives	Vice-President for Student Affairs & Diversity Initiatives
Disability Records	Office of Academic Affairs	Coordinator of Disability Services

The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

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

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

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

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

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

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

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

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

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

Directory Information

The College has designated the following information as directory information:

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

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

Currently enrolled students may request that directory information be withheld from disclosure by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Requests made after this date should

still be forwarded since they will prevent directory information from being released in the future. The College assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

Request for nondisclosure will be honored by the institution and remain in effect until withdrawn by the student in writing. Students are advised to exercise caution in requesting nondisclosure of directory information since the inability to verify attendance and/or graduation may adversely affect future employment.

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

Release of Personal Information to Military Recruiters

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

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

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

- Name
- Age or year of birth
- Address
- Major
- Telephone number
- Level of education (i.e., freshman, sophomore, or degree awarded to a recent graduate)

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

Academic Honesty

The College has a firm policy concerning academic dishonesty, which includes but is not limited to cheating, plagiarism, or any other action that misrepresents academic work as being one's own. Cheating involves dishonesty in a test situation, and plagiarism involves dishonesty in the preparation of materials for presentation in a term paper or written or oral report. The penalties may result in: mandatory withdrawal from the course, a warning, reexamination or rewriting of the paper, an "F" for an examination or paper, or an "F" or "U" for the course. All students are expected to be familiar with the details of the policy on academic honesty, found in the Student Code of Conduct. Initial attempts to resolve any difficulties should be handled in a conference between the student and the faculty member. An appeal procedure is available.

Appeals

In well-substantiated special cases, where the interests of the student are at variance with the regulations, the student may submit a documented petition to the program director, the provost or his designee, and the Graduate Program Council.

Process to Reconcile Academic Decisions

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

1. The student is to initiate a discussion with the instructor responsible for the initial decision in question.
2. The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director.
3. If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the instructor's communication.
4. If the student desires further discussion of the matter, he or she is to initiate a discussion with the program director. The role of the program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The program director has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student and to the instructor.
5. If the student 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 of his or her desire within one week of receipt of the program director's communication.
6. If the student desires further discussion of the matter, he or she is to initiate a discussion with the school dean. The role of the dean is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The dean has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The dean is responsible for documenting the decision(s). Copies of that document are to be provided to the student, the instructor, and the program director.
7. If the student desires further discussion of the matter, he or she is to request in writing a meeting with the provost. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the provost shall notify the school dean, the program director, and the instructor of the student's intent and shall be provided with documentation pertaining to the matter by the program director. The provost shall meet with the student, the instructor, and the program director. The provost shall notify the student, the instructor, the program director, and the dean in writing of his or her decision to maintain or modify the original academic decision.
8. 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 program director of his or her desire to appeal the academic decision to the Graduate Academic Standing Committee within one week of receipt of the provost's communication. The decision of the Graduate Academic Standing Committee 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.

Undergraduate Students Petitioning to Take Graduate Courses

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

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

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

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

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

Exception: Matriculated undergraduate nursing students may petition to take an approved GNUR graduate course for undergraduate credit. The completed course will appear on the undergraduate transcript until the graduate program is begun, at which time the course(s) will also appear on the graduate transcript. For further information on this program, contact the Wegmans School of Nursing Office.

Degrees and Certificates

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

Award	HEGIS Code*
M.B.A.	0506
M.S.: Advanced Practice Nursing • Family Nurse Practitioner • Clinical Nurse Specialist • Nurse Educator	1203
M.S.: International Studies	2210
M.S.: Literacy Education	0830
M.S.: Mathematics/Science/Technology Education	0899
M.S.: Mental Health Counseling	2104
M.S.: Special Education	0808
M.S.Ed.: Building and School District Educational Leadership	0827
D.N.P.: Advanced Practice Nursing	1203
Ed.D.: Executive Leadership	0899
Pharm.D.: Pharmacy	1211
Advanced Certificate: Adult/Gerontology Nursing	1203.12
Advanced Certificate: Maternal/Child Nursing	1203.12
Advanced Certificate:Mental Health Counseling	2104
Advanced Certificate: Nurse Education	1203
Advanced Certificate: Primary Health Care of Families	1203.12
Advanced Certificate: Special Education: Adolescence	0808
Advanced Certificate: Special Education: Childhood	0808

Graduation and Degree Requirements*

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

- Earn a minimum of 30 credits and complete all program requirements.
- Earn a minimum cumulative grade point average (GPA) of 3.00 for all courses taken in residence.
- File a Petition for Graduation.
- Complete the program within the appropriate time limit.

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

Degree Completion Time Limit

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

Graduation

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

The College-wide commencement takes place once a year, in May. To participate in the May commencement ceremony, graduate-level degree candidates must have completed their degree requirements prior to the actual day of commencement or be within nine credits of completion and have the approval of their program director. August and December graduates will be invited to attend the commencement ceremony the following May. Outstanding "I" grades and credit-by-examination results, as well as waivers and substitutions and the processing of transfer credit, should be completed well in advance of graduation. If all documents are not received in the Registrar's Office by the end of the final examination period, your graduation will be delayed to the following semester. Any "I" grade earned in the term in which you plan to graduate will result in your graduation being delayed until the following term.

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Awards

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

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

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

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

The Master of Science in International Studies Outstanding Graduate in International Studies Award is given to a graduating student who has demonstrated an excellent level of commitment and involvement in the field of International Studies and has maintained an outstanding level of scholarly achievement while in the program.

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

The Master of Science in Organizational Learning and Human Resource Development Scholarship Award is given to the graduating student who has attained the highest academic standing in the graduating class.

The Master of Science in Human Resource Development Leadership Award is given to the graduating student who has been named by his or her peers as a leader, role model, and support to classmates and colleagues. The award winner will be one who strives to achieve the established goals of the program.

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

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

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

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

The Society for Human Resource Development Eminence Award is given to the writer of the best final paper in the Master of Science in Human Resource Development program. The paper will be assessed based on its impact in the field, interest value, and readability.

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

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

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

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

Academic Standards and Grading

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

Note: *Pharmacy standards and grading can be found in the [Wegmans School of Pharmacy](#) section.*

Grades

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

By the request of a student, at the discretion of the faculty member, an "I" (Incomplete) grade can be assigned when required assignments have not been completed due to circumstances beyond the student's control. Students may request "I" grades; however, the decision to grant this concession rests with the faculty member.

An instructor in a graduate course may submit a final grade of "I" in any course except a capstone. The student is automatically granted six weeks from the last Friday of final exam week for the semester in which the "I" is given to complete the missing work.

In Progress

Capstone/project courses requiring more than one semester to complete may be graded "IP" (In Progress) at the end of the

term in which the student registered for and began the capstone/project.

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

Note: *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 an earned final grade by the deadline, the student must repeat and pay for the capstone/project course.*

Any further extension will require the written approval of the Program Director and School Dean.

Withdrawal From Course

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

Repeating a Course

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

Auditing

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

Grade Reporting

Final grades are available at the end of each semester in Fish 'R' Net.

Change of Grade

Only the faculty member who reported a grade may initiate a grade change. Students who feel there has been an error in grading or who wish to challenge a grade should contact the professor. If a student believes that an incorrect final grade has been reported, he or she must notify the Registrar's Office within one calendar year from the end of the semester in which the alleged error was made.

Academic Standing, Probation, and Dismissal

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

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

Note: *Pharmacy policies can be found in the [Wegmans School of Pharmacy](#) section.*

Satisfactory Academic Progress

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

Probation

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

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

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

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

Dismissal

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

- Fail to satisfy their conditional admission requirements.

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

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

Students who wish to appeal their dismissal must send written notification of their intention to appeal to the school dean within two weeks of the date of the dismissal letter. The actual appeal letters are sent to the College registrar who will convene the Graduate Academic Standing Committee to consider the appeal.

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

Standards of Academic Progress Cumulative Grade Point Average*

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

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

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

Academic Support

Academic Advising

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

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

Long-Range Plan

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

Scheduling

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

Registration

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

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

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

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

It is the student's responsibility to know and register for the courses appropriate for his or her program requirements. The advisor provides assistance but is not responsible for the student's course selection or errors in choosing courses. Students should be aware of and meet all of the dates and deadlines for registration, drop/add, and withdrawal from courses. Registration, adding, dropping, or withdrawing from a course after a published deadline must be approved by the registrar. If approved, these requests will be subject to the $50 Late Course Change fee.

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

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

Transcripts

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

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

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

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

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

Admissions

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

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

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

Admission requirements for the doctoral programs (Executive Leadership, Nursing Practice, and Pharmacy) differ from the other graduate programs. Please refer to each program for specific information.

Application Process

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

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

- An official transcript indicating receipt of a baccalaureate degree from an accredited college or university. Students with a GPA less than 3.00 are encouraged to schedule an appointment to meet with a graduate admissions counselor.
- Application for Graduate Admissions with a $30 non-refundable fee.
- A personal goals statement.
- Official transcripts from **all** previously attended institutions.
- Two letters of recommendation.
- A current résumé.
- The results of the Test of English as a Foreign Language (TOEFL) for students whose native language is not English.
- Standardized tests—see programs for specific requirements.
- Transfer Request form and supporting documents, if appropriate.
- A copy of the teaching certificate for initially and professionally certified teachers.
- A copy of the R.N. License for nursing applicants.

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

Refer to each program for additional admission criteria. Please contact the Office of Graduate Admissions for specific program start dates and deadlines. An admissions packet may also be requested by calling **(585) 385-8161** or e-mailing grad@sjfc.edu.

All relevant forms and applications may be downloaded from the web at www.sjfc.edu/graduate.

Personal Goals Statement: The admissions committee values a well-developed personal statement that speaks to an applicant's specific professional plans and career objectives. The quality of the student's statement is an indication of the ability to express thoughts clearly. Applicants should view this essay as an opportunity to analyze past professional developments and consider anticipated future contributions as a result of graduate education.

Transcripts: Official transcripts of **all** undergraduate and graduate work must be submitted. Applicants currently in undergraduate programs will be required to submit an official transcript of final grades indicating completion of coursework and awarding of the degree. (St. John Fisher College alumni may indicate on their application permission to allow the Graduate Admissions Office to receive their official transcript from the registrar with no charge to the student.)

Letters of Recommendation: Applicants for admission must submit two letters of recommendation. The letters should evaluate the applicant's capacity to undertake a rigorous academic program, as well as address the applicant's leadership ability as the person giving reference sees it. Applicants who are current students or recent graduates must submit at least one recommendation from a college instructor. The person making the recommendation should have knowledge of the requirements of graduate-level work. Recommendations from personal friends or family members will **not** be accepted. Please refer to the individual program descriptions for details.

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

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

St. John Fisher College recognizes its role in maintaining a safe community for its students and College employees. As part of this effort, applicants for admission to the College (undergraduate or graduate) are required to disclose any prior criminal convictions or pending criminal charges (felony or misdemeanor, with the exception of any proceedings involving "youthful offender adjudication" as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) as well as any past disciplinary suspensions or dismissals from higher educational institutions. Additional review may be required for those applicants seeking admission to programs in the Wegmans School of Nursing, the Wegmans School of Pharmacy, or the Ralph Wilson School of Education.

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

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

Continued Self-Disclosure

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

Penalty for Failure to Self Disclose

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

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

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Deferral of Admission & Readmission

Deferral of Admission

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

Readmission

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

The process for readmission is:

- Return the appropriate application to the Office of Graduate Admissions.
- Request any official transcripts from the Registrar's Office of each college and/or university that you attended since you first applied to or attended St. John Fisher College.
- Readmission applicants may be required to meet with the program director to discuss educational goals and their decision to return to St. John Fisher College.

Mail completed application packets to:

Office of Graduate Admissions
St. John Fisher College
3690 East Avenue
Rochester, NY 14618

Once the readmission application packets are received in the Office of Graduate Admissions, they will be forwarded to the program directors.

International Student Admissions

The presence of international students is regarded as a great source of cultural enrichment for the College community. The international insight and experience brought to the various graduate classrooms and the opportunity for American students to develop friendships with persons from widely divergent cultures have the potential to enhance the graduate experience.

All international students studying at St. John Fisher College with student visas must enroll full-time (9 credits) each semester to comply with the regulations of the U.S. Immigration Service. International students have limited employment opportunities. Therefore, the applicant should not look to on-campus employment, either part-time during the academic year or full-time during official break periods, as a significant means of support while at the College.

Students from abroad must present original copies of their official transcripts and diplomas at least four months in advance of the semester in which they plan to enroll.

All documents must be accompanied by certified translations if they are presented in a language other than English. International applicants must submit a course-by-course credit evaluation for their college transcripts from an approved international transcript evaluation service such as World Education Services. Contact information is www.wes.org or (212) 996-6311.

Academic and immigration support is provided for international students through the Office of Academic Affairs at **(585) 385-8034**.

English Requirements for International Students

Students for whom English is not the native language are required to take the Test of English as a Foreign Language (TOEFL) and achieve a satisfactory score. The minimum acceptable TOEFL score for all master's programs is 550 (paper-based or PBT) or 213 (computer-based or CBT). For the Internet-based test (IBT), an applicant will need to score at least an 80, with the minimum section requirements of 20 in reading, listening, speaking, and writing. Applicants with permanent resident status are encouraged to take the TOEFL if English is not their native language. Upon arrival at Fisher, students may also be asked to demonstrate their writing ability and verbal skills.

Note: *St. John Fisher College will accept only the TOEFL examination given by the Educational Testing Service (ETS). TOEFL examinations given by other colleges, language training programs, and so on, will not be accepted. TOEFL reports must be sent directly from ETS. Foreign students who have received their undergraduate degrees from institutions in the United States are exempt from the TOEFL.*

Information with regard to the TOEFL test can be obtained by contacting:

Telephone: (609) 771-7100
Fax: (609) 771-7500
Website: www.toefl.org
E-mail: toefl@ets.org

Financial Requirements for International Students

The College requires international students to provide a financial statement verifying the ability to pay at least the first year's cost of attendance, including tuition, fees, and estimated housing expenses. The I-20 form will be issued once this financial statement has been received along with a $500 non-refundable deposit.

The cost of attending St. John Fisher College can be estimated from the information on [Tuition and Fees](#) or by contacting the Office of Graduate Admissions at **(585) 385-8161** or grad@sjfc.edu.

International Student Advising

International students are advised to contact the Office of Academic Affairs for matters relating to their immigration status; academic, social, and personal adjustments to a new culture, and practical matters related to their stay at Fisher. All international students are required to report to the Office of Academic Affairs when arriving at Fisher and must bring along their I-20, passport, visa, and I-94 card. For additional information, please contact the Office of Academic Affairs at **(585) 385-8034**.

Student Designations

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

Matriculated

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

Conditionally Matriculated

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

Provisionally Matriculated

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

Nonmatriculated

Students with baccalaureate degrees from accredited undergraduate colleges may register for graduate coursework on a space available basis. These individuals must submit a transcript from the undergraduate institution indicating completion of a bachelor's degree and must complete a Nonmatriculated form. Nonmatriculated status does not indicate acceptance into a graduate program at Fisher. Students may be nonmatriculated 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 nonmatricualted students.

Continuous Matriculation

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

Catalog and Degree Requirements

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

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

Leave of Absence

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

Program Change

Change Within a Program

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

- MBA concentration
- Literacy program grade level
- Advanced Practice Nursing track

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

Complete Change of Program

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

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

Enrollment

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

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

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

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

Immunization Requirements

All entering students are required to provide a completed Health History form with a physical as well as a record of current immunizations. These documents must be presented to the Wellness Center prior to course registration. The New York Public Health Law requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps, and rubella. All undergraduate and graduate students taking 6 credits or more must comply. The law applies to persons born on or *after* January 1, 1957. Nursing, Pharmacy and students in the Mental Health program born *before* January 1, 1957 must show proof of immunity to rubella. Proof of immunity to measles, mumps, and rubella means the following:

- Measles (Rubeola): Two doses of live measles vaccine given on or after the first birthday or physician-documented history of disease or serological evidence of immunity.
- Rubella (German Measles): One dose of live virus rubella vaccine given on or after the first birthday or serological evidence of immunity.
- Mumps: One dose of live mumps vaccine given on or after the first birthday or physician-documented history of disease or serological evidence of immunity.

New York State Public Health Law also requires that all college and university students enrolled for at least six credits complete and return the Meningococcal Meningitis Vaccination Response form.

Proof of immunization compliance is required prior to course registration.

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About Graduate Education

Administration

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

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

Program Directors

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

- Providing academic leadership in the ongoing efforts to maintain and develop high-quality programs.
- Collaborating to advance graduate education.
- Coordinating scheduling and staffing.
- Providing academic advisement to students.
- Serving as the representative for the graduate program with the school dean, the provost or his designee, and the Graduate Program Council.
- Serving as a voting member of the Graduate Program Council.

Graduate Program Council

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

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

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

Responsibilities of the Graduate Program Council include:

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

Financial Information for 2012-2013

Tuition and Fee Rates for 2012–2013

Master's Programs

Educational Leadership	$940/credit
All Other Master's Programs	$765/credit
Comprehensive Fee	$10/credit

Doctoral Programs

Pharmacy	$33,040/year
Pharmacy (requires Dean's approval)[1]	$910/credit
Pharmacy Comprehensive Fee	$200/year
Pharmacy Fee	$275/year
Doctor of Nursing Practice	$1,070/credit
Ed.D. in Executive Leadership	$1,125/credit
Comprehensive Fee	$10/credit

Miscellaneous Fees

Application Fee	$30
Student Health Insurance (voluntary enrollment)	$1445/year
Late Course Change Fee	$50
Late Payment Fee	$200
Program Change Fee	$30
Readmission Fee	$30
Reinstatement Fee	$300
Return Check Fee	$25

Transcript Evaluation Fee for International Students	$60
Vehicle Registration Fee	$50/year

[1] *Pharmacy students are billed by credit hour for repeated courses in addition to the standard semester tuition charge.*

Payment Policy

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

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

More information about these options can be found in the [Billing and Payment Pamphlet [pdf]](#). Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by the Financial Aid Office.

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

Penalties

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

- Refuse to admit or register the student
- Cancel the student's registration
- Bar the student from attending class
- Remove the student from residence housing
- Withhold the student's transcripts and diploma

Payment Plan

St. John Fisher College allows students to finance their balance over the course of the semester. Students/families that choose to establish a payment plan must enroll online and set up automatic deductions from a checking account, savings account, MasterCard, Discover Card, or an American Express Card. VISA is not accepted. There is a $40 enrollment fee per semester. A 2.7% convenience fee will be charged to those who choose to pay by credit/debit card.

Payment/Reimbursement from Employer Plan (PREP)

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

If the Bursar's Office does not receive payment for the balance in full by the deadline, a late fee of $25 per credit hour will be assessed. St. John Fisher College reserves the right to rescind or refuse this payment option if the College is notified that the student is no longer eligible to receive tuition benefits. Failure to earn a required minimum grade in order to receive payment from an employer and/or withdrawal from a class does not excuse the student from being charged all applicable tuition and fees for that semester.

Direct Billing to Your Employer

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

Forms

Further details and downloadable forms can be found at www.sjfc.edu/campus-services/bursar. For more information, please contact the St. John Fisher College Bursar's Office by phone at **(585) 385-8061** or by e-mail at bursar@sjfc.edu.

Refund of Overpayment on Student Account

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

Refunds

Application fees, late registration fees, and tuition deposits submitted to secure admission for a specified term are not refundable.

A student who is considering withdrawing from the College or dropping a class is strongly encouraged to discuss implications with his/her advisor. A student who decides to withdraw from the College (drop all courses) must complete the [Withdrawal from College form](#) and submit it to the Registrar's Office. Students may drop individual courses in Fish 'R' Net under the Registration option. Please note that a student may not drop all courses online as this constitutes a withdrawal from College (see above).

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.

For refunding purposes, the 1st week is defined as the first 7 calendar days in the term. Ex: If classes start on a Tuesday, the first week runs from Tuesday through Monday of the following week.

Refund Schedules

Full Term Courses*

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*

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 (7 Week, 6 Week and courses offered in other nonstandard formats)

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

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

Return of Title IV Funds

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

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

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

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

Return of Non-Title IV Funds

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

Financial Aid

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

St. John Fisher College operates a full-time office with financial aid representatives who will work with you to determine how to fulfill your particular financial needs. These individuals have access to information relative to the various financial aid programs. Graduate students should contact Fisher's Financial Aid Office at **(585) 385-8042** at the earliest possible time. To assist graduate students in planning for and achieving their academic objectives, the College offers the following:

TEACH Grant

This federal grant program awards up to $4,000 per year to eligible students who intend to teach and fulfill a required service agreement. The award is prorated for part-time students. Recipients must be enrolled in an eligible education major or TEACH Grant-eligible program, agree to meet specific requirements and sign the Agreement to Serve (ATS). For more information and the application to apply, visit www.sjfc.edu/financialaid.

Federal Direct Student Loan Program

The Direct Loan Program offers several low-interest loans to graduate and professional students. The lender is the U.S. Department of Education. A student must meet general eligibility requirements for Federal Student Aid Programs, including citizenship or status as an eligible permanent resident. To receive a Direct Loan, a student must also be enrolled at least half-time (six credits) and complete an online entrance interview and master promissory note at www.studentloans.gov. Funds are disbursed directly to the student's account. The loan can be repaid fully or in part at any time without penalty.

Direct Subsidized Student Loans

A graduate or professional student may be eligible to borrow a Direct Subsidized Student Loan for up to $8,500 per school year at a fixed interest rate of 6.8 percent. A 1 percent fee is charged. Loans disbursed prior to July 1, 2012 will be eligible for a 0.5 percent fee rebate. Direct Subsidized Student Loans do not accrue interest while the student is enrolled at least half-time and during the loan grace period. A student's eligibility is determined by financial need (cost of attendance minus estimated financial assistance and expected family contribution). Students with loan periods and disbursement dates that are after July 1, 2012 will not be eligible to receive the Direct Subsidized Student Loan.

Direct Unsubsidized Student Loans

Direct Unsubsidized Student Loans can be used to meet a student's remaining education costs and replace expected family contribution. These loans have a fixed interest rate of 6.8 percent. A 1 percent fee is charged. Loans disbursed prior to July 1, 2012 will be eligible for a 0.5 percent fee rebate. Graduate or professional students may borrow up to $20,500 per school year, less any Direct Subsidized Student Loan amount received. Pharmacy students are eligible to borrow up to $33,000.

Direct Graduate PLUS Loans

Direct Graduate PLUS Loans can be made to graduate and professional students who need to borrow more than the maximum subsidized and unsubsidized loan amounts to meet education costs that are not covered by other aid. These loans have a fixed interest rate of 7.9 percent. A 4 percent fee is charged. A 1.5 percent fee rebate is given to those who have a loan period disbursing prior to July 1, 2012. Loan approval is subject to credit criteria established by the Department of Education, and a credit report will be obtained from a national credit bureau. Repayment begins within 60 days after the final

loan disbursement for the academic year. Repayment may be delayed until six months after you graduate or are no longer enrolled at least half-time by contacting the Direct Loan Servicing Center at 1-800-848-0979 or www.dl.ed.gov.

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

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

Repeated Coursework

Recent federal regulations change the way enrollment status is determined for students who are repeating coursework in which they previously received a letter grade of D- or higher. Students are eligible to receive financial aid for only one retake of a previously-passed course. More than one repetition of a previously passed course cannot be included when determining

a student's enrollment status.

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.

A complete listing of scholarships can be found at www.sjfc.edu/alumni/support/scholarships.dot.

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

Please visit www.hesc.com/content.nsf/SFC/Grants_Scholarships_and_Awards

Services & Facilities

Career Center

Plan to take full advantage of the many programs and offerings provided by the Career Center to assist you in evaluating various career and educational paths.

The Career Center is located in Lavery Library Room 104 and can be entered from outside the Library on the ground floor to the right of the main staircase. Evening and daytime appointments are available for graduate students.

As a currently enrolled student, you will automatically have access to the CareerZone through the Career Center's website at www.sjfc.edu/campus-services/careers. You will find updated resources for career preparation, job links, alumni contacts, and workshop/event information. Be proactive and let the career counselors be part of your job search.

Career and Educational Exploration

Assessments— Various types of career assessments are available through the Career Center such as the Myers Briggs type Indicator (MBTI) and the Strong Interest Inventory (SII). Student may take the assessments and have the results professionally interpreted by a career counselor.

Fisher Connects—Students can explore their interests and various career paths with over 500 alumni through this mentoring system. Unique to Fisher, this resource is utilized daily for shadowing, internships, professional advice and many other career-targeted objectives.

Job Search Workshops

Workshops—Résumé editing, job search strategies, interview skills, and transition issues are covered in a series of workshops offered year-round to assist students in preparing searches for full-time and part-time employment, as well as summer jobs and internships.

Networking Events

Etiquette Dinners—Formal, fun, and educational meals revolve around business, dining, and social etiquette and are facilitated by an etiquette expert and selected recruiters.

Mock Interview Nights—Evenings are geared toward specific majors with area recruiters, alumni, and human resource professionals who provide valuable interview training and feedback.

Career Counseling

We provide personal career assistance on a one-to-one basis to help students determine, refine, or affirm a chosen career path. We also assist you in locating resources and networking connections in your academic field.

Professional Résumé Editing and Updating—Career counselors will work with you to ensure individual, custom résumés that best reflect your strengths and transferable skills.

Career and Internship Fairs

Annual Fisher-sponsored fairs include: Accounting Fair, Nursing Fair, and the Career and Internship Fair.

Fisher participates with local college consortia that pool resources to host targeted job fairs and career information events: Rochester Area Career Expo (RACE), Fall Mini-Conference for Educators, Teacher Recruitment Day, Law School Night, Graduate School Fair, and other large job fairs at local convention centers. In addition, virtual recruiting done online is available statewide.

Jobs/Internships

Job postings are updated daily from local and national employers for full-time, internship, part-time and seasonal opportunities. Positions are posted on our password protected database, CareerZone.

College Store

The College Store, located on the first floor of the Campus Center, offers new, used, rental, and digital textbooks, course materials, supplementary reading materials, and a book buy-back service. The College Store also offers a full line of supplies, such as toiletries, stationery, gifts, and clothing. If a student is unable to visit the store during open hours, the bookstore can arrange to send books via UPS. The College Store maintains a website, http://sjfc.bncollege.com, where students can reserve textbooks, view store hours, and obtain general information about products sold at the store.

Dining Services

Dining Services

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

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

Commuter students, faculty and staff may use cash, credit cards, or utilize our "dining dollar" declining balance options:

- Purchase 250 dining dollars and receive 5 guest passes. Cost: $250.00
- Purchase 220 dining dollars…10% on us! Cost: $200.00

Meal Plans and Dining Dollars are nontransferable.

Lackmann Dining Facilities:

Ward-Haffey Dining Hall

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

Murphy Dining Hall

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

Cyber Café

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

Cardinal Café

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

50's Fishbowl

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

Pioch Commons Café

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

Disability Services

St. John Fisher College is committed to assisting students with documented disabilities who are otherwise qualified for admission to the College, in compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA). Students with documented disabilities (physical, learning, and/or psychological) who may need academic accommodations are advised to refer to the disability services information on the Academic Affairs website (www.sjfc.edu/campus-services/academic-affairs/disability). For additional information, students may call or make an appointment with the Coordinator of Disability Services in the Office of Academic Affairs, Kearney 202, **(585) 385-8034**.

Accommodations for Students with Disabilities

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

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

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

Early Learning Center

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

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

Library

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

Information resources include 228,740 volumes; 8,588 audiovisual items; and access to approximately 50,000 print and electronic periodical titles.

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

Research Assistance

Professional librarians welcome students to the library Help Desk during day and evening hours. There is also a 24/7 online chat reference service. Our librarians are information specialists committed to the academic success of all students. Individual research guidance is available by appointment.

Learning Commons

The Learning Commons supports student learning, research, and use of technology. This state-of-the-art facility enables students to conduct research and produce projects in one location, steps away from a Help Desk staffed by technology students and Librarians. In the Learning Commons, students have access to 32 PC workstations, 5 Macintosh multimedia workstations, and 3 group workstations. Throughout the library there are 38 additional PC workstations as well as Wi-Fi. Students may also borrow laptops at the Information and Checkout Desk for short-term use in the library.

Curriculum Center

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

Instruction

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

Interlibrary Services

Lavery Library Interlibrary Loan is a free service provided to the Fisher community. The library is a member of the Rochester Regional Library Council, which represents a collection of more than 3,400,000 titles, as well as the IDS Project, which represents the collections of over 65 academic libraries in New York State. Lavery Library works within these two associations to swiftly provide quality resources not owned by this library. Lavery Library's Interlibrary Loan service also extends beyond the region to obtain resources from national and international libraries.

Math/Computer Science Help Center

The Math/Computer Science Help Center, located on the third floor of the Academic Gateway, offers free one-on-one and group instruction by peer tutors. The Center is open on a daily, walk-in basis Monday through Thursday, 9 a.m. to 6 p.m., and Friday, 9 a.m. to 12 Noon. College networked computers provide access to the Internet, as well as to many software applications used in various current mathematics, science, and computer science courses. The Center provides an ideal place for individual and collaborative study with expert help close at hand.

Office of Information Technology

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

Help Desk

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

E-mail: helpdesk@sjfc.edu
Web: www.sjfc.edu/oit
Phone: **(585) 385-8016**

The Help Desk is located in the basement of Kearney Hall in K-053. Available for walk-up assistance during office hours, current hours are posted on the OIT website. The OIT website (www.sjfc.edu/oit) is designed as a resource for the Fisher community with information about accessing technology resources at St. John Fisher College.

Computer Labs

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

The Kearney Academic Computing Lab is available 24-hours-a-day, 7-days-a-week via card-swipe access when the College is open. Help Desk assistants are on duty throughout the week. The hours are: Monday through Friday 8 a.m. to 10 p.m., Saturday 8 a.m. to 5 p.m., and Sundays 12 p.m. to 6 p.m.

Media Services

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

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

To reserve equipment or learn more about the services that Media Services provides, please visit the OIT website at: www.sjfc.edu/campus-services/oit/media.

Web-Based Services

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

Blackboard

Blackboard is a comprehensive and flexible web-based course management system that is used by many faculty members.

It can be used to provide course materials in a variety of formats, allowing students to use the materials at their own pace and in their own time. For more information about Blackboard, visit www.sjfc.edu/campus-services/oit/training/blackboard.dot.

Student Gmail

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

Fish 'R' Net

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

Passwords

Students can pre-register their network credentials (Email, Blackboard, My Computer) so they can reset their own passwords online without visiting the OIT Help Desk in person. To pre-register, visit www.sjfc.edu/campus-services/oit and click on "Forgot your SJFC Password?"

Computer Privacy

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

Printing Services

Print Center

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

Website: www.sjfc.edu/campus-services/print
Email: printcenter@sjfc.edu
Phone: (585) 385-8130

Poster & Sign Studio

The Poster & Sign Studio, located on the 2nd floor of Birmingham Cottage, offers large format (poster) printing and vinyl sign services to clients on-campus as well as off-campus.

Vinyl services include promotional/event signs, vehicles, glass windows and doors, and banners. Wide format printing includes photo quality color and B&W prints on a variety of substrates, including outdoor/waterproof prints in sizes up to 42" wide. Files can be submitted for printing via email in PDF, Publisher, Power Point, and InDesign.

Contact us at 585-385-8400 or by email at posterandsignstudio@sjfc.edu for more information.

Safety and Security

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

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

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

ID Cards, Parking Permits, Lost and Found

The Safety and Security Department issues identification cards to all faculty, staff, and students. All members must produce ID upon request from a College official. Lost cards should be reported to the Safety and Security Department. There is a $10 replacement fee for lost cards.

All student vehicles must be registered with the Safety and Security Department. There is a $75 annual charge for resident students and a $50 charge for commuter students.

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

Security of and Access to Campus Buildings

Safety and security officers conduct regular foot, bicycle, and car patrols of all campus buildings, grounds, and parking areas. Access to the residence halls is controlled either by locked entrance doors or the card access system. Residence halls are patrolled and monitored 24 hours a day by security officers or resident assistants. All other campus facilities are locked and unlocked daily according to established schedules. No pets—except service animals—are allowed in any campus building, stadiums or areas of assembly.

Campus Escort Services

The Safety and Security Department offers a campus escort service available for on-campus use by all students, faculty, staff, and visitors. The service operates 24 hours a day, seven days a week. A daily shuttle van follows a scheduled route around the campus during the day from 7:00 a.m. to 6:00 p.m. After 6:00 p.m., a security officer or student escort will be dispatched to your location. To use the escort service, call Safety and Security at **(585) 385-8025** or from any blue light (courtesy phone). A security officer or student escort will be dispatched to your location; during the week a shuttle is provided for this service.

Reporting Criminal Activity

Students, faculty, staff, and visitors are urged to report all campus criminal activity and emergencies immediately to the Safety and Security Department, who will in turn contact the local law enforcement and the appropriate emergency services. Law enforcement and emergency services may be contacted directly if necessary; however, we ask that Safety and Security also be notified as soon as possible. Security officers are required to respond, investigate, and document all campus criminal activity and emergencies. In keeping with New York State law, violent felony offenses reported to the College will automatically be reported to law enforcement authorities.

Campus Sexual Assault Program

St. John Fisher College fully supports and enforces all local laws governing rape and sexual assault. It is the responsibility of all members of the College community to be aware of and adhere to these laws. The College provides educational programs and information on rape and sexual assault awareness and prevention. For the future safety of the victim and the College community, sex offenses should be reported to someone immediately.

The Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act set the requirements for sexual offender registration and community notification. The Campus Sex Crimes Prevention Act of 2000 provides for the tracking of convicted sex offenders, already required to register in a State, to provide notice to each institution of higher education in the State in which that person is employed, carries on a vocation, or is a student. This registration is to be made available to law enforcement agencies with jurisdiction where the institutions of higher education are located. Institutions of higher education are required to issue a statement advising the campus community where law enforcement agency information provided by the State concerning registered sex offenders may be obtained.

Persons seeking to obtain sex offender registration information may contact the Monroe County Sheriff's Office at www.monroecountysheriff.info (click on the Neighborhoods link and choose Sex Offenders).

You may obtain information on high-level risk (level 3) registered sex offenders by visiting the New York Department of Criminal Justices' Sex Offender Registry at www.criminaljustice.state.ny.us/nsor. For more information, you can contact the department noted above at (518) 457-6236.

Important Steps To Take If You Are Attacked

- Get help! Tell the first person you meet that you need help.
- Call Safety and Security to report the incident. Security personnel must contact the police.
- Support is available through the Counseling Center.
- Ask someone to accompany you to the hospital.
- Do not destroy clothes, douche, or bathe. This will destroy evidence.
- Even if you decide not to report the rape or assault, it is important to get medical help as soon as possible.

St. John Fisher College will provide assistance and comfort to a victim of a sex offense. This includes changing the academic and living situation of the victim after a sex offense, if changes are requested and are reasonably available.

College policy allows for internal action, even if the victim does not file criminal charges. In keeping with New York State law, violent felony offenses reported to the College will automatically be reported to law enforcement authorities. The College has a responsibility to its own community and the victim when the code of behavior and/or regulations are violated. If the victim chooses to file charges against the accused through the student discipline system, both the accuser and the accused are entitled to have others present during a disciplinary hearing, and both the accuser and the accused will be informed of the outcome of any such hearing. Refer to the Office of Student Conduct website at www.sjfc.edu/student-life/conduct for details about the student discipline process.

The safety and security of students, faculty, staff, and visitors is of primary concern to St. John Fisher College. The Safety and Security Department is fully committed to complying with the Federal Crime Awareness and Campus Security Act (Clery Act) of 1990. Crime statistics can be found at www.sjfc.edu/campus-services/safety.

Crime Prevention

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

Personal Safety Tips

The Safety and Security Department recommends the following safety tips:

When Walking

- Walk in pairs; do not walk alone.
- Walk in well lit and well traveled areas.
- Plan your route.
- Use the designated, lighted walkways.

- Tell someone your destination and expected arrival and return time.
- Do not carry large amounts of cash.
- Do not stop for strangers.
- Do not hitchhike.

When Driving

- Do not drink and drive, nor get into a vehicle operated by someone who has been drinking.
- Know your driver and passengers.
- Lock your doors.
- Lock your unattended vehicle.
- Do not leave valuables in the vehicle or within sight.
- Park in designated, lighted areas.
- Check your vehicle frequently, if left for long periods.
- Report all accidents or damage to the Safety and Security Department.

In Residence Halls

- Keep doors and windows locked.
- Secure valuables out of sight.
- Do not prop or leave doors open.
- Know your neighbors.
- Know the location of the nearest phone.
- Report suspicious people or activities
- to Safety and Security.
- Do not give your keys to anyone.
- Report lost keys immediately to Residential Life and the Safety and Security Department.
- Do not loan your credit cards or personal ID numbers to anyone.

Bias-Related Crime

Bias-related crime is a serious matter and a violation of St. John Fisher College policy. Both state and federal laws specifically define hate crimes and punish offenders severely. New York State's Hate Crimes Act of 2000 (Penal Law, Section 485) significantly increases the criminal penalties for most significant crimes, including criminal mischief, criminal trespass, harassment, stalking, assault, arson, robbery, burglary, rape, criminal sexual assault, and others, if the crime was also a "hate crime." A "hate crime" occurs when the victim was selected on the basis of race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation. For example, the maximum sentence for a first conviction of a nonviolent felony increases from 3 to 6 years if the victim was selected based on his or her religion.

Other New York State laws define specific crimes with respect to bias. In particular, under the New York State Civil Rights Law (Section 40-c), a person or entity that commits the crime of ordinary harassment is guilty of a class A misdemeanor (punishable by up to one year in jail) if the victim was harassed because of his or her race, creed, color, national origin, sex, marital status, sexual orientation, or disability.

Similarly, the crimes of aggravated harassment in the first and second degrees (Penal Law, Section 240) are committed when the harassment occurred because of a belief or perception about the victim's race, color, national origin, ancestry, gender, religion, religious practice, age, disability, or sexual orientation. First degree aggravated harassment is a felony, punishable with imprisonment for a year, even for a first offense.

The Federal Sentencing Guidelines (18 USC Appendix 3A1.1), applicable to those who commit federal crimes, also provide for significantly increased prison terms for crimes if they are perpetrated on people or their property because of the victim's race, color, religion, national origin, ethnicity, gender, disability, or sexual orientation.

Congress has also defined special hate-based crimes in the Federal criminal code (18 USC Sections 245, 247). It is a federal offense to use force or the threat of force to willfully injure, intimidate, or interfere with someone (or a class of people) from exercising or enjoying certain federal rights, such as voting, running for office, or applying for a federal job. Those rights include enjoying the benefits of any program or activity receiving federal assistance. St. John Fisher College is a recipient of federal financial assistance. It is also a federal offense to intimidate someone from participating, on account of race, color, religion, or national origin, in any of those federally protected rights or benefits without discrimination. Federal law also makes it a crime to deface, damage, or destroy religious places because of their religious character or because of the race, color, or ethnic characteristics of anyone associated with that property. These hate-based federal crimes can all result in fines and up to a year of imprisonment, and if dangerous weapons, injuries, sexual abuse, kidnapping, death, or other violent elements are involved, prison sentences can be much longer, and punishment can even include the federal death penalty.

Wellness Center

Mission: We believe that it is our mission to create a confidential atmosphere that is warm, caring, and nonjudgmental - where all students feel safe to address their physical and mental health needs.

We help students identify health-related behaviors that promote balance in their lives and that lead to optimum physical, intellectual, emotional, spiritual, occupational, and community wellness. We encourage students to be self-directed and well-informed consumers of health care.

The Wellness Center is located in the Wegmans School of Nursing building. Health Services and reception's office hours are Monday through Friday from 10:00 a.m. until 6:00 p.m. during the fall and spring semesters. The full-time staff consists of the director/family nurse practitioner, an R.N., and an office manager. In addition to the full-time staff, there is a physician who is on campus for one hour four days a week to see students; a part-time family nurse practitioner, and a part-time receptionist. In addition, the New York Chiropractic College provides chiropractic health care to students. Appointments with the health care providers are encouraged, but walk in appointments may also be available. If the office is closed and there is an on campus emergency, students should contact Security at **(585) 385-8111**. If it is an off-campus emergency students should call 911. Students can also call FONE MED at **(877) 799-6838**, which is an on-call triage service (on-call R.N.) that is available to answer non-emergency medical concerns that may arise when the Wellness Center is not open. FONE MED is free to the students who pay the College's health fee, for all other students there is a fee per call of $16.95.

Counseling Services offers on-campus mental health counseling and referral services to all undergraduate and graduate students. Students can schedule up to six sessions per semester with one of our two mental health counselors. The visits are confidential and can be arranged by contacting the Wellness Center at **(585) 385-8280** between the hours of 10 a.m. and 6 p.m.

Services provided by the Wellness Center are intended as supplemental to the services received from your primary care physician/provider and include health care for common, uncomplicated medical illnesses, health education, health promotion, and health maintenance. Dental care is not available. An annual Wellness Fair and other educational health programs are offered throughout the year. More information about the Wellness Center is available at www.sjfc.edu/campus-services/wellness.

The Wellness Center does not provide medical excuses for classes missed due to temporary illnesses. Students who will be absent from classes for three days or more due to extenuating circumstances such as illness or family emergency should contact the Office of Academic Affairs **585-385-8034** or email academicaffairs@sjfc.edu for an official notification to be sent to the student's instructors. The student should follow up with his/her instructors as soon as possible.

All medical and mental health records are strictly confidential. Information can be released only with the student's written permission.

Students with questions and concerns may e-mail Maureen Niche, F.N.P.-B.C., M.S., R.N., director of the Wellness Center, at mniche@sjfc.edu, or Michael Herzbrun, Ed.D., L.M.H.C., coordinator of Mental Health Counseling, at mherzbrun@sjfc.edu , for a confidential response.

Student Health Insurance

The College-sponsored insurance plan complements the services available at the Wellness Center and is effective August 1 through July 31 of the following calendar year. It is nonrefundable and can be used at home or while traveling. Students are responsible for services not provided by the Wellness Center (lab costs, x-rays, prescriptions, etc.) if the services are not covered by their own insurance or by the College-sponsored health insurance plan. See the Wellness Center website at www.sjfc.edu/campus-services/wellness.

Mandatory Health Requirements

New York State Public Health law requires post-secondary students taking six or more credit hours enrolled in colleges within New York State to provide proof of immunity against measles, mumps, and rubella and to complete and sign a Meningitis Response form indicating whether they have had the meningitis vaccine or have made a decision not to have it. Students born prior to January 1, 1957, still need to complete and sign the Meningitis Response form but are exempt from the measles, mumps, and rubella requirements except for students enrolled in programs requiring clinical rotations in a healthcare facility (e.g., nursing, pharmacy, and mental health students). If a student fails to submit the required proof of immunizations within 30 days after the start of classes, he or she will be withdrawn from classes until proof of immunity is submitted. A fee of $300 will be assessed for reinstatement to classes. In addition to measles, mumps, and rubella immunizations, the American College Health Association strongly RECOMMENDS that students entering college be vaccinated against tetanus, diphtheria, polio, varicella (chickenpox), hepatitis B, and meningitis.

Drug and Alcohol Educational/Programming Support

As part of the College's effort to promote the health and safety of its community members and in support of its educational mission, the College offers programs and services to inform the Fisher community about the health risks associated with drugs and alcohol. In addition to New Student Orientation, as well as ongoing Wellness, Campus Life, Residential Life, and Athletics Department programming, these efforts also include the following: formal programming during National Collegiate Alcohol Awareness Week, Safety and Security Department initiatives, training of students and professional staff members, information posted on the College's website, and various other office and committee activities.

Writing Center

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

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

Hours vary by semester. Writing center services are free of charge to all Fisher students. To make an appointment, visit https://tutortrac.sjfc.edu, and choose "Writing" or "Graduate Writing." "Walk-ins" are welcome but subject to tutor availability. The Writing Center is located on the top floor of the Academic Gateway. More information about the Writing Center is available at www.sjfc.edu/campus-services/writingcenter.

Veterans Affairs

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

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

Academic Programs

School of Arts and Sciences

Overview:

Dr. David S. Pate, *Dean*

The School of Arts and Sciences offers master's degrees in [International Studies](#) and [Mathematics/Science/Technology Education](#). The School also offers degrees and minors in over 20 undergraduate academic disciplines along with interdisciplinary minors and scholarship programs.

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

- Providing opportunities for undergraduate and graduate students to develop proficiency in one or more of the major fields of study housed in 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 offerings included in the College's core curriculum, the component of the undergraduate curriculum that initially establishes the centrality of the liberal arts in the academic experience of all students.

Academic Programs

M.S. in Math/Science/ Technology Education

Dr. Bernard Ricca, *Program Director*

Mission

The mission of the Master of Science in Mathematics/Science/Technology Education (GMST) program at St. John Fisher College is to prepare teachers of grades K–12 with a strong background in both the content of mathematics, science, and technology as well as the particular needs of diverse learners with respect to the teaching of mathematics, science, and technology. Further, the program seeks to prepare leaders in the fields of mathematics, science, and technology education so that constructivist, inquiry-based approaches to learning these subjects can occur for all students. Finally, the program is designed to help teachers see the commonalities among subjects in order to foster integrated, research-based approaches to learning that utilize technology, assessment, and other resources effectively.

Program Options

The Master of Science in Mathematics/Science/Technology Education (GMST) program offers degree programs for three different student populations:

- [M.S. in Mathematics/Science/Technology Education](#) for individuals who currently hold initial teaching certification.
- [M.S. in Mathematics/Science/Technology Education with Grades 7-12 Teacher Certification in Mathematics or Science](#) for students who desire to obtain New York State initial Grades 7-12 teaching certification in Biology, Chemistry, Mathematics, or Physics.
- [M.S. in Mathematics/Science/Technology Education with Grades 7-12 Teacher Certification in Mathematics or Science, Grades 7-12 Students With Disabilities (Generalist) Teacher Certification and Grades 7-12 Students with Disabilities (Science or Mathematics) Teacher Certification](#) for individuals who desire to obtain New York State initial Grades 7-12 teaching certification in Biology, Chemistry, Mathematics, or Physics and also wish to earn initial certification in Students with Disabilities (Grades 7-12 - Generalist) and Students with Disabilities (Grades 7-12 – Biology, Chemistry, Mathematics, or Physics).

Additionally, all students certified in a Grades 7-12 science content area may be eligible for Grades 7-12 General Science certification

Admission Requirements

Candidates who present satisfactory evidence of the ability to perform at the graduate level are admitted to the graduate program in Mathematics/Science/Technology Education at St. John Fisher College. The Admissions Committee of the program and the Program Director of the MST program judge applicant qualifications.

In addition to the general admissions materials and credentials, applicants may submit results of the Graduate Record Examination to strengthen an application.

For more information regarding application and admission to the Mathematics/Science/Technology Education program, please contact the Office of Graduate Admissions at **(585) 385-8161** or by e-mail at grad@sjfc.edu.

For specific information regarding the Master of Science in Mathematics/Science/Technology Education program, please contact Dr. Bernard Ricca, Program Director, at **(585) 899-3866** or [bricca@sjfc.edu.](mailto:bricca@sjfc.edu)

Purpose

The aim of the GMST program is to immerse teachers in a learning environment that is constructivist in nature and designed

to provide direct experiences with knowledge and skill development in mathematics, science, and technology through inquiry-based learning. The program stresses the connections that exist between the grade levels and among the disciplines, and the application of concepts to new situations. Teachers in the program work together in courses that deepen their content knowledge and skills, strengthen their expertise in constructing appropriate and effective inquiry-based experiences, assessing student learning, working in interdisciplinary teams, and applying knowledge in new settings.

The GMST program is built on national developments in math, science and technology standards, including the Common Core Standards and the emerging Next Generation Science Standards. Faculty in the GMST program have been involved with these national standards and their implementation in New York State.

The GMST program is committed to providing an experience in which teachers—from their first day at St. John Fisher College to their graduation day—interact with Fisher faculty in an environment where they ask, not just answer, questions and pose, not just solve, problems. The theme of our master's is "Teacher as Researcher." If a teacher has experienced the curriculum as a researcher/explorer, then that teacher will be able, in turn, to assist students in the development of inquisitive attitudes and skills and therefore facilitate deeper student learning and skill development in mathematics, science, and technology. The faculty in this program will model constructivist/inquiry pedagogical and authentic assessment strategies. This master's degree provides an avenue for professional certification in grades 1–6 and 7–12.

Curriculum

Today's real-world problems are complex and their comprehension and solutions require knowledge and integration of several subject areas. In order for candidates to become responsible citizens who are able to make informed decisions, they must see the relevance of what they are learning and the possibilities for transferring what they are learning to a variety of real-life situations. Learning experiences must offer the opportunity, among other things, for candidates to investigate, explore, discuss ideas, develop conjectures, test hypotheses, and apply concepts to real-world problems—in other words, to be a researcher. How can we expect the students in the 21st century to be inquirers if their teachers have not had these same learning experiences in their education?

Due to the nature of all real-world problems, teachers must have interdisciplinary experiences in mathematics, science, and technology in which they can develop knowledge and skills to better assist their students to live and work in a highly technological interdisciplinary society. This does not diminish the importance of the individual discipline for its own sake but considers the symbiosis of these disciplines.

The instructors in the GMST program recognize that content knowledge is a necessary part of all teaching, but that content knowledge by itself is not enough. Teachers also need to develop a deep pedagogical content knowledge in order to be truly effective teachers, and the GMST program helps teachers achieve that deep understanding.

Learning Outcomes

Learning Objectives

Upon completion of the master's program, the College expects each candidate to be able to:

- Synthesize knowledge of mathematics, science, and technology in order to teach effectively in disciplinary or interdisciplinary contexts.
- Create an inquiry-based learning environment.
- Effectively use communication skills, including written, oral, and technological.
- Choose, implement, and evaluate the use of various pedagogical strategies.
- Use meaningful assessment methods.
- Effectively handle the dynamics of the classroom, especially when active learning strategies are implemented.
- Apply interdisciplinary problem-solving.
- Locate and create activities/projects to aid in the teaching of concepts.
- Use discourse effectively in the classroom.
- Integrate technologies in the learning environment.
- Apply interdisciplinary teaching and curriculum integration.
- Work in team situations.
- Understand the foundations of the MST initiatives.
- Do research.
- Assume a leadership role in mathematics, science, and technology education.

The master's curriculum is designed and organized around putting into practice educational theory and research relating to how candidates learn mathematics, science, and technology.

Overview of the Program

The Master of Science in Mathematics/Science/Technology Education (GMST) program offers three degree programs:

- Mathematics/Science/Technology Education
- Adolescence Teacher Certification in Mathematics or Science
- Adolescence Teacher Certification in Mathematics or Science and Special Education

Mathematics/Science/Technology Education

GMST 502	Inquiry in the Classroom	(3)
GMST 513	Assessment Practices in Mathematics, Science, and Technology	(3)
GMST 560	Three Areas of Technology: Physical, Information/Communication, Bio-related	(3)
GMST XXX	**Three** Supporting Courses (*see below*)	(9)
GMST XXX	**Three** Content-Enrichment Courses (*see below*)	(9)
GMST 640	Research I	(3)
GMST 641	Research II	(3)
GMST XXX	Elective	(3)
Total		**(36)**

The supporting content-enrichment and elective courses are selected in consultation with the advisor.

Core Courses

A **set of three core courses** is required; the courses model team-oriented, active-learning environments and provide direct experiences with:

- Foundations in learning mathematics, science, and technology.
- Background of the MST movement in the nation and in New York.
- Methods and processes of inquiry and problem-solving.
- How to teach in an inquiry-based learning environment.
- How to design inquiry-based activities/modules.
- Further study of concepts in mathematics, science, and technology.
- Emphasizing the relationship among the disciplines in 1–12.
- Working in teams, across grade levels and disciplines.
- Incorporating a variety of research-based pedagogical strategies based upon the knowledge of learning styles.
- Incorporating a variety of assessment methods to achieve authentic assessment.
- Using technology to accomplish literature searches, data collection and analysis, and problem-solving.

The core courses are as follows:

- GMST 502 Inquiry in the Classroom (3)
- GMST 513 Assessment Practices in Mathematics, Science and Technology (3)
- GMST 560 Three Areas of Technology: Physical, Information/Communication, Bio-related (3)

Supporting Courses

Candidates will **choose at least three** from the following supporting courses. These courses will be chosen in consultation

with an advisor and the program director.

- GMST 501 Problem-Based Learning (3)
- GMST 505 Developing Reasoning (3)
- GMST 510 Classroom Dynamics* (3)
- GMST 511 Integrating Technology in a Learning Environment (3)
- GMST 517 Teaching Mathematics and Science* (3)
- GMST 520 Designing Science Curricula (3)
- GMST 522 Differentiation of Instruction in Mathematics, Science, & Technology Classrooms (3)
- GMST 525 Literacy Through MST (Adolescence) (3)

Supporting courses only for those entering without initial adolescence certification.

Content-Enrichment Courses

Candidates will **choose at least three courses** from the following content-enrichment courses. This section of the curriculum was designed to meet the specific mathematical, scientific, and technological professional and personal goals of the students. Students will select courses in consultation with an advisor and the program director, and according to the guidelines. The permission of the program director must be obtained if the graduate student chooses to vary from these guidelines.

Courses designed for elementary and middle school teachers:

- GMST 530 Learning and Teaching Mathematics Through Explorations (3)
- GMST 531 Developing Literacy and Communication Skills Through MST (Childhood) (3)
- GMST 532 Learning and Teaching Science Through Explorations (3)
- GMST 533 Integrating Mathematics, Science, and Technology (3)
- GMST 534 Geometry in the Elementary School (3)
- GMST 536 Data Analysis in the Elementary School (3)
- GMST 537 Understanding Mathematics I (3)
- GMST 538 Understanding Mathematics II (3)
- GMST 539 Algebra: Functions and Patterns (3)

Courses designed for middle and high school mathematics teachers:

- GMST 540 Number Theory (3)
- GMST 543 Statistical Reasoning (3)
- GMST 544 Experiments in Mathematics (3)
- GMST 545 Geometry: Theory, Applications, and Technology (3)
- GMST 547 Mathematics in a Technological Age (3)
- GMST 548 History of Mathematics (3)
- GMST 557 special Topics in Science (3)
- GMST 570 Modeling Change in Mathematics and Science (3)
- GMST 577 Special Topics in Mathematics (3)

Courses designed for middle and high school science teachers:

- GMST 550 Environmental Science (3)
- GMST 551 Integrated Science (3)
- GMST 552 Science, Technology, and Society (3)
- GMST 553 Experiments in Science (3)
- GMST 555 Astrobiology (3)
- GMST 570 Modeling Change in Mathematics and Science (3)

Courses designed for middle and high school technology teachers:

- GMST 512 Engineering Design Solutions to Problems (3)
- GMST 561 Engineering Design Solutions to Problems II (3)
- GMST 562 Human Factors Engineering (3)

- GMST 563 Robotics and Electronics (3)
- GMST 564 Bio-technology and Energy Sustainability (3)
- GMST 565 Communication Systems (3)
- GMST 566 Content of Design (3)
- GMST 567 Special Topics in Technology (3)

Adolescence Teacher Certification in Mathematics or Science

The M.S. in Mathematics/Science/Technology Education with Adolescence Teacher Certification in Mathematics or Science requires 51 credits of coursework, including six credits of student teaching and 100 hours of fieldwork experience prior to student teaching.

M.S. in Mathematics/Science/Technology with Adolescence Teacher Certification in Mathematics or Science requirements:

GAED 528*	The Adolescent	(3)
GAED 533*	Field Experience I	(0)
GAED 586*	Student Teaching Seminar	(0)
GAED 591*	Student Teaching	(6)
GEDU 501*	Issues in Student Safety and Health	(0)
GEDU 520*	History and Philosophy of Education	(3)
GMST 502*	Inquiry in the Classroom	(3)
GMST 510*	Classroom Dynamics/td>	(3)
GMST 513*	Assessment Practices in Mathematics, Science, and Technology	(3)
GMST 517*	Teaching Mathematics and Science	(3)
GMST 525*	Literacy Through MST (Adolescence)	(3)
GMST 560*	Three Areas of Technology: Physical, Information/Communication, Bio-related	(3)
GRGD 507*	Teaching Reading to Learners with Special Needs: Grades 5–12	(3)
GMST 640	Research I	(3)
GMST 641	Research II	(3)
GMST XXX	Three Content-Enrichment Courses	(9)
GMST XXX	Elective	(3)
Total		**(51)**

Candidates pursuing initial adolescence certification in mathematics or science (biology, chemistry, or physics) must complete 30 hours of study in the subject of the certificate sought, as required by the New York State Department of Education. Additionally, candidates must demonstrate competency in their chosen area of certification. These competencies have been established by the National Science Teachers Association and the National Council of Teachers of Mathematics. Meeting these competencies may require coursework beyond the 30-credit-hour New York State requirement. GMST content-enrichment courses can be used to fulfill these requirements.

Candidates who have successfully completed the courses noted above with an asterisk (*), who have passed all required

New York State examinations and passed a criminal background check will be eligible to apply for the initial teaching certificate.

The supporting content-enrichment and elective courses are selected in consultation with the advisor. Science certification students with at least 18 credits in two additional science fields (e.g., biology, chemistry, earth science, or physics) may qualify for Grades 7-12 General Science certification.

Adolescence Teacher Certification in Mathematics or Science and Students With Disabilities

The M.S. in Mathematics/Science/Technology Education with Adolescence Teacher Certification in Mathematics or Science and Students With Disabilities requires 63 credits of coursework, including six credits of student teaching and 150 hours of fieldwork experience prior to student teaching.

M.S. in Mathematics/Science/Technology with Adolescence Teacher Certification in Mathematics or Science and Students With Disabilities requirements:

GAED 528*	The Adolescent	(3)
GAED 533*	Field Experience I	(0)
GAED 586*	Student Teaching Seminar	(0)
GAED 591*	Student Teaching	(6)
GEDU 501*	Issues in Student Safety and Health	(0)
GEDU 520*	History and Philosophy of Education	(3)
GMST 502*	Inquiry in the Classroom	(3)
GMST 510*	Classroom Dynamics	(3)
GMST 513*	Assessment Practices in Mathematics, Science, and Technology	(3)
GMST 517*	Teaching Mathematics and Science	(3)
GMST 525*	Literacy Through MST (Adolescence)	(3)
GMST 560*	Three Areas of Technology: Physical, Information/Communication, Bio-related	(3)
GRGD 507*	Teaching Reading to Learners with Special Needs: Grades 5–12	(3)
GMST 640	Research I	(3)
GMST 641	Research II	(3)
GMST XXX	Three Content-Enrichment Courses	(9)
GMST XXX	Elective	(3)
GSED 501*	Special Education in Today's Schools	(3)
GSED 502*	Methods and Strategies for Teaching Students with Exceptional Learning Needs	(3)
GSED 512*	Behavior Management in the Inclusive Classroom: Adolescence	(3)

GSED 516*	Assessment, Diagnosis and Evaluation of Students with Special Needs	(3)
GSED 557*	Field Placement Grades 7-9	(0)
GSED 558*	Fiels Placement Grades 10-12	(0)
Total		**(63)**

Candidates pursuing initial adolescence certification in mathematics or science (biology, chemistry, or physics) and Students With Disabilities must complete 30 hours of study in the subject of the certificate sought, as required by the New York State Department of Education. Additionally, candidates must demonstrate competency in their chosen area of certification. These competencies have been established by the National Science Teachers Association and the National Council of Teachers of Mathematics. Meeting these competencies may require coursework beyond the 30-credit-hour New York State requirement. GMST content-enrichment courses can be used to fulfill these requirements. Candidates pursuing Students With Disabilities certification must also have completed at least six qualifying semester hour credits each of English Language Arts, Social Studies, Science, and Mathematics.

Candidates who have successfully completed the courses noted above with an asterisk (*), who have passed all required New York State examinations and passed a criminal background check will be eligible to apply for the initial teaching certificate.

The supporting content-enrichment and elective courses are selected in consultation with the advisor. Science certification students with at least 18 credits in two additional science fields (e.g., biology, chemistry, earth science, or physics) may qualify for Grades 7-12 General Science certification.

Courses

GMST-501 Problem-Based Learning
The course will enable teachers to develop an understanding of the theory and practice of problem-based learning (PBL) and its components. PBL is an apprenticeship in real-world problem-solving, which starts students with meeting an actual ill-structured problem with many different solutions. Participants will uncover specific PBL components and techniques needed to design and produce both group and classroom units. The classroom PBL unit will be implemented and evaluated within the teacher's classroom. The PBL approach offers 1-12 teachers a method of helping their students build thinking and problem-solving skills as they master important knowledge growing from issues or problems carefully linked to educational standards. PBL is both a curriculum organizer and instructional strategy that can be implemented wherever learning goals demand deeper understanding and learner ownership. The student must be currently teaching to enroll in this course.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-502 Inquiry in the Classroom
Inquiry is at the heart of the Mathematics, Science, and Technology (MST) initiative. It is an effective, highly motivating means of learning. This course is designed to provide the opportunity for teachers to explore the various aspects of inquiry and to develop a level of comfort with and commitment to this method as they incorporate inquiry into their instructional repertoire. The class participants will experience inquiry lessons from the perspective of a student and will analyze these lessons from the perspective of the teacher. Inquiry lessons from the life sciences, earth science, physical sciences, mathematics, and technology will be modeled. Inquiry in the context of science, technology, and society (STS) education will be an important aspect of this course. As candidates become familiar with the skills necessary to conduct an inquiry-based classroom, they will be challenged to facilitate inquiry lessons of their choice, utilizing the skills and strategies modeled by the instructor.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-505 Development of Reasoning
This course examines the development of quantitative and scientific reasoning from grades K through 12. It includes an examination of various stage-theories and how children progress through stages. It examines approaches to developing reasoning within the curriculum, and how to assess student reasoning within classroom settings. Class participants will work

with established approaches to deepening student reasoning, and evaluate the practicality of such approaches within a classroom setting.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-505 Developing Reasoning

This course examines the development of quantitative and scientific reasoning from grades K through 12. It includes an examination of various stage-theories and how children progress through stages. It examines approaches to developing reasoning within the curriculum, and how to assess student reasoning within classroom settings. Class participants will work with established approaches to deepening student reasoning, and evaluate the practicality of such approaches within a classroom setting.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-510 Classroom Dynamics

Many exciting, challenging movements are changing the way our classrooms look and operate. If our own learning experience has been traditionally structured in an individualistic, competitive manner, how are we to organize our classes to actively engage our students? The purpose of this course is to provide methods of structure, support, and organization for teachers as they incorporate student-centered pedagogical strategies into their teaching repertoire. Candidates will construct strategies for teaching and assessment that will complement their instructional program. Topics include learning styles, diversity in the classroom, cooperative learning, inclusion in the 7-12 classroom, group projects in mathematics/science/technology, classroom behavior, and classroom climate. Students will also explore the law as it relates to schools, including those relevant to students with special needs.

Attributes: TGMS

Prerequisites: GAED-533 Y S OR GAED-534 Y S

Restrictions: Including: -Level: Graduate

GMST-511 Integrate Tech in Learng

Traditional models of instruction are being challenged by recent developments in technology. The course will introduce candidates to the essential skills needed for new technologies in education. It will provide a coherent approach to issues surrounding technology and education besides just purchasing equipment and learning how to use it. Candidates will learn how to select and use computer applications in the classroom to produce multimedia presentations and instructional materials. They will also learn to evaluate such instructional products as interactive multimedia software, computer-based instruction software, student electronic portfolios, interactive videodisks, and simulation software. Candidates will be able to integrate the classroom application of computers and communications technologies. They will investigate various teaching trends, learning theory, and current teaching/learning research related to educational technology, multimedia production, presentation software, digital photography, interactive laser discs, web research, and web page design. Telecommunications technology including video conferencing, distance learning, simulation software and virtual reality devices, CD-ROMS, and virtual lessons will be investigated.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-512 Engr Dsgn Solutns Prob I

This course addresses the essential components in design engineering and solutions to technical problems. Elements that engineers utilize in the field are brought into the classroom with the application of mathematics, science, and technology. Candidates apply technology, science, mathematics, and problem-solving to the engineering method and design in the development of engineering activities that are utilized in the classroom. Candidates are given a general theme and are asked to develop a product or device that addresses a real, unmet need in the marketplace. Major activities include, but are not limited to, the following: Ethics, Societal Impacts of Engineering, Optimization and Material Testing, Human Factors Engineering, Modeling, Design, Systems, and Problem-Solving.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

[GMST-513 Assessment in MST](#)
This course provides a study of assessment in mathematics, science, and technology and relates assessment to the MST Learning Standards. Other major course elements include: characteristics to be considered when evaluating assessment tools, as well as evaluation of existing assessment tools according to these characteristics; assessment methods; basic statistical concepts of educational measurement; brief history of assessment; vocabulary of assessment; assessment as an aid in the decision-making process; and accommodating individuals with disabilities in the assessment process. Development, implementation, and evaluation of assessment tools in the candidate's 1-12 classrooms will be a major focus. Opportunities will be provided for the candidate to work within the educational community to assist with assessment related to the MST Learning Standards.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

[GMST-517 Teaching Math & Science](#)
The major focus of all the courses in the GMST program required for adolescence teacher certification in mathematics and science is the intertwining of content and pedagogy. This course, in particular, is designed to immerse the prospective teachers in a learning environment that examines curriculum, instruction, and assessment issues as related to New York State as well as NCTM, AAAS, and NSTA learning standards. Candidates gain experience in implementation of research-based instructional teaching strategies. The candidates will study educational planning and the development of instructional programs in a variety of classroom settings. Behavioral organization and management techniques for educational contexts will be a focal point and will include classroom climate, applied behavior analysis, scheduling, evaluation, interactive instructional strategies for cognitive change, as well as researching and differentiating instruction for students with special needs both due to learning styles and disabilities. The candidates also will have field experiences with practitioners who exemplify the implementation of state and national learning standards in mathematics and science. Designed for graduate candidates pursuing initial certification in mathematics or science.

Attributes: TGMS

Prerequisites: GAED-533 Y S OR GAED-534 Y S

Restrictions: Including: -Level: Graduate

[GMST-520 Science Curriculum Design](#)
This course will allow students to design, pilot, and refine informal science education experiences for adolescents, following a format similar to lesson study. The course will begin with an in-depth examination of the principles of curriculum design and delivery. These principles will be applied to a topic within science to develop an extended experience for adolescent students. Teachers in the course will then pilot those designs with adolescents, and refine the design based on an evaluation of the experience.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

[GMST-522 Differentiating Instr](#)
Focuses on differentiating instruction and is designed to prepare teachers to meet the needs of students in today's diverse classrooms, which consist of various races, cultures, strengths, talents, and readiness levels. Topics include flexible grouping, characteristics of and strategies for managing differentiated classrooms, pre- and post-assessment, and how to create a learning environment that will allow for differentiated instruction. Candidates will practice differentiating content, process, and product relative to mathematics, science, and technology.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

[GMST-525 Literacy Thru MST Adol](#)

The focus of this course is to immerse teachers in the process of developing reading skills through MST activities. Because of the domain of the subjects of Mathematics, Science, and Technology, there is technical vocabulary needed for understanding the content. Strategic ways of instruction, vocabulary skills, and conceptual awareness will be a focus. Candidates will learn to recognize and analyze words, as well as understand the design of activities for self-development and self-awareness through reading and communication. Study skills, word analysis skills of how words and ideas are comprehended - influencing evaluation and appreciation - will be developed. Integrated project work in Language Arts will be designed and presented in the MST context.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-526 Designing Math Curricula
This course will allow students to design, pilot, and refine informal math education experiences for adolescents, following a format similar to lesson study. The course will begin with an in-depth examination of the principles of curriculum design and teaching. These principles will be applied to a topic within mathematics to develop an extended experience for adolescent students. Teachers in the course will then pilot those designs with adolescents, and refine the design based on an evaluation of the experience.

Attributes: TGMS

Restrictions: Including: -Major: Math/Sci/Technology Education

GMST-530 Lrn&Tch Math Explore
This course, designed for elementary and middle school teachers, focuses on developing a rich understanding of fundamental mathematical ideas by using explorations. The mathematical topics include: number sense, variable sense, measurement, patterns and functions, uncertainty, modeling, spatial relationships/geometric topics, algebraic topics, data collection, and analysis. The conceptual threads that unify the topics are: estimation, problem-solving, technology, communications, connections, and reasoning/logic. Candidates will explore real-life applications through graphical, numerical, and symbolic representations. They will design and present an inquiry-based activity.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-531 Lit & Comm MST Child
The focus of this course is to immerse teachers in the process of developing reading skills through MST activities. Because of the domain of the subjects of Mathematics, Science, and Technology, there is technical vocabulary needed for understanding the content. Strategic ways of instruction, vocabulary skills, and conceptual awareness will be a focus. Candidates will learn to recognize and analyze words, as well as understand the design of activities for self-development and self-awareness through reading and communication. Study skills, word analysis skills of how words and ideas are comprehended, influencing evaluation and appreciation, will be developed. Hands-on learning methods will be experienced to show how to acquire the teaching-learning process. Integrated project work in Language Arts will be designed and presented in the MST context.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-532 Lrn&Tch Sci thru Explore
This course, designed for elementary and middle school teachers, focuses on developing skills and concepts for synthesizing new information with the student's existing scientific knowledge through experimentation. Research topics include motion, matter, movement, structure, and environment. Candidates learn content, pedagogical knowledge, and risk-taking while implementing new ideas. Problem-solving tools developed include formulating hypotheses, collecting facts through observations, testing hypotheses through experimentation, and analyzing results. This course will develop cooperative perseverance and an appreciation of carrying out scientific explorations and enables students to apply scientific concepts.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-533 Integrating MST

This course, designed for elementary and middle school teachers, focuses on developing skills and concepts for synthesizing new information with the student's existing scientific knowledge through experimentation. Research topics include motion, matter, movement, structure, and environment. Candidates learn content, pedagogical knowledge, and risk-taking while implementing new ideas. Problem-solving tools developed include formulating hypotheses, collecting facts through observations, testing hypotheses through experimentation, and analyzing results. This course will develop cooperative perseverance, challenge, and appreciation of carrying out scientific explorations and therefore enabling students to apply scientific concepts.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-534 Geometry

This course will deepen the participant's understanding of the topics in geometry that are taught in grades K-6. Participants in this course will learn to apply their knowledge of geometry to gain a deeper understanding of how elementary students learn geometry, and how to use this understanding to guide further learning. Topics include inductive and deductive reasoning; area, perimeter, and volume; similarity, congruence, and proportional reasoning; symmetry and transformational geometry, and constructions.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-535 Curric,Instr,Assess MST

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. This course can not be taken by GSMT majors.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-536 Data, Stats & Prob

This course will deepen the participant's understanding of the topics related to data analysis that are taught in grades K-6. Participants in this course will learn to apply their knowledge of probability and statistics to gain a deeper understanding of how elementary students collect and analyze data, and how to use this understanding to guide further learning. Topics include an introduction to the basic concepts of statistics and probability, measures of central tendency and variability, sampling distributions, correlation and regression, and the empirical determination of probabilities. The course focus on the analysis of data, and the mathematics involved with drawing inferences and making predictions. Calculator-based methods for data collection and display, statistical calculation, and simulation of probability experiments are also explored.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-537 Understanding Math I

This course will deepen the participant's understanding of the topics in number and operations that are taught in grades K-6. It will explore whole, integer, and rational number operations through an inquiry-based approach in cooperative group settings. Through engaging in a variety of problem-solving activities that relate directly to the K-6 mathematics classroom, participants will gain an understanding of the components needed to create a learning environment that encourages and supports all children in building understandings, making connections, reasoning, and solving problems.

Attributes: TGMS

GMST-538 Understanding Math II

This course will deepen the participant's understanding of the topics in number and operations that are taught in grades K-6. It will explore numeration systems, analyses of bases other than base 10, proportional reasoning, and number theory through an inquiry-based approach in cooperative group settings. Through engaging in a variety of problem-solving activities that relate directly to the K-6 mathematics classroom, participants will gain an understanding of the components needed to create a learning environment that encourages and supports all children in building understandings, making connections, reasoning, and solving problems.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-539 Algebra & Functions

This course will deepen the participant's understanding of the topics related to algebra that are taught in grades K-6. Participants in this course will learn to apply their knowledge of algebra to gain a deeper understanding of how elementary students approach patterns and functions, and how to use this understanding to guide further learning. The course will help the participants improve their technical skills in algebra while deepening their understanding of the major concepts and principles underlying algebraic reasoning. Graphing calculators will be used to develop conceptual understanding of algebraic concepts, procedures, and problem solving strategies.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-539 Algebra:Functions&Patterns

This course will deepen the participant's understanding of the topics related to algebra that are taught in grades K-6. Participants in this course will learn to apply their knowledge of algebra to gain a deeper understanding of how elementary students approach patterns and functions, and how to use this understanding to guide further learning. The course will help the participants improve their technical skills in algebra while deepening their understanding of the major concepts and principles underlying algebraic reasoning. Graphing calculators will be used to develop conceptual understanding of algebraic concepts, procedures, and problem solving strategies.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-540 Number Theory

Historical results find modern applicability in public key encryption routines. Using an historical approach, the following topics are covered: Euclid's algorithm, prime numbers, Diophantine equations, congruences, and applications. The course will culminate with the application of these classic ideas to the modern application of public key encryption.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-541 AP Computer Sci Java

This course, designed for high school teachers, should give the experienced computer science teacher the necessary knowledge and background to teach an AP Computer Science A or AB course using the JAVA programming language. The candidate will achieve a level of mastery of the following topics: built-in types, operators, expression evaluations, control structures (if, if/else, switch, while, do/while, for), I/O, files, functions, use of constructs, pointers, objects and classes, templated functions and classes, exceptions and error handling, and the following required AP classes; string, vector, matrix, stack, and queue. Additional topics may be covered as time permits, as well as a discussion of suitable texts.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-542 Discrete Algorithms

This course, designed for middle and high school teachers, takes an algorithmic approach to the study of abstract mathematical concepts. Mathematical study requires a high level of understanding of fundamental abstract ideas, such as those of sets, tuples, the prepositional calculus, relations, functions, mathematics induction, matrices, and linear spaces. Using the high-level mathematical programming language, ISETL, candidates will construct a mature and highly developed understanding. Using the ISETL computing language has been shown to be effective in aiding students to construct these concepts by writing short programs which become the concrete applications of the abstractions. In addition, ISETL will be used to implement the various algorithms that will be studied; its richness allows for representing functions in more than one way, which can help make the constructions that are necessary to view functions in a way similar to that in which mathematicians see them.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-543 Statistical Reasoning

The course will focus on the broader logical and practical context in which basic descriptive and inferential statistics are used; and address the assumptions underlying statistical inference, the role and limitations of null hypothesis significance testing, parameter estimation, and how statistical power and effect size are related to statistical inference. The aim of the course is to give students a grasp of the underlying reasoning, limitations, and controversies associated with the statistical techniques taught in the AP Statistics course. The course will also cover statistical issues in non-experimental research, including correlation, regression, prediction vs. explanation, control of common-causal variables, and causal inference. Mathematics certification content course.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-544 Experiments in Math

This course, designed for middle and high school teachers, concerns the experimental method as a means of solving otherwise difficult mathematical problems. Experiments will be physical, pencil and paper, computer, and/or conceptual. Where analytical solutions are known, these will be discussed and the results compared with the experimental results.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-545 Geometry: Thry,App&Tech

This course is designed for middle and high school teachers. By introducing geometrical concepts through problem situations and hands-on activities, this course provides candidates with the opportunity to gain experience exploring, making conjectures, and formulating and solving geometrical problems, often by posing their own problems and making use of computer and graphing calculator technologies. Geometrical ideas will be presented from the Euclidean, non-algebraic, coordinate, transformational, and projective perspectives, thereby providing a blend of new and traditional subject matter. Among the topics that may be studied are axiomatic systems, including non-Euclidean geometry, transformations of the Euclidean plane, isometries, tessellations, tiling and patterns, and vector and matrix representations.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-547 Math in Technological Age

School mathematics, from algebra to calculus, is changing dramatically due to the infusion of current and emerging technology tools. These tools demand a new vision of school mathematics that shifts the emphasis away from symbolic manipulation toward conceptual understanding, symbol sense, and mathematical modeling. Through investigations, mathematics will be shown to be more than just a collection of techniques and algorithms for producing answers. Emphasis will be given to integrating the numerical, analytical, and geometric representations of problems and their solutions.

Attributes: TGMS

GMST-548 History of Math

A study of the development of mathematical ideas from the prehistoric era to the present, with an emphasis on problem-solving across a variety of cultures and eras, and in particular, the mathematics of non-Western cultures. Students research and present their findings on topics of their choice in each of the areas of biography, mathematics within a specific culture during a specific era, and the historical evolution of a single mathematical idea or construct across cultures.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-550 Environmental Science

Environmental science stresses biological concepts but includes the study of concepts from all of the sciences, as well as mathematics and technology. The goal of the course, designed for middle and high school teachers, is to provide candidates with an understanding of the relationships in the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Topics include the study of basic ecology through the construction, study, and manipulations of ecosystems; technological manipulations such as hydroponics plant growth and alternative energy sources; and analysis of the wide variety of environmental problems and opinions through current events. Throughout the course, emphasis will be placed on how the student may integrate environmental science into his or her own classrooms.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-551 Integrated Science

Integrated science is a coordinated look at all of the sciences, as well as mathematics and technology. The content of the course, designed for middle and high school teachers, is built around understanding disciplinary science and approaching problems in science from an integrated perspective. The goal of this course is to provide students with an understanding of the relationships between the sciences and allow the students, as teachers, to better utilize the concepts of each of the sciences in their classrooms. By studying problems that require input from multiple sciences, students will gain an understanding of the natural relationship between the sciences. Topics include the study of biology, chemistry, earth science, and physics, as well as mathematics and technology. Candidates will be expected to engage in a problem from all of these various perspectives.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-552 Science, Tech & Society

This course, designed for middle and high school teachers, will focus on how science, technology, and society are interrelated. Candidates will explore the general principles of science, the relationship of science and technology to their lives, and the application of scientific skills and technology to real-world problems. Topics involving biology, chemistry, physics, and technology will be explored, with an emphasis on the issues that are of greatest interest to students and/or of most significance to the local, national, or global community. Candidates will critically evaluate the impact of science and technology on society and the expectation society has of these disciplines. The candidate as teacher will focus on methods for exploring the interconnectedness of science, technology, and society in the classroom.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-553 Experiments in Science

The problems and experiments in this course, designed for middle and high school teachers, will demand the use of a variety of problem-solving methodologies including the scientific method, mathematical calculations, and engineering design. Candidates will work in labs designing and conducting experiments to strengthen their mathematical and scientific knowledge. The goal of this course is to provide students with an understanding of the relationships between science, mathematics, and technology and to give each student, as a teacher, some experimental procedures he or she can use to

integrate mathematics, science, and technology in his or her own classroom. Topics include: experimental design and execution, data analysis and interpretation, and reporting experiments, with an emphasis on defending results and conclusions. The use of multiple approaches in problem-solving will be emphasized throughout the course.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-555 Astrobiology
This course is an opportunity to look at relatively new field of science called astrobiology: the study of the origin, evolution, distribution and future of life in the universe. It integrates concepts drawn from many of the traditional science disciplines such as geology, astronomy, and biology. Through this course, students will develop a deeper understanding of both current scientific endeavors to find life and habitable worlds outside our solar system and the process of developing life on a planet like earth. Along the way, we will look carefully at how each aspect of a planet, from its stellar environment to its geological structure, can impact life on a planet. The course will be project-based, with students working in teams to create an imaginary planet and to write a guide to this world, complete with descriptions of its physical and living environments and how they interact. Science certification content course.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-557 Topics in Science
Covers a science topic not regularly offered in the GMST program.
Fall 2012 Topic: Forensics This course is a look at the science of forensics. It integrates concepts drawn from many of the traditional science disciplines such as physics, chemistry and biology. Through this course, students will develop a deeper understanding of both applied science in these three disciplines and current scientific ability to analyze situations to determine what is likely to have happened. The course will be project-based, with students working in teams to explore the science concepts involved and to make determinations about how unseen events may have occurred. Science certification content course.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-560 Three Areas of Tech
This course is designed to instruct and increase the knowledge base of K-12 Mathematics, Science, and Technology Education teachers in the development of MST curriculum units. Through a collaborative effort, candidates will design MST instructional units in each of the three areas of technology. Each unit will have all plans including authentic assessment strategies to be used; material utilization; a specific grade-level application; a rationale for the unit; computer/Internet utilization; a presentation to the class in multimedia form; Bloom's Taxonomy; and affective, psycho-motor, and cognitive breakdown. Topics in the course are to include, but are not limited to, the following: analysis and implementation of the three areas of technology, historical perspective of technology education and technology to include human wants, needs and societal impacts; technology as a process; teaching creativity; MST instruction; school politics; facility design; and scheduling issues. Various assessment strategies will be modeled.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-561 Engr Dsgn Solns Prob II
A continuation of GMST 512 where the topics in GMST 512 will be studied in more detail and a background in technology education is required.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-562 Human Factors Engineering

Human factors, or ergonomics as it is often called, is the study of how people relate to things they use and to the usage environments. This course will cover two main areas of human factors: the design of products to make them easily usable and the design of workplaces to make them comfortable, productive, and safe. For each area, theories and principles will be discussed and reinforced by classroom exercises and practical examples that relate to everyday experiences. As a result of this course, the candidates, as teachers, will acquire knowledge and materials that are suitable for middle school and high school classrooms.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-563 Electronics and Robotics
This course, designed for elementary, middle school ,and technology teachers, will focus on using engineering design principles to construct and program robots to complete various tasks. Teachers will investigate mechanical and electrical principles, learn simple programming and debugging techniques, and construct and program robots using LEGO robotics materials. Teachers will also examine ways to introduce students to robotics and to support them in their investigations.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-564 Bio-Technology
As human population growth expands, sustaining our food and energy supply is critical to the survival of people on Earth. Food and energy production go hand in hand to form a natural connection. In Bio-Tech & Energy Sustainability hands-on learning activities include, but are not limited to; exploring forms of energy in solar, wind and biodiesel, hydroponics, aquaponics, fish farming and environmental studies. Application of learning for the course will consist of a project that incorporates the design and construction of a self-sustaining food and energy system.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-565 Communication Systems
This is a course about communicating. How we as humans communicate using visual and auditory senses and very often a combination of the two. Emphasis is given to hands-on learning through a variety of activities consisting of, but not limited to, the following; analysis of communication systems, digital imaging through photography and video, manipulation and editing of digital imagery, graphic communication, desktop publishing and development of web site/pages. Computer use is an integral part of this course.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-566 Content of Design
Design touches everything that humans produce/engineer and transcends all areas of technology. Virtually all people-made products that are touched or viewed incorporate design. The Concepts of Design course is steeped in the design process and how humans go from idea to tangible product. Instruction consists of design briefs that incorporate the design process, problem solving, technical design journaling, intellectual property, invention/innovation, strategies for idea generation and the creative process.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-567 Special Topics: Technology
Covers a technology topic not regularly offered in the GMST program.

Attributes: TGMS

GMST-570 Model Change in Math/Sci
In this course, candidates will develop the concepts and tools used in mathematical modeling. This includes skill with developing models, evaluating models, testing models, and redesigning the models. Throughout, the course will be project-based and will focus on using a variety of tools to inform our model building. The ideas of change, systems, variables, and parameters will be explored in a variety of problem-solving contexts. These models will be explored and evaluated by testing their solutions, typically with software such as Microsoft Excel, but prior knowledge of differential equations is not assumed. Possible course modules include predator-prey interaction, curve fitting, heat distribution in materials, fluid flow, queuing theory, and patient-drug interactions. Throughout the course, scientific concepts will play a major role in determining what is important to the model and in evaluating the usefulness of the model for predictions. Candidates should have a T1-83 graphing calculator or the equivalent.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-577 Special Topics in Math
Fall 2010 Special Topics: Number Theory Historical results find modern applicability in public key encryption routines. Using a historical approach, the following topics are covered: Euclid's algorithm, prime numbers, Diophantine equations, congruences, and applications. The course will culminate with the application of these classic ideas to the modern application of public key encryption.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-596 Independent Study
An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-640 Research I
The department expects that the research project will be a collaborative effort between the candidate, the community, and St. John Fisher College. Since the development of Teacher as Researcher is a major emphasis in this graduate program, each core course will assist in this process. As part of GMST 640, seminars will be scheduled where progress on the research project will be presented and discussed as well as guidelines for the research project and final manuscript. The Program Director and/or the instructor will assist the student in the research process. Permission of the Program Director is required to register.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

GMST-641 Research II
Research projects and the final manuscript will be completed. Seminars will be scheduled where presentation of the completed research will occur. Permission of the Program Director is required to register.

Attributes: TGMS

Restrictions: Including: -Level: Graduate

Academic Programs

M.S. in International Studies

Overview

Dr. David Baronov, Program Director

Mission

The mission of the graduate International Studies program is to prepare qualified students for careers and positions across a range of fields linked to global affairs through a course of study that instills a professional mastery of current and emerging global developments. The program examines contemporary patterns of globalization from a variety of historical, geopolitical, and socioeconomic perspectives that allow students to understand the meaning and impact of international trends and of national and regional developments within a global context.

Goals

- Provide students with an integrated course of graduate study in international studies that links and transcends traditional disciplinary boundaries.
- Prepare students, in general, for careers in fields that require a master's level of understanding of contemporary patterns of globalization and international affairs.
- Work with local stakeholders (such as government and non-government organizations and internationally oriented middle and high school educators) to maintain a program that provides an advanced understanding of global developments relevant to these fields.

Admission Requirements

Students who present satisfactory evidence of the ability to perform at the graduate level are admitted to the graduate program in International Studies at St. John Fisher College. The program director, in consultation with the Admissions Committee of the International Studies program, will review and make a decision regarding all applications.

In addition to the general admissions materials and credentials, applicants who have a GPA of less than 3.00 are encouraged to submit GRE scores with their application.

For more information regarding application and admission to the International Studies program, please contact the Office of Graduate Admissions at **(585) 385-8161** or by e-mail at grad@sjfc.edu.

For specific information regarding the Master of Science in International Studies program, please contact Dr. David Baronov, program director, at **(585) 385-8220** or dbaronov@sjfc.edu.

Learning Outcomes

Learning Objectives

This program aims to prepare students to:

- Recognize patterns and linkages across the global geopolitical and socioeconomic order.
- Interpret local, national, and/or regional trends and developments from a global perspective.
- Apply contemporary theories of globalization to international policy issues.
- Conduct multidisciplinary research in various settings and historical periods.
- Analyze comparative international research across a variety of topics.
- Present clear, persuasive, and scholarly written arguments on international issues.
- Carry out independent research that frames and analyzes comparative global developments.

Program Requirements

Curriculum

The Master of Science in International Studies requires 36 credit hours. This includes seven core courses and five electives.

M.S. in International Studies

Core Courses		(18)
GISP 500	Foundations of International Studies	
GISP 501	International Relations	
GISP 503	Research Methods in International Studies	
GISP 505	International Economics	
GISP 509	Theories of Globalization	
GISP 640	Directed Project Seminar	
Regional Perspectives Course		**(3)**
Choose **one**:	GISP 502 The United States in International Affairs	
	GISP 540 Russia in World Affairs	
	GISP 541 Latin America and the Caribbean	
	GISP 542 The United States and Asia	
	GISP 543 Politics of the European Union	
	GISP 544 Third-World Economics	
Electives		**(15)**
Choose five additional GISP courses		
Total		**(36)**

Note: *Students can take additional regional perspectives courses as electives.*

Core courses introduce the major themes and topics of the discipline. Elective courses allow students to pursue areas of personal interest in greater depth.

The Directed Project Seminar is a three-credit, advanced research seminar that requires students to integrate and analyze materials from their core and elective courses.

A typical schedule for a part-time student taking late afternoon or evening classes would be six semesters of study, carrying two courses each semester.

Social Studies Teaching

Individuals interested in using study in International Studies towards achievement of professional certification should consult with the Graduate Program Director about alternative certification pathways available in New York State.

Courses

GISP-500 Found Internatnl Studies
This course will introduce graduate students to the basic concepts and equip them with the analytical skills necessary for understanding the field of International Studies. The purpose of this course is to acquaint students with current trends and developments in the field. Taking both a historical and theoretical approach, the course examines major issues, themes, and

ideas that inform analyses of contemporary global developments.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-501 International Relations
This course examines major theories and approaches used in the study of international relations. It analyzes global organizations, state and non-state actors, and regional organizations. Students will study important issues in contemporary international relations.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-502 US in Internationl Affairs
Students will analyze the course of American international relations from its origins to the present. Themes covered will include independence, territorial expansion, commercial expansion, regional hegemony, overseas expansion, world-power status, and superpower status.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-503 Res Meth in Intl Studies
This course will introduce students to the basic analytical and conceptual features of comparative social science research as applied to the field of International Studies. Students will consider competing methodological traditions and perspectives from a variety of social science disciplines and compare and contrast the analytical tools and conceptual paradigms that inform these approaches. The purpose of this class, in general, is to deepen student understanding of coursework in other GISP courses and, more specifically, to prepare students for work on the Directed Project Seminar.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-504 20C War, Peace, Diplomacy
This course is an analytical history of the geo-politics of the modern world. It discusses the causes and consequences of the three great international conflicts of this century (World Wars I and II and the Cold War) as components of 'strategic history,' a methodology combining diplomatic, political, military, and economic history with consideration of ideological and social causation.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-505 International Economics
This course provides an overview of international economic topics by balancing international economic theory with related contemporary issues. Topics include comparative advantage and the gains from trade; the theory and history of trade barriers such as tariffs and quotas; NAFTA, the World Trade Organization, and trade policies in developing countries; the balance of payments; the foreign exchange market in fixed and flexible exchange-rate regimes; and fiscal and monetary policy in an open-economy, macroeconomic environment. Also considered are institutions such as the International Monetary Fund and the World Bank.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-509 Theories of Globalization

The purpose of this course is to introduce students to the large and growing body of theoretical literature addressing the phenomena that comprise globalization today. Incorporating a broad swath of academic traditions, cultural, historical, economic, political, etc., theories of globalization provide a vital foundation for analyzing current trends and developments in International Studies. It is essential that students of International Studies develop a keen understanding of the variety of sophisticated efforts to make sense of the contemporary global world order. This course, therefore, provides a critical context for analyzing the many ideas, topics, and debates that students encounter across the GISP curriculum.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-520 International Security
This course examines the evolution of strategic doctrine and the impact these ideas have had on international security. Using a historical approach, material will develop around the major thinkers, writers, and theories that have been the basis of grand strategic doctrine from the medieval period through the nuclear age. The purpose is to provide a solid basis for understanding international conflict and an expertise in analyzing specific functional and regional security issues.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-522 Compar Stdy Wrld Religions
This course will explore the phenomena of religious life as found in each of the major living religions and in those religions past, albeit contributory to the development of contemporary religions. In particular, it will examine select observable primal religions of Africa and North America, religions of the ancient Middle East, those of South Asia (Hinduism, Jainism, Theravada and Mahayana Buddhism, and Sikhism), those of East Asia (Daoism, Confucianism, and Shintoism) and those of the West (Judaism, Christianity, and Islam). Student participation through discussion, presentation, and various forms of research will complement the lectures, guest speakers, and films.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-523 Culture and Development
The course examines the effects of the introduction of western economic and technological development programs upon indigenous and non-western social and cultural systems. Topics include culture change and acculturation, revitalization movements, health issues, and the effects of industrialization and urbanization. Students will critically examine the effectiveness of different methods of information and technology transfer across cultures.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-525 Cross-Cultural Communicatn
Given the existence of expanding and necessarily interdependent global systems of economic, social and political activities, efficient and effective intercultural communication becomes a crucial objective. The course critically examines the processes of human communication and the challenges that exist when this occurs across cultures. Topics include the symbolic nature of communication, verbal and nonverbal signals, intercultural training programs, culture shock, intercultural cooperation, and ethnocentrism.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-531 Philosophy of Human Rights
This course introduces students to the core principles of philosophical and ethical thought with respect to human rights as an international issue. Students will consider a range of thinkers, traditions, and perspectives while analyzing specific human rights issues around the globe. The ethical, practical and pragmatic principles informing the resolution of international human rights crises will be emphasized.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-540 Russia in World Affairs
This course provides a discussion of the motives, goals, and policies directing Russia's actions in the international arena from the communist era to post-communism.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-541 Latin America & Caribbean
This course is an analysis of history, politics, economics, and culture of the region. It examines contemporary issues and studies theoretical approaches that explain similarities and differences in states within the region.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-542 The US and Asia
Students will analyze the course of America's Asian interests from its origins to the present. Japanese-American, Sino-American, and Russian/Soviet-American relations will serve as the primary focal points for the study of regional issues and conflicts.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-543 Politics European Union
This course will introduce students to the structure and recent developments in selected European political systems, such as the main four (Britain, France, Germany, and Italy) and one of the smaller ones (Belgium, Ireland, Portugal, Denmark, or Luxembourg).

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-544 Third-World Economics
This course will convene as a seminar and will center on the discussion of recent books in the general area of economic development. The professor will make an effort to select books that represent divergent perspectives: for example, Neo-classical economic theory, Dependency theory, and Marxian theory. The professor will also try to discuss countries in various regions of the 'underdeveloped' world: for example, Africa, Asia, and Latin America.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-547 International Law and Orgs
This course is designed to offer students a practical view of international transactions from a legal perspective. It will focus on joint ventures and cross-border transactions from a business, legal, individual, and cultural perspective. Students will be engaged in case histories, reviewing agreements, analyzing positions, developing objectives, problem-solving, and negotiations.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-552 United States History

This course examines the evolution of American civilization from the late 18th to the middle of the 20th century. Material is organized both chronologically and thematically. The aim is to analyze the political, economic, and social forces that gave rise to the modern American nation. Using these three levels of approach, the course explores the interplay between domestic policies and foreign affairs from the time of the Revolution to the beginning of the Cold War. The focus is on developing an intellectual understanding of the historical connections between the major issues, events, ideas, and people that have shaped the destiny of the Republic.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

GISP-590 Special Topics

Covers a topic not regularly offered in the GISP progam. Fall 2011 Section 01 Topic: Britain and America: The Special Relationship This course is a cross-disciplinary examination of the ideological, institutional and cultural forces that have shaped the post-WWII world from an Anglo-American perspective. Focusing on events in Britain and the United States, it will examine developments in the political, commercial, and media realms across both societies. In addition, it will chart the impact of these developments around the globe. A recurring theme is the nature and extent of the so-called ?special relationship? that is supposed to exist between both countries. Fall 2011 Section 02 Topic: Germany and European Integration

Attributes: ISRS TGIS

Restrictions: Including: -Level: Graduate

GISP-596 Independent Study

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGIS

Restrictions: Including: -Major: International Studies

GISP-622 Readings in GISP

The purpose of the Readings course is to allow advanced students to participate in a seminar in which students pursue more in-depth study of select topics.

Restrictions: Including: -Major: International Studies -Level: Graduate

GISP-640 Directed Project Seminar

The purpose of this course is to provide students with a guided research experience that addresses a significant issue in contemporary international affairs. In completing the project, students apply the major concepts and themes that they have encountered within International Studies. This is the culminating course for students in the program. Graded S/U.

Attributes: TGIS

Restrictions: Including: -Major: International Studies -Level: Graduate

GISP-680 Foreign Study

Commitment to international education is part of the liberal arts philosophy of the College. The Foreign Study program extends the campus curriculum to include offerings with 56 programs around the world. Official affiliation arrangements with the American Institute for Foreign Study (AIFS), Central College Abroad, the Council on International Educational Exchange (CIEE), and the American University in Cairo, Egypt, provide our students with the opportunity of an academic experience not only in Europe, but in Central Europe, Latin America, Southeast Asia, and Africa. No more than three credit hours may be applied toward the International Studies degree. Courses taken in this program are not applicable for core and the Director must approve them. Graduate students should see the Director for additional information. Permission of the professor is required to register.

Restrictions: Including: -Level: Graduate

[GISP-680 Foreign Study](#)
Commitment to international education is part of the liberal arts philosophy of the College. The Foreign Study program extends the campus curriculum to include offerings with 56 programs around the world. Official affiliation arrangements with the American Institute for Foreign Study (AIFS), Central College Abroad, the Council on International Educational Exchange (CIEE), and the American University in Cairo, Egypt, provide our students with the opportunity of an academic experience not only in Europe, but in Central Europe, Latin America, Southeast Asia, and Africa. No more than three credit hours may be applied toward the International Studies degree. Courses taken in this program are not applicable for core and the Director must approve them. Graduate students should see the Director for additional information. Permission of the professor is required to register.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

[GISP-690 Internship](#)
The purpose of this internship is to provide an opportunity for experiential learning which can serve to enhance a graduate student's overall academic program. These courses enable students to earn credit by working in an area related to their academic or career interests. They make it possible for students to use the knowledge and skills acquired through the study of International Affairs in an actual work experience. Since students will be expected to blend theoretical and practical approaches in experiential courses, these courses may include traditional academic assignments such as reading or research to complement the practical work experience. Permission of Program Director required to register.

Attributes: TGIS

Restrictions: Including: -Level: Graduate

Ronald L. Bittner School of Business

Dr. David G. Martin, *Dean*
Lori Hollenbeck, Assistant Dean
Dr. Jason Berman, *Assistant Dean*
Dr. Daniel Acton, *MBA Associate Program Director, Accounting*

The Bittner School of Business houses the undergraduate majors of Accounting, Corporate Finance, Human Resource Management, Management, and Marketing, as well as the M.B.A. program. The Bittner School is accredited by AACSB International–The Association to Advance Collegiate Schools of Business. AACSB is the premier worldwide accrediting agency for business education programs in management and accounting.

Mission

The Ronald L. Bittner School of Business prepares professionally competent and ethically responsible graduates for careers as managers and professionals, primarily for local and regional businesses. The school emphasizes excellence in teaching and close interaction with students and recognizes that excellent teaching is informed by faculty actively engaged in research and scholarship. The faculty members produce research published in peer-reviewed journals and other recognized outlets for intellectual contribution that advances the scholarship of teaching, business practice, and disciplinary knowledge.

Academic Programs

Master of Business Administration

Overview

The Bittner M.B.A. Program

The Bittner School of Business offers a number of customized options that will lead to an M.B.A. degree. The M.B.A. program is designed for students who wish to complete their degree in one to six years. We offer courses on weeknights and, on occasion, Saturday mornings. The Bittner School of Business is known for preparing exceptional graduates because of our commitment to achieving excellence in business education. Fisher has over 25 years of experience graduating hundreds of MBAs who have gone on to become great leaders.

The Bittner M.B.A. program provides an outstanding education at a remarkable value.

- **Flexibility:** Fisher offers you the opportunity to complete your M.B.A. in one year or up to six years. We offer the flexibility to customize your M.B.A. program to leverage your available learning time.
- **Concentrations:** The Bittner School lets you select an area of concentration within your M.B.A.. We currently offer concentrations in:
    - Accounting
    - General Management
    - Global Context
    - Health Systems Management
    - Human Resource Development
    - Pharmaceutical Industry

- **Accelerated Time to Degree:** Individuals with appropriate undergraduate preparation in business may be able to reduce the number of Foundation Courses taken in the M.B.A. program. If you are a current undergraduate business major or have a baccalaureate degree in business, you may qualify for a condensed program which allows the completion of your M.B.A. within a year of your undergraduate degree.

Admissions Requirements

Acceptance into the M.B.A. program at the Bittner School of Business requires evidence of potential success. In general, applicants can demonstrate such potential by taking the Graduate Management Admission Test (GMAT) and obtaining an acceptable score. An outstanding undergraduate academic record from a regionally accredited business school, signaled by a cumulative grade point average of at least 3.30, may be used in place of the GMAT requirement. Individuals with three or more years of significant and qualifying managerial experience may be granted exemptions from the GMAT exam if they can provide tangible evidence of written analytical ability in both quantitative and non-quantitative areas. This last category requires both the applicant and a supervisor who is familiar with the applicant's work to submit documentation relevant to: (1) the applicant's managerial experience involving his or her subordinates' work products and performance, (2) control of budgets, projects, operations, or similar important objectives, and (3) responsibility for making significant contributions to creating or managing a process, project, operation, or function. Acceptance into the M.B.A. program on the basis of work experience may also require a personal interview with the M.B.A. Admissions Committee or a designated member thereof and may involve administration of tests as deemed appropriate.

St. John Fisher College undergraduate students enrolled in a major within the School of Business who have accumulated at least 90 credit hours and have a minimum cumulative gpa of 3.0 (including any transfer coursework) are eligible for an accelerated application process for the MBA program. Accelerated graduate applications are available in the Office of Graduate Admissions. The accelerated application is free of charge and less comprehensive than the traditional application process. Eligible students are not required submit a resume, personal statement, letters of recommendation, transcript or GMAT score, as long as the cumulative grade point average (gpa) is a 3.0 or higher. Admission to the MBA is not guaranteed and acceptance is contingent upon a student's ability to maintain a cumulative undergraduate grade point average of 3.0, along with successful completion of the bachelor's degree.

Course Exemption Policy

Upon meeting all admission requirements, students may be eligible for exemption(s) from foundation courses based on prior academic preparation at a regionally accredited institution. Exemptions will be based on transcript analysis which will be

performed for each applicant only at the time of the admission decision and require a minimum grade of B or higher in equivalnet coursework to be considered. As part of this process, applicants may be asked to provide additional supporting documentation to help with specific course evaluation.

Transfer Credit Policy

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

Graduate Management Admissions Test

Bittner applicants are required to take the Graduate Management Admissions Test (GMAT) unless they have already received an advanced degree, perform at or above the national average on the ETS Major Field Test in Business, or have a cumulative GPA of 3.30 or higher from a regionally accredited business school. The GMAT is a general aptitude test and must be taken prior to applying for admission. Test centers throughout the world administer the GMAT January through December. Preparatory booklets are available in most bookstores to help the student become acquainted with the nature of the test. The Bittner School does not specify a GMAT score for matriculation; results of this test are evaluated as part of the applicant's overall portfolio.

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

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

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

For more information regarding application and admission to the M.B.A. program, please contact the Office of Graduate Admissions, at **(585) 385-8161** or by e-mail at grad@sjfc.edu and visit us at: www.sjfc.edu/academics/bittner/departments/mba/.

About the program

The Faculty

The M.B.A. faculty are devoted to excellence in teaching. The overwhelming majority of M.B.A. full-time faculty hold doctoral degrees, are actively engaged in research, and publish peer-reviewed articles in their fields of study. Many have been tapped to share their expertise by teaching classes in places such as China, Europe, Australia, and Russia. Members of our faculty have received awards and grants to continue expanding their knowledge in their field of study. In the Bittner M.B.A., small class sizes allow students to benefit from the depth of faculty knowledge in a breadth of areas including: Accounting, Business Administration, Finance/Financial Planning, Human Resource Management, International Business, Marketing, and Information Technology. Through their personalized approach, faculty firmly ground student learning with a solid base in theory and then guide each student to develop skills that are practiced and refined through collaborative, team-based learning projects. To round out the M.B.A. experience, faculty draw on the vast knowledge of regional business leaders to connect students with alumni and supply local case studies which represnt challenges that face today's business community.

C.P.A. Licensing

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

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

Learning Outcomes

M.B.A. Program Learning Objectives

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

- Graduates will demonstrate knowledge of leadership theories
- Graduates will demonstrate the ability to lead
- Graduates will demonstrate appropriate decision-making skills

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

- Graduates will demonstrate the ability to write appropriately for a business situation
- Graduates will demonstrate the ability to present effectively for a business situation

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

- Graduates will demonstrate the ability to critically analyze business problems
- Graduates will demonstrate the ability to apply business knowledge in an effective manner
- Graduates will demonstrate the ability to apply business knowledge in uncertain environments

Teamwork – Graduates will demonstrate appropriate teamwork capability.

- Graduates will demonstrate the ability to work effectively in teams

Adaptation – Graduates will demonstrate the capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

- Graduates will demonstrate the ability to adapt to uncertain situations

Program Requirements

The M.B.A. Curriculum

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

Requirements for the M.B.A.

Foundation Courses		(18)
GMGT 573	Financial Accounting Fundamentals	
GMGT 576	Statistics for Managers	
GMGT 579	Organization Structure and Process	
GMGT 580	Economic Foundations and Practice	
GMGT 585	Managerial Finance	
GMGT 590	Operations Management	
Core Courses		(18)
GMGT 680	Marketing Concepts and Strategy	
GMGT 681	Business Strategy and Policy	
GMGT 682	Integrated Advanced Financial and Accounting Analysis	
GMGT 683	Process Management (1.5)	

GMGT 684	Project Management (1.5)	
GMGT 685	The Leadership Experience	
Choose **one** based on your concentration:	GMGT 694 Capstone Project Experience	
	GMGT 695 Accounting Theory & Research (Accounting concentration only)	
Concentration Courses		**(12)**
Concentration courses (*chosen from below*) to equal 12 credits		
Total		**(48)**

Concentrations

Accounting Concentration

GMGT 646	International Financial Accounting and Reporting	(3)
GMGT 647	Advanced Topics in Federal Taxation	(3)
GMGT 648	Accounting Information Systems and Computer Auditing	(3)
Choose **one**:	GMGT 638 Managerial Economics	(3)
	GMGT 649 Commercial Law and Professional Responsibilities	(3)

General Management Concentration

GMGT 603*	Management Critical Communication Skills	(3)
GMGT 622*	Customer Management Strategies	(1.5)
GMGT 623*	Customer Behavior	(1.5)
GMGT 624	Law for Managers	(1.5)
GMGT 625	Conflict Management	(1.5)
GMGT 626*	Communication in Teams	(1.5)
GMGT 627*	Managerial Communication	(1.5)
GMGT 628	Information Technology Strategy	(1.5)
GMGT 637	Survey Methodology	(1.5)
GMGT 639	Seminar on Globalization	(1.5)
GMGT 651	Nonprofit Management	(1.5)
GMGT 688*	Customer Focus and Marketing Strategies	(3)

Students planning to take GMGT 622 and 623 in the same semester should register for GMGT 688; students planning to take GMGT 626 and 627 in the same semester should register for GMGT 603.

Global Context Concentration

GISP 501	International Relations	(3)
GISP 505	International Economics	(3)
GISP 520	International Security and Strategy	(3)
GISP 523	Culture and Development	(3)
GISP 525	Cross-Cultural Communications	(3)
GISP 541	Latin America and the Caribbean	(3)
GISP 543	Politics of the European Union	(3)

Note: *GISP 501, 505 and one of GISP 523 or 525 are required.*

Health Systems Management Concentration

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

Human Resource Development Concentration*

GHRD 501	Introduction to Organizational Learning and HRD	(3)
GHRD 502	Introduction to Organization Development	(3)
GHRD 503	Introduction to Adult Learning	(3)
GHRD 504	Training Design and Development	(3)
GHRD 505	Group Dynamics and Interventions	(3)
GHRD 509	Performance Improvement and Workforce Development	(3)

Note: *GHRD 501 or 503 is required.*

GHRD classes are offered on the weekends.

Pharmaceutical Industry Concentration*

PHAR 3117	Top 200 Drugs I	(1)
PHAR 3218	Introduction to Diversity	(3)
PHAR 3217	Top 200 Drugs II	(1)
PHAR 3135	Healthcare Delivery	(3)

PHAR 3226	State Pharmacy Law	(2)
PHAR 4135	Communications and Counseling Skills	(3)
PHAR 5125	Ethics in Pharmacy Practice	(3)
PHAR 4236	Population-Based Healthcare	(3)
PHAR 5225	Federal Pharmacy Law	(2)
PHAR 5236	Managing Practice and Personnel	(3)

Note: *(PHAR 4135 or 3226/5225) and (PHAR 4236 or 5236) are required.*

*PHAR classes are offered during the day.

Students matriculated in the Doctor of Pharmacy program who have completed at least 90 credit hours of coursework and have a cumulative GPA of 3.0, may take up to 6 credit hours of MBA foundation courses in satisfaction of required Pharmacy electives. Current students will receive a tuition waiver for these initial 6 credit hours. This coursework will become incorporated into a student's Pharmacy transcript of record. Additional coursework in the foundation may be pursued and students will be billed at the current per credit hour tuition rate for M.B.A. and the coursework will appear on a separate graduate transcript.

Courses

GMGT-557 Advanced Topics in Fed Tax
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.

Restrictions: Including: -Level: Graduate

GMGT-558 Accounting Info Systems
A study of the structure and application of tools, technologies, and models for analyzing, designing, and implementing accounting information systems. The course also enables the student to learn the concepts surrounding Information Technology (IT) auditing and how the IT audit is integrated with the financial audit process. Using the Control Objectives for Information and related Technologies (COBIT) methodology, the student will execute an IT audit and learn to identify, evaluate, document, and provide recommendations to improve IT controls which include program change management, logical/physical security, computer operations, and application/automated controls.

Restrictions: Including: -Level: Graduate

GMGT-559 Commercial Law & Resp
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.

Restrictions: Including: -Level: Graduate

GMGT-562 Intrntl Financl Actg Rprtg

The overriding purpose of this course is to examine the anticipated convergence of U.S. GAAP to International Financial Reporting Standards (IFRS). Within this context, the course addresses current topic areas in financial accounting and reporting including major IFRS/U.S. GAAP differences. The course will include a series of webcasts and videos, in-class debates, and on-line discussions of current issues in international financial accounting and reporting. Key topic areas include the IFRS conceptual framework, inventories, PP&E, intangibles, impairments, revenue recognition, liabilities and provisions, leases, financial assets, derivatives including hedging, the initial adoption of IFRS, and the impact of IFRS on the audit function.

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

Restrictions: Including: -Level: Graduate

GMGT-570 Managerial App Info Tech
This course is a survey of information technology and its applications. Topics include an overview of information systems, hardware, software, file organization, database concepts, data communications, and system software. The College's computing facilities will be used extensively to engage students in hands-on work. Students will learn applications of spreadsheets (MS Excel) including functions, graphing, list processing and pivot tables, one- and two-variable data tables, Solver, macros, and application development. The course will introduce the concept of a database and database management systems software (MS Access) and use it to design databases, store and retrieve information, use forms to display data, and produce reports in various business information processing applications. The Internet and some of its resources will be covered. Students will learn how to design and implement web pages using HTML and integrate information in a web page.

Restrictions: Including: -Level: Graduate

GMGT-573 Financial Acct Fund
This course presents the concepts, principles, and procedures of financial accounting and reporting. Its specific student learning objectives are: 1) develop a managerial perspective and understanding of financial accounting and reporting; 2) recognize ethical dilemmas and range of judgments associated with accounting choices; 3) appreciate the role of accounting in a business enterprise and its importance to managers, investors, and creditors.

Attributes: TGMB

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

GMGT-576 Statistics for Managers
This course is an in-depth introduction into basic statistical concepts and tools needed for making informed decisions in the modern-day business environment, as well as excelling in other graduate management courses. Topics covered in the class include: descriptive statistics, probability and probability distributions, sampling distributions, estimations and hypothesis testing, regression and correlation. Emphasis is made on the application of statistical techniques to managerial decision-making utilizing, when necessary, appropriate statistical packages such as Excel and SPSS. Particular areas of application may include: finance (for example, portfolio construction), operations (for example, quality control), marketing (for example, promotion and advertising response), human resource management, and others.

Attributes: TGMB

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

GMGT-579 Organiz Structure&Process
This course covers the basic concepts and theories of the structure and processes of organizations. Organizational processes include work motivation, power and influence, conflict management, working in teams, and intergroup negotiation. Structural aspects of organizations include design of jobs and self-managing teams, environmental and technological influences on structure, and organizational design. The students are encouraged to relate concepts and theories to their own observations of organizational phenomena. This is accomplished through class discussion, cases, role-playing exercises, and theory-experience papers written by students.

Attributes: TGMB

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

GMGT-580 Economic Found & Practice

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

Attributes: TGMB

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

GMGT-585 Managerial Finance

This course involves the examination of the basic financial theories, techniques, and practices relating to the analysis and pricing of capital/financial assets. Topics include the time value of money; financial statements and cash flow analysis; bond, stock and options valuation; capital asset pricing; risk and diversification; cost of capital, and capital budgeting techniques.

Attributes: TGMB

Prerequisites: GMGT-573 C

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

GMGT-590 Operations Management

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.

Attributes: TGMB

Prerequisites: GMGT-576 C

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

GMGT-603 Mgmt Critical Comm Skills

This course is designed to develop communication skills essential for practicing managers. Students will learn how to deliver prepared and impromptu speeches, facilitate and participate in problem-solving meetings, and engage in leaderless group discussions. Students will also develop skills in conducting employment interviews, understanding the legal and ethical issues of interviewing, and providing performance feedback in work settings. This course provides in-depth knowledge on a variety of human-resources-management and organizational-behavior topics and will enhance students' information-literacy skills through research-based course assignments. This course is the equivalent of GMGT 626 and 627; therefore, students who have earned credit for either of these courses may not enroll in 603.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-622 Customer Mgmt Strategies

Most managers recognize that customers are their most valuable resource and that customer management strategies are vital to their organization's success. However, most also list the development of effective customer management strategies among their top 'pain points' and do not feel confident that these strategies are well understood or implemented. Customer Management Strategies are changing at an astronomical rate. This course investigates current best practices in areas such as the development of marketing plans that impact customer loyalty; Customer Experience Management; managing word-of-mouth surrounding one's brand; anticipating and capitalizing on changes in customer value requirements; and aligning the organization around the customer. A team-based term project calls for students to analyze a specific organization's customer management strategies. Permission of the professor is required to register. Students who have credit for GMGT 688 may not take this class. Students who wish to register for BOTH GMGT 622 and 623 should register for

GMGT 688.

Attributes: TGMB

Prerequisites: GMGT-588 C OR GMGT-680 C

Restrictions: Including: -Level: Graduate

GMGT-623 Customer Behavior

An understanding of the customer is a requirement for business success in the 21st century. The benefits of an organization's pursuit of customer insights are now well documented, and most business practitioners are extremely interested in obtaining compelling customer insights related to their businesses. Unfortunately, managers who are otherwise quite well educated are often at a loss as to how to accomplish this. Valid and vital customer insights are not easily uncovered and require an understanding of the customer that is not inherent in traditional quantitative market research methods or conventional customer relationship managment approaches. A team-based term project calls for students to uncover valid and vital insights regarding a specific target market. Permission of the professor is required to register. Students who have credit for GMGT 688 may not take this class. Students who wish to register for BOTH GMGT 622 and 623 should register for GMGT 688.

Attributes: TGMB

Prerequisites: GMGT-588 C OR GMGT-680 C

Restrictions: Including: -Level: Graduate

GMGT-624 Law for Managers

This is a survey course in the study of law as it relates to business. Students who successfully complete the course will have a better understanding of our legal system and how it operates and will have mastered basic legal concepts relating to commercial contracts (including sales contracts under the Uniform Commercial Code), secured transactions, debtor-creditor law, negotiable instruments, real property (with an emphasis on mortgages and liens), and employment law. Students will also examine the ethical considerations facing business professionals today, the critical role that ethics plays in all aspects of business, and how, in the wake of significant and highly publicized ethical violations, ethical behavior is becoming increasingly regulated by law.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-625 Conflict Management

The course covers the theories, research, and skills in the areas of conflict management and negotiation. Students are exposed to sources of conflicts in organizations and direct and indirect methods of handling conflicts at both the interpersonal and intergroup level. Alternative dispute resolution strategies that are available to the manager in third-party roles are covered. Heavy emphasis is placed on the negotiation process, negotiation strategy and tactics, stumbling blocks to successful negotiation, distributive and integrative negotiation, including the difference between positions and interests. Students learn skill sets as well as theory through case studies, scenarios, and role playing.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-626 Communication in Teams

This course develops the student's interpersonal and analytical problem-solving skills in the small-group setting and provides in-depth knowledge on a variety of human-resources management and organizational-behavior topics. Students learn how to facilitate problem-solving groups and how to work effectively in teams with or without a formal leader. Peer coaching is also emphasized.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-627 Managerial Communication

This course provides an in-depth look at communication processes as applied to the managerial role and provides knowledge of a variety of human-resources management and organizational-behavior topics. The student's information-literacy skills are enhanced through a research-based course assignment. Students will learn how to develop valid interview questions and employ effective communication skills within the interview setting. Coaching skills and best feedback practices will be emphasized. Students will have an opportunity to apply these coaching skills in class. They will give formal oral presentations. Employment law, as it applies to selection processes, will also be discussed.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-628 IT Strategy

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

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-637 Survey Methodology

This course covers topics such as survey problem formulation, sampling, measurement, data collection, analysis, and reporting. Students are required to work on a research project of their choice and bring it to conclusion. Class meetings cover lecture, discussion, case studies, student presentations, and time for library work.

Attributes: TGMB

Prerequisites: GMGT-576 C

Restrictions: Including: -Major: Management

GMGT-638 Managerial Economics

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

Attributes: TGMB

Prerequisites: GMGT-576 C AND GMGT-580 C

Restrictions: Including: -Major: Management

GMGT-639 Seminar on Globalization

With the ever-increasing interconnected nature of the national and regional economies, the new century can be expected to bring more of the same and even higher levels of competition across the board. Such an environment makes understanding the complexities of the highly diverse "global workplace" a matter of survival for all entities operating in this arena whether they are directly involved or not. This is so because switching from a domestically focused paradigm to one that is globally centered requires a strong understanding and appreciation of the many fundamental issues beyond their domestic applications.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-646 Intrntl Financl Actg Rprtg

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

Attributes: TGMB

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

Restrictions: Including: -Major: Management

GMGT-647 Advanced Topics in Fed Tax

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. Students with credit for GMGT 557 may not earn credit for GMGT 647.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-648 Accounting Info Systems

A study of the structure and application of tools, technologies, and models for analyzing, designing, and implementing accounting information systems. The course also enables the student to learn the concepts surrounding Information Technology (IT) auditing and how the IT audit is integrated with the financial audit process. Using the Control Objectives for Information and related Technologies (COBIT) methodology, the student will execute an IT audit and learn to identify, evaluate, document, and provide recommendations to improve IT controls which include program change management, logical/physical security, computer operations, and application/automated controls. Students with credit for GMGT 558 may not earn credit for GMGT 648.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-649 Commercial Law & Resp

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 646.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-651 Nonprofit Management

The Nonprofit Management course critically examines issues that nonprofit organizations face today. The course will focus

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

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-651 Nonprofit Management
The Nonprofit Management course critically examines issues that nonprofit organizations face today. The course will focus on providing excellent service efficiently while maintaining accountability. Topics to be covered include: an overview of the nonprofit sector from a historical context, government interaction, opportunities for growth (social entrepreneurship), the new nonprofit leader (volunteer and staff), surviving in a stagnant economy, and other recent trends. This course is aimed at students who are interested in employment in nonprofit organizations as well as students who are serving on, or interested in serving on, nonprofit governance boards.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-671 Special Topics I
Fall 2012Topics

GMGT 671-01 Self Managed Teams (3) This course deals with the design and functioning of self-managed teams. It takes a socio-technical approach to team design, integrating team process with task requirements in work units. Topics covered include self-managed teams as a strategic choice, team process and dynamics, individual role analysis, member empowerment, team reward systems, manager's new role in self-managed teams, cross-functional coordination, and implementation of change. Students apply knowledge and skills learned in a real life project involving a plan self-managed team design and feedback from the client.

GMGT 671-02 The Executive as an Effective Leader (3) An introduction to practical tools and strategies that will be useful for the executive who seeks to be effective in the role of leader. An introductory foundation on such topics as Yearly Personal Retreat, The Two Page Strategic Planning Tool, Co-Active Coaching Techniques, Codes of Conduct, 121's, Role Descriptions/ Performance Goals / Learning Plans, Casting, How to Frame, Board of Advisors, Metrics, The Great Game of Business-Employees as Owners, Building the High Performance Organization and The Company's Vision will be covered. Application of these tools and strategies will provide a launch pad for students to begin gaining a competitive advantage in their careers.

Attributes: 590 TGMB

Restrictions: Including: -Level: Graduate

GMGT-672 Special Topics II
Fall 2012 Topics GMGT 671-01 Tax Challenge (3) GMGT 672-02 Topic:Real Est Anlys:Fin&Inv (3 cr) This course is designed to introduce the student to the necessary principles associated with both the debt and equity components of the real estate investment market. Emphasis is on capital market analysis, mortgage markets, securitization, and both primary and secondary markets for real estate debt investments. The second half of the course is devoted to equity real estate investments including multi-period cash flow analysis, feasibility and development analysis. This course serves as an overview of the real estate debt markets, financing, and the investment analytical tools necessary for effective real estate investment decision-making. This course is focused on applied real estate decision-making. GMGT 672-03 Topic:Real Est Anlys:Finance (1.5 cr) This course is designed to introduce the student to the necessary principles associated with both the debt and equity components of the real estate investment market. Emphasis is on capital market analysis, mortgage markets, securitization, and both primary and secondary markets for real estate debt investments. This course serves as an overview of the real estate debt markets and related financing options for effective real estate investment decision-making. This course is focused on applied real estate decision-making.

Attributes: TGMB

GMGT-672 Special Topics II

Fall 2012 Topics GMGT 671-01 Tax Challenge (3) GMGT 672-02 Topic:Real Est Anlys:Fin&Inv (3 cr) This course is designed to introduce the student to the necessary principles associated with both the debt and equity components of the real estate investment market. Emphasis is on capital market analysis, mortgage markets, securitization, and both primary and secondary markets for real estate debt investments. The second half of the course is devoted to equity real estate investments including multi-period cash flow analysis, feasibility and development analysis. This course serves as an overview of the real estate debt markets, financing, and the investment analytical tools necessary for effective real estate investment decision-making. This course is focused on applied real estate decision-making. GMGT 672-03 Topic:Real Est Anlys:Finance (1.5 cr) This course is designed to introduce the student to the necessary principles associated with both the debt and equity components of the real estate investment market. Emphasis is on capital market analysis, mortgage markets, securitization, and both primary and secondary markets for real estate debt investments. This course serves as an overview of the real estate debt markets and related financing options for effective real estate investment decision-making. This course is focused on applied real estate decision-making.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-680 Marketing Concept&Strategy

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. Students with credit for GMGT 510 or GMGT 588 cannot take GMGT 680.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-681 Business Strategy & Policy

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

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-682 Integ Adv Fin & Acct Anlys

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.

Attributes: TGMB

Prerequisites: GMGT-585 C

Restrictions: Including: -Level: Graduate

GMGT-683 Process Management

Lean is a key process improvement methodology that is used in all industries regardless of size to remove waste from all business processes. This class teaches concepts from the Lean/Six Sigma methodology to understand process and process improvement. Concepts taught in this class are recognized globally and can be applied to any process in any business setting. Students will learn through a series of lectures, readings, book reports, business simulation exercises, and guest speakers to enhance practical learning of the course curriculum.

Attributes: TGMB

Prerequisites: GMGT-576 C

Restrictions: Including: -Major: Management

GMGT-684 Project Management

This course introduces modern 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.

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-685 Leadership Development

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

Attributes: TGMB

Restrictions: Including: -Major: Management

GMGT-688 Customer Focus&Mktg Strat

Informed managers recognize that customers are their most valuable resource and that customer management strategies are crucial to their organization's success. However, most also list the development of effective customer management strategies among their top "pain points" and do not feel confident that these strategies are well understood or implemented. This course investigates current best practices related to: obtaining valid and vital customer insights; the implementation of initiatives that impact customer loyalty; Customer Experience Management; managing customer communities and social media; anticipating and capitalizing on changes in customer value requirements; measuring customer profitability; and aligning the organization around the customer. A team-based term project calls for students to analyze an organization's customer management strategies and uncover important customer insights. This course is the equivalent of GMGT 622 and 623; therefore, students who have earned credit for either of these courses may not enroll in 688.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-694 Capstone Project

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

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-695 Capstone:ACCT Theory Resch

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 M.B.A. 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.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-695 Accounting Theory/Resch

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 M.B.A. 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.

Attributes: TGMB

Restrictions: Including: -Level: Graduate

GMGT-699 MBA Asessment

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

School of Education

Dr. Michael Wischnowski, *Interim Dean*

Welcome to the Ralph C. Wilson Jr. School of Education (SoE) at St. John Fisher College. Our curriculum is grounded in inclusive practice. We believe that teaching all persons requires that the professional educator and executive leader master 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. The graduate programs in education here at Fisher are designed to deepen, extend, and enhance the professional knowledge of educators, leaders, and executives. Initial certification programs allow graduate candidates whose baccalaureate degrees are in areas other than education to obtain New York State certification in Childhood and Special Education or Adolescence and Special Education. Teaching professionals with initial certification in Childhood and Adolescence may specialize in the critical needs areas of Special Education and Literacy and our newest advanced degree in 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. Unique to the Rochester area, the master's degree program in Library Media adds a new dimension for educators who have an interest in the exciting, unbounded world of technology and literacy now critical to school libraries. Educators and executives may challenge themselves at the highest level of study in our Ed.D. in Executive Leadership program where a cohort-based modular structure provides a rigorous yet accessible program of study leading to a terminal degree. The College also offers its approved Ed.D. program in Executive Leadership at an extension site at the College of New Rochelle in New Rochelle, NY.

Graduate programs in teacher education and educational leadership are registered with the New York State Education Department and are nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE). The SoE 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.

Vision

The vision of the School of Education is that our candidates, faculty, and staff have a moral and professional obligation to contribute in meaningful ways to a more just world where people accept the humanitarian mandate to treat one another civilly and honorably and to develop themselves and the students they serve to meet the academic, social, and personal goals necessary for their positive contributions to a peaceful and progressive world. To help realize this vision, our candidates, faculty, and staff will demonstrate an unwavering commitment to: providing all learners with equitable access to knowledge about themselves and the world in which they live; engaging in caring and effective pedagogical practices that support the acquisition of new knowledge and skills; helping all students become independent and lifelong learners, and active participants in a social and political democracy; and advocating for the interests of the students, families and communities that they serve.

Mission Statement

The mission of the School of Education at St. John Fisher College is to provide a quality educational experience that prepares candidates for distinguished careers in their chosen profession and for leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities and outcomes for all students.
- Prepare candidates who share the belief that all students can and will learn.
- Prepare candidates who understand educational theory, research, best practices and the use of various technologies, and how to apply this knowledge in diverse school settings and communities.

- Prepare candidates to meet college, state and national standards and requirements for graduation and certification.

Conceptual Framework

The overarching theme for the Unit, "Educator as Advocator," is a distillation of our vision, mission, beliefs, goals, central philosophy and five related tenets. This overarching theme captures a central commitment to the philosophy of social justice, accomplished through the related tenets of **diversity, achievement, compassion, knowledge, and service**. The conceptual framework follows a constructivist approach to instruction that shapes who we are and informs our daily pursuit of educational excellence as faculty, staff and candidates in the Unit. The theme, philosophy and tenets provide a strong context for the work that we do in collaboration with the College community, P-12 schools and broader community; our collective efforts to engage high-quality faculty in programs grounded in inclusive practice, with an extraordinary focus on the teaching profession in service to others, and an informed understanding of the teacher's and educational leader's responsibility to encourage children and adults toward intellectual pursuit and personal growth.

Beliefs

Consistent with our conceptual framework, the School of Education has adopted the following set of shared beliefs to help guide our work:

- A strong liberal arts background helps candidates to hone their intellectual skills and understand their chosen discipline more fully.
- Providing service to others is our civic responsibility.
- Commitment, dedication, and caring enhance student learning.
- Moral integrity, collegial, and respectful conduct among the administration, faculty, staff, and candidates are necessary to provide an effective professional and cohesive educational experience.
- Self-determination, self-advocacy, and self-improvement are keys to lifelong learning.
- All students can and will learn when provided with the appropriate conditions, opportunities, and resources.
- Successful learning communities respond to the needs, interests, and backgrounds of each student.
- Professional educators should develop content knowledge and pedagogical skills concurrently and in the most authentic settings possible.
- Effective teaching and learning involves the transformation of understanding based on the depth, quality, and flexibility of the content being taught, and its applicability to the prior knowledge of the learner.
- Maximizing the relationship between technology and other resources enhances educational programs, faculty and staff development, and candidate learning.
- Understanding and respecting diversity enhances professional and personal development.
- Reflective practice is the foundation for career-long professional and personal growth.
- Embracing multiple perspectives expands our knowledge base and informs our decisions.
- The use of data collection, analysis, and evaluation informs decision-making and guides program improvement.
- Continuous improvement is essential and most effective when it is informed by research, best practice, and internal and external assessment.

The goals of the School of Education are to:

- Provide high-quality faculty, programs and experiences aligned with state and national professional standards that prepare candidates to apply theory and research to practice in diverse school settings with all students.
- Support the enrollment and matriculation of capable, responsible, and diverse teacher candidates from recruitment to graduation.
- Use multiple forms of assessment data to improve program outcomes, and continuously improve learner outcomes.
- Promote involvement of Fisher teacher and leadership candidates, faculty and staff in active and visible school and societal improvement, change agency, and the advancement of peace-making and globally responsible citizenship.
- Apply faculty scholarship to promote teaching excellence, academic rigor, and the integration of service activities with teaching and scholarship.
- Support a continuously high level of collaborative decision-making based on the philosophical and conceptual frameworks of the curriculum with the deployment of faculty resources to best deliver the highest quality outcomes for teacher and leadership candidates.

Programs

Educational Leadership

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

Executive Leadership

Ed.D. Executive Leadership

Library Media

M.S. Library Media

Literacy Education

M.S. Literacy Birth–Grade 6
M.S. Literacy Grades 5–12
M.S. Literacy Birth-Grade 6 and Grades 5–12

Special Education

Childhood Options (Grades 1–6)
M.S. Special Education Dual Initial Certification in Childhood and Students with Disabilities
M.S. Special Education Initial/Professional Certification in Childhood and Students with Disabilities
Special Education Advanced Certification

Adolescence Options (Grades 7–12)
M.S. Special Education Dual Initial Certification in Adolescence and Students with Disabilities
M.S. Special Education Initial/Professional Certification in Adolescence and Students with Disabilities
Special Education Advanced Certification Generalist

The master's programs at St. John Fisher College are designed to prepare professionals who understand theory and research and how to apply this knowledge to practice; understand and respect diversity; act on the belief that all individuals can and will learn; and have knowledge of current and best practices in their chosen fields.

The doctoral program in Executive Leadership is designed for managers and executives in education and other related organizations. This education program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven organizations.

Additional Information

Faculty

The faculty in the SoE are committed to providing high-quality programs of study including relevant experiences that stimulate critical thinking and promote reflective practice. The faculty are highly qualified and model best professional practices in teaching, scholarship, advisement, and service, including the assessment of their own effectiveness as related to candidate performance. The faculty collaborate with colleagues in the higher education community, P–12 schools, and other organizations to ensure a well-rounded program of study for all candidates.

SoE and Program Learning Outcomes

The learning outcomes for the teacher and school leader preparation programs offered by the SoE are consistent with the College's learning outcomes; the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for teachers; the Educational Leadership Constituent Council (ELCC) standards for school leaders; and the National Board for Professional Teaching Standards (NBPTS) for preparation of teachers in our professional programs.

The specific program learning outcomes and requirements are listed separately under the individual programs. In all cases, the learning outcomes and requirements have been developed collaboratively based on state and national standards for the preparation of professionals.

Professional Dispositions

Candidates are expected to exhibit professional dispositions in their college classrooms, field experiences, and all interactions with others.

Dispositions are identified as the values, beliefs, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect student learning, motivation, and development. Dispositions are guided by beliefs and attitudes related to certain values such as compassion, fairness, honesty, responsibility, and social justice. Professionalism as defined by SoE involves, among other things, personal responsibility; reliability; respect for others; effective interpersonal relationships, valuing diversity and learning; and ethical behavior, including honesty and integrity.

Dispositions have been defined in a Professional Dispositions Statement that will be made available to candidates upon admission to all teacher and leader education programs. Our expected professional dispositions for all graduate candidates include but are not limited to: respect for others, diversity, open-mindedness, teamwork, collaboration and interpersonal relations, integrity, trustworthiness, responsibility, compassion, acceptance of constructive criticism, persistence, resourcefulness, enthusiasm, organization, self-reliance and self-efficacy, self-reflection, punctuality and attendance, professional appearance and personal grooming.

Candidates are expected to demonstrate professional behaviors both on and off campus. Candidates who exhibit inappropriate behaviors or fail to meet professional standards may be directed to the candidate support process or recommended for dismissal from the program.

Candidate Support Process

The SoE candidate support process is intended to support candidates in their development as future educators and provide ongoing feedback for continuous improvement. Candidates are regularly assessed at critical points as they progress through their programs of study. The support process is described in detail in the *SoE Academic Advising Handbook*.

Academic Programs

M.S.Ed. in Educational Leadership

Overview

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

Dr. Diane Reed and Dr. William B. Stroud, *Co-Program Directors*

Mission

The mission of the Educational Leadership programs is to prepare highly capable, compassionate, and ethically responsible school leaders who can meet the challenge of providing a high-quality education for all learners. The core of the programs centers on the philosophy of social justice and the fundamental belief that all children, regardless of background, can learn and that learning occurs best in environments that foster high expectations, shared responsibility and accountability, standards of excellence, mutual respect, and equity of results.

Vision

The Educational Leadership programs will provide a high-quality program of study and practice that prepares future administrators to have the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. To this end, the programs and faculty are committed to providing the highest level of professional preparation that will enable our candidates to address the challenges and to recognize the opportunities in leading a school/district organization toward achieving standards of excellence.

Educational Leadership Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements, the following are required:

- The applicant must be certified as a teacher and have at least two years of teaching experience before admission to the program.
- The applicant must have completed three years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools, N–12, by the time of program completion.
- At the discretion of the Educational Leadership Admissions Committee, any applicant with an undergraduate and/or graduate GPA lower than 3.00 may be required to take the Graduate Record Examination (GRE) and score 500 or higher on each of the two tests.
- The applicant must provide two letters of recommendation from certified school administrators familiar with the applicant's potential to be successful as an educational leader.
- At the discretion of the program Admissions Committee, an applicant may be required to come to campus for a personal interview and provide an on-demand writing sample.

For information regarding application and admission to the Master of Science in Education: Educational Leadership program, please contact the office of Graduate Admissions at **(585) 385-8161** or e-mail at grad@sjfc.edu.

For specific information regarding the Master of Science in Education: Educational Leadership program, please contact Dr. Diane Reed or Dr. William Stroud at **(585) 385-7250** or by e-mail at dreed@sjfc.edu or wstroud@sjfc.edu.

School Building Leader and School District Leader Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements and the Educational Leadership admission requirements above, individuals applying for admission to the School Building and School District program must hold a master's degree from an accredited institution with a minimum of 30 credits in an area that leads to permanent or professional teacher or pupil personnel services certification.

For information regarding application and admission to the Master of Science in Education: School Building Leader and School District Leader program, please contact the office of Graduate Admissions at **(585) 385-8161** or by e-mail at grad@sjfc.edu.

For specific information regarding the Master of Science in Education: School Building and School District Leader program, please contact Dr. Diane Reed or Dr. William Stroud at **(585) 385-7250** or by e-mail at dreed@sjfc.edu or wstroud@sjfc.edu.

Description

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

The programs use an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field-based internships to address current and emerging issues impacting the quality of education. This integrated approach infuses theory with practice to support the acquisition of the skills, knowledge, and values necessary to create optimum school conditions that promote a high-quality learning environment for all students. The case studies and field experiences both teach and measure candidate competence against national and state standards.

The Educational Leadership programs require 24 credits of coursework and 8 credits of internship for a total of 32 credits. The programs are designed around a weekend format. Each semester's studies constitute a module, and each module is comprised of two three-credit courses and one two-credit internship experience. Each three-credit course will meet on alternate weekends for a total of four weekend sessions. Candidates take two courses and an internship each semester including the summer session. Most candidates complete the program in 18 months.

The field-based clinical internships are crucial elements of the programs' curricula. The programs have four internships of two credits each that are taken concurrently with the courses offered each semester. Each internship requires a minimum of 160 hours per 16-week semester, plus one full week (40 hours) sometime during the program. The internships will total 680 clock hours (four internships of 160 hours each plus one full week). Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications. At least one internship is in a diverse setting. At least one internship needs to be at the building level and one at the district level. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or partnering district.

Weekend Format

The Educational Leadership courses meet in an every-other-weekend format. Classes meet on Fridays from 4:30 p.m. to 8:00 p.m. and on Saturdays from 9:00 a.m. to 3:30 p.m. with a working lunch.

Faculty

Our faculty members are committed to providing the highest level of preparation for candidates participating in the program. All full-time faculty members have extensive and successful experiences as administrators in a variety of educational settings and possess New York State administrative certificates and doctoral degrees.

Program Goals

The goals of the Educational Leadership programs are to prepare administrators who:

- Are knowledgeable in both the theories and best practices in education.
- Can help shape positive teaching and learning environments that support the educational, emotional, and social development of all students.
- Are committed to the proposition that all children can learn and insist that all children have the opportunity and resources needed to learn.
- Place the interests of children at the forefront of all school-related decisions.

Learning Outcomes

The learning outcomes of these programs are to produce school leaders who:

- Have a thorough grounding in and understanding of the challenges and opportunities in education.

- Have the ability to work effectively with members of the school district and local community.
- Demonstrate effective leadership, management, and communication skills and are agents for effective and positive change.
- Have a strong sense of ethics and ethical responsibility to the children and families served by the school and school district.
- Have a broad understanding of the role of the school/district and its relationship to the broader community in which it operates.
- Have a broad awareness and knowledge of curriculum issues, the ISLCC 2008 standards, and the State's learning standards and assessment program.
- Are prepared based on State and national leadership standards and assessments for school building and district leaders.
- Are knowledgeable about and committed to teaching and learning principles that support effective classroom practices and procedures based on the developmental learning needs of P–12 students and State learning standards.
- Are knowledgeable about educational research, research techniques, and interpretation of research findings in education.
- Have a general understanding of educational technology and its applications in research, communication, and instruction.
- Can design and implement effective programs for faculty and staff development.
- Have an understanding of education law, finance, and the legal issues facing schools and school districts.
- Have the knowledge and skills related to a school leader's responsibility to establish a school or district budget and provide the necessary fiscal oversight required to support achievement of planned educational objectives and goals.

Program Requirements

M.S.Ed.: School Building Leader Degree Requirements

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*)**

Upon successful completion of the Educational Leadership program, the candidate will receive a Master of Science in Education degree with a major in Educational Leadership and will be eligible for New York State certification as a School Building Leader.

M.S.Ed.: School Building Leader and School District Leader Degree Requirements

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*)**

Upon successful completion of the School Building Leader and School District Leader program and successful completion of the NYS School District Leader Assessment, the candidate will receive a Master of Science in Education degree with a speciality in Educational Leadership and will be eligible for New York State certification as a School Building Leader and as a School District Leader.

*Required School Leadership Assessments

New York State school leaders must pass designated tests as a requirement for receiving state certification.

M.S.Ed: School Building Leader

Students graduating will be required to achieve satisfactory scores on the School Building Leadership assessment for certification.

M.S.Ed: School Building Leader and School District Leader

Students graduating will be required to achieve satisfactory scores on the School Building Leader and School District Leader assessment for certification. In addition, a satisfactory score on the School District Leader assessment is required for graduation from St. John Fisher College.

Program Modules

Both Educational Leadership programs have four interrelated modules comprised of three courses each.

Module I: Developing Effective Leadership

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to: provide candidates with an understanding of the major influences affecting American education and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses in Module I will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide students with a theoretical context and understanding of the various components of effective leadership.

Module II: Planning and Implementing School Improvement Strategies

This module is designed to increase candidates' understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high- and low-performing schools in diverse settings and develop school improvement plans that include the use of technology and information literacy for such schools. The courses offered in this module will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

Module III: Effective Public Communication

The studies in this module will teach the candidate 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 in 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. In addition, each candidate will be provided with a DVD of his or her oral presentation for self-evaluation purposes. Successful completion of the project is a program requirement.

Courses

GEDA-502 Child Abuse Identify
This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention).

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-503 School Violence Prevent
This course fulfills the New York State requirement for instructing candidates in safety education (Violence Prevention and Intervention); and instructing fire and arson prevention.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-510 Intro to Educational Admin

This unique course is a part of the Wayne Finger Lakes Leadership Institute and is taught in partnership with the Wayne Finger Lakes BOCES, St. John Fisher College, SUNY Brockport, SUNY Oswego, and the University of Rochester. It is the introduction to the theory and practice of school administration and uses a curriculum developed jointly by all participating partners. The course is rotated between the participating institutions and is considered the equivalent of the intro course for all of the participating Colleges and Universities.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-560 Achieve Standards Excel

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 discrict-wide instructional improvement; (g) strategies for using categorical and local funds included in building-level and district budgets to support instructional initiatives; (h) the ongoing responsibility to use the funds designated for special needs students in accordance with the authorizing legislation (free appropriate public education in the least restrictive environment); (i) successful student engagement; (j) school and district responsibilities and obligations in regard to federal and state standards and regulations. Issues of instructional improvement, and successful student engagement will be examined and addressed. The course will also examine and apply various uses of technology to enhance teaching and learning, and improve school operations.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-561 Leadership Collaboration

School success is most likely to occur when there is a commitment by all stakeholders to standards of excellence and the focus is on success for all students. Continuing the studies begun in GEDA 560, this course will focus on the application of motivational theory in building shared commitment and ownership to achieve the school's and district's vision and enhance learning for all students. This course provides candidates with a theoretical understanding of educational politics, governance, financing, and regulation with internal and external constituencies. Candidates will acquire the knowledge, skills, and dispositions needed to serve as the chief executive officer of a school district and instructional leader of a school. The use of various information technologies to support collaboration will also be explored.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-562 Internship I

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module I. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-563 Plan School/Distrct Assess

Effective school-based planning and assessment serve as the foundation in building a system of school/district improvement. This course will focus on how to maximize diversity in creating effective planning groups, successful school planning, and assessment and improvement techniques that support positive school and district improvement, enhance teaching and learning for all students, and improve student and staff results. This course provides an opportunity to analyze the district requirement for the evaluation and instructional support for all students in their district including students home-schooled or in a private school setting. Candidates will develop strategies for engaging a range of community groups at the building and district levels, in planning, implementing and assessing a budget that uses federal, state, local and donated funds to enhance teaching and learning for all students. The course also will review organizational theory in the context of reflective practice to help students develop ways of reading and understanding the complexities of school systems.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-564 Improving Instructn & Lrng

This course will focus on the major issues that impact the quality of teaching and learning in a proactive, nurturing, data-driven learning environment. Topics will include: (1) strategies for aligning curriculum, instruction and assessments with federal, state, and local learning standards; (2) collaborative strategies for developing with others the curriculum, instruction, and assessment appropriate for varied teaching and learning styles and specific student needs; (3) ensuring that students with disabilities are provided with the appropriate services in the least restrictive environment; (4) dynamics of change and school reform; and (5) using technology as a means of improving teaching, learning, and assessment for all students. The coursework or training will also include studying the warning signs within developmental and social contexts that relate to violence and other troubling behavior in children; effective classroom management techniques and other academic supports that promote problem-solving skill development within their regular curriculum.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-565 Internship II

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module II. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-566 Dev Effective Partnerships

Partnerships are at the heart of effective schools. Parents, community-based and philanthropic organizations, colleges, businesses, the media, human service providers, and others need to be actively and positively engaged as partners in the school improvement process. Many of the problems faced by schools and districts come from the lack of consensus on and understanding of the school or district's mission, goals, and guiding principles. These problems are compounded by misunderstandings about the school or district and their function and purposes. This course is designed to provide candidates with the skills needed to improve school effectiveness through meaningful school and parent partnerships, communication through local media, and effective relationships with local service agencies, businesses, and community-based organizations. Embedded in the strategies for developing and sustaining partnerships are discussions of the responsibility for appropriate accounting for grant, school activity and fundraising funds. Candidates will consider how to use technology to develop, implement, and sustain partnerships.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-567 Effective Communication

This course supplements GEDA 566 by expanding the topical areas and focusing on effective marketing and public relation strategies, the impact of internal and external political systems, and successful steps to organizing school and district-wide data and reporting such information to various community audiences and constituency groups. Emphasis is placed on communications including media and employee relations. This course also will include demonstrations on the use of various technology software applications that can be applied in different communication venues.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-568 Internship III

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module III. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-569 Accountability,Assess&Perf

Successful operation of and change in an organization, including schools and districts, depends to a large extent on effective leadership. An effective leader understands the importance of identifying and selecting a quality team and delegating the appropriate level of authority, responsibility, and accountability to the various members of the team. An effective leader also knows that a systems approach that views schools as interactive instructional systems operating within external environments is required to positively affect the processes, structures, and dynamics that make up a school. Candidates will examine employee induction and evaluation models and the use of technology to track performance and monitor accountability over time within a structure that includes mandated fiscal oversight practices and periodic auditing by an independent organization.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-570 Prod&Sustain Schl Imprvmnt

This course focuses on the essential skills that school leaders need in order to create a culture of continuous improvement. The research suggests that an effective school leader has the ability to create conditions that support an environment of recognition and appreciation. One of the most critical steps in cultivating such conditions is to embrace diversity as an asset, regularly reinforce and recognize the improvement efforts of individual staff and students and the school community, as a whole. The course will examine a variety of research studies that have been conducted: for example, reward and incentive programs and their impact on improvement, successful programs and practices for self-review and renewal of schools, including celebrating diversity. This course emphasizes building and district leaders' fiscal oversight responsibilities; the fiscally sound practices, and ways to monitor and periodically audit school systems to sustain continuous school improvement. The use of technology to support financial management operations and resource allocation decisions is explored. The course provides opportunities to discuss No child Left Behind legislation and to close achievement gaps as a legal and moral responsibility of leadership. This course also includes a review of the academic supports that promote problem-solving skill development for students within their regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A final capstone project is required as part of the course.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

GEDA-571 Internship IV

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module IV. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

Restrictions: Including: -Major: Bldg & District Edu Leadership, School Leadership

Academic Programs

M.S. in Literacy Education

Overview

M.S. Literacy Birth–Grade 6
M.S. Literacy Grades 5–12
M.S. Literacy Birth–Grade 6 and Grades 5–12

Dr. Kathleen A. Broikou, *Program Director*

Mission

The mission of the Master of Science in Literacy Education program is to prepare highly capable and ethically responsible literacy professionals who thoroughly understand and can implement the theory and practice of literacy acquisition and instruction. Consistent with the missions of St. John Fisher College and the Ralph C. Wilson, Jr. School of Education, as well as the standards set forth by the International Reading Association and the National Board for Professional Teaching Standards, the literacy program develops the knowledge, skills, and dispositions literacy educators need in order to effectively teach all students ways of using multiple forms of text that will provide them with opportunities for success in a global community. The program embraces the belief that all children learn and that learning occurs when students are actively engaged in constructing meaning within a collaborative and supportive community of learners. As such, our candidates in literacy learn how to create learning environments that address the diverse learning needs of students, are informed by best practices, use ongoing meaningful assessment of student learning, and are continuously informed by self-reflection and a commitment to professional development. Finally, our candidates learn how to disseminate information about literacy development to the family and community so that literacy learning becomes meaningful in all aspects of a child's life.

The program is designed for teachers who hold initial or provisional classroom certification and wish to become certified in literacy education. We offer graduate literacy programs leading toward professional certification in Literacy Birth to Grade 6 and Literacy Grades 5 to 12. Candidates may elect to complete a program that leads to one certification or both certifications.

Program Goals

This program is designed to develop literacy professionals who:

- Demonstrate an understanding of the theory and practice of teaching literacy.
- Understand literacy acquisition as something that occurs across the lifespan, out of school, as well as in school.
- Create positive connections with families and communities in order to support both in- and out-of-school literacy learning.
- Demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity.
- Have the ability to create programs to address the strengths and needs of individual learners.
- Have advanced knowledge of the learner and learning environment as well as practical skills in design, implementation, teaching strategies, assessment, and evaluation of literacy programs.
- Encourage all teachers, regardless of discipline or special areas, to understand language and literacy as tools for thinking and learning that integrate reading, writing, listening, speaking, and visual representation.
- Have the expertise and habits of mind that lead to equitable pedagogy in order to address the needs of all students, including those with diverse perspectives and special needs.
- Practice continuous reflection and professional development.

Admission Requirements

Candidates are required to have initial or provisional teacher certification and present satisfactory evidence of the ability to perform at the graduate level for admission to the graduate program in Literacy Education at St. John Fisher College. The School of Education Admissions Committee and the program director assess applicant qualifications. Applicants may submit results of the Graduate Record Examination (GRE) to strengthen an application. Candidates must score 500 or higher on each of the tests.

For information regarding application and admission to the Master of Science in Literacy Education program, please contact the Office of Graduate Admissions at **(585) 385-8161** or e-mail grad@sjfc.edu.

For specific information regarding the Master of Science in Literacy Education program, please contact Dr. Kathleen Broikou, program director, at **(585) 385-8112** or e-mail kbroikou@sjfc.edu.

Learning Outcomes

Learning Outcomes

Upon completion of this program, candidates will be able to:

- Choose literacy practices that demonstrate knowledge of psychological, social, cultural, and linguistic foundations of reading and writing processes and instruction.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated into fluent reading.
- Use their knowledge of the writing processes, language development, writing development, and ongoing assessment to provide instruction in the components of writing, assist students in constructing meaning in their written work, and provide genuine opportunities for students to write for a variety of purposes and audiences.
- Demonstrate knowledge of language development and literacy acquisition and the variations related to culture and linguistic diversity.
- Select and use a wide range of instructional practices, approaches, methods, and curriculum materials, including technology-based practices, to support reading and writing instruction for learners at different stages of reading and writing development and from diverse cultural and linguistic backgrounds.
- Select and use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction that meet the needs of all students, including those at differing developmental stages and those from differing cultural and linguistic backgrounds.
- Create a caring, supportive, inclusive, challenging, democratic, and safe learning environment that fosters literacy development, independently and collaboratively, by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Demonstrate valuing of the role of student language, particularly student talk, in student learning, and establish an appreciation of student culture/language background as a foundation for future learning and engagement in learning.
- Demonstrate knowledge of the new literacies (i.e., digital, visual, and media literacy) and their impact on literacy acquisition and instruction.
- Demonstrate an understanding and respect for the role language and literacy play within various disciplines (social studies, science, mathematics, foreign language, etc.).
- Demonstrate multiple comprehension strategies appropriate within particular disciplines for development of active literacy users within the subject area.
- Create ways to engage students, teachers, parents, and other adults from the community to enrich instruction.
- Participate in, initiate, implement, and evaluate professional development programs.
- Contribute actively to the improvement of teaching and learning and to the advancement of knowledge and professional practice.

Program Requirements

M.S. Literacy Birth-Grade 6 Degree Requirements

GRDG 620	Nature and Acquisition of Literacy	(3)
GRDG 626	Language, Literacy, and Diversity	(3)
GRDG 635	Assessment-Based Literacy Instruction	(3)
GRDG 637	Practicum in Literacy	(3)
GRDG 639	Emergent Literacy	(3)
GRDG 640	Administration and Supervision of Reading and Writing Programs	(3)

GRDG 650	Literacy Methods and Materials	(3)
GRDG 658	Literacy Coaching Practicum	(3)
GRDG 670	Theory and Practice of Integrating Literature into the Classroom	(3)
GRDG 690	Capstone Project: Action Research in Literacy	(3)
Total		**(30)**

M.S. Literacy Grades 5-12 Degree Requirements

GRDG 620	Nature and Acquisition of Literacy	(3)
GRDG 626	Language, Literacy, and Diversity	(3)
GRDG 634	Literacy Instruction in the Content Areas	(3)
GRDG 635	Assessment-Based Literacy Instruction	(3)
GRDG 638	Practicum in Literacy: Grades 5–12	(3)
GRDG 640	Administration and Supervision of Reading and Writing Programs	(3)
GRDG 652	Developing Critical Literacy Skills Through Literature: Grades 5–12	(3)
GRDG 658	Literacy Coaching Practicum	(3)
GRDG 670	Theory and Practice of Integrating Literature into the Classroom	(3)
GRDG 690	Capstone Project: Action Research in Literacy	(3)
Total		**(30)**

M.S. Literacy Birth–Grade 6 and Grade 5–12 Degree Requirements

GRDG 620	Nature and Acquisition of Literacy	(3)
GRDG 626	Language, Literacy, and Diversity	(3)
GRDG 634	Literacy Instruction in the Content Areas	(3)
GRDG 635	Assessment-Based Literacy Instruction	(3)
Choose **one**:	GRDG 637 Practicum in Literacy: Birth-Grade 6	(3)
	GRDG 638 Practicum in Literacy: Grades 5-12	
GRDG 639	Emergent Literacy	(3)
GRDG 640	Administration and Supervision of Reading and Writing Programs	(3)
Choose **one**:	GRDG 650 Literacy Methods and Materials: Birth-Grade 6	(3)
	GRDG 652 Developing Critical Literacy Skills Through Literature: Grades 5–12	

GRDG 658	Literacy Coaching Practicum	(3)
GRDG 670	Theory and Practice of Integrating Literature into the Classroom	(3)
GRDG 690	Capstone Project: Action Research in Literacy	(3)
GRDG Elective	One elective chosen in consultation with advisor	(3)
Total		**(36)**

Courses

GRDG-506 Tch Rdg Spec Needs B-6
This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating young children with special needs. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring literacy skills. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will further develop instructional strategies to enhance teaching and learning for all students.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-507 Tch Rdg Spec Needs 5-12
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.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-526 Lang, Lit & Div Am Schools
In this course, students will examine theory and research around the concept of diversity and its relation to literacy learning. We will draw on Critical Race Theory, sociocultural theory, and the concept of discourse communities to conceptualize diversity and to understand the educational challenges and opportunities presented by diversity in relation to literacy learning. Questions about the unique challenges of teaching literacy in a complex classroom will be raised, and consideration will be given to different ways of investigating those questions. Also, questions with regard to how research has contributed to our thinking and methods of teaching literacy to diverse student populations will be examined.

Prerequisites: GRDG-620 Y C

GRDG-534 Literacy Inst Content Area
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 learning standards. An additional focus of the course is to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods including the use of technology.

Attributes: TGRD

GRDG-535 Literacy Inclu Classrm:Pri

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the primary classroom (grades 1?3). A key focus of this course is to help candidates address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. This course addresses the learning needs of diverse students by integrating social justice education through critical literacy into the curriculum. Candidates demonstrate knowledge of the New York State Standards in English Language Arts in pedagogy and curriculum. A field experience component is required.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-550 Literacy Inclu Classrm:Int

This course builds on theories, assessments, teaching methods, and materials introduced in GRDG 535 and has a focus on literacy instruction for an inclusive classroom at the intermediate grade levels. A focus on linking the New York State standards in English Language Arts in pedagogy and curriculum is emphasized. A field experience component is required.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-620 Nature&Acquisitn:Literacy

This course is an overview of theories of language and literacy acquisition including but not limited to autonomous and ideological models of reading, socio-cultural-historical views of literacy, critical literacy, language variation, and literacy in a post-typographic world. Candidates will create an electronic portfolio.

Attributes: TGRD

Restrictions: Including: -Level: Graduate

GRDG-626 Lang, Literacy & Diversity

In this course, students will examine theory and research around the concept of diversity and its relation to literacy learning. We will draw on Critical Race Theory, sociocultural theory and the concept of discourse communities to conceptualize diversity and to understand the educational challenges and opportunities presented by diversity in relation to literacy learning. Questions about the unique challenges of teaching literacy in a complex classroom will be raised, and consideration will be given to different ways of investigating those questions. Also, questions with regard to how research has contributed to our thinking and methods of teaching literacy to diverse student populations will be examined.

Attributes: TGRD

Prerequisites: -

GRDG-634 Lit Instr Content Area

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 learning standards. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods, including the use of technology.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-635 Assessment-Based Lit Instr

This course will examine the nature and function of formal and informal assessment processes in literacy instruction for students in grades 3-12. An examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction is addressed. A field experience component in a local school is required.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-637 Lit Pract:Birth - Grade 6

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student?s experience and knowledge base. Permission of the Program Director required to register.

Attributes: TGRD

Prerequisites: GRDG-635 C

Restrictions: Including: -Level: Graduate; Excluding: -Major: Reading

GRDG-637 Practicum in Literacy

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student?s experience and knowledge base. Permission of the Program Director required to register.

Attributes: TGRD

Prerequisites: GRDG-635 C

Restrictions: Including: -Level: Graduate; Excluding: -Major: Reading

GRDG-638 Lit Pract:Grades 5-12

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student?s experience and knowledge base. Permission of the Program Director required to register.

Attributes: TGRD

Prerequisites: GRDG-635 C

Restrictions: Including: -Major: Literacy Education -Level: Graduate

GRDG-638 Practicum in Literacy

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student?s experience and knowledge base. Permission of the Program Director required to register.

Attributes: TGRD

Prerequisites: GRDG-635 C

Restrictions: Including: -Major: Literacy Education -Level: Graduate

GRDG-639 Emergent Literacy
This course will focus on literacy development, knowledge, and assessment for children from birth to grade two. The impact of culture and language on literacy development and the use of technology to support literacy will be explored. A field experience component is required.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-640 Admin&Sup-Rdg/Wrtng Prgm
The course is designed to aid future literacy specialists in developing proficiency in organizing and enhancing school-wide literacy programs. In addition, candidates will explore techniques, including the use of technology, for analyzing and improving curriculum and instruction and for ensuring alignment with New York State learning standards. Effective leadership skills, including the ability to work with individuals from diverse backgrounds, will be examined.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-650 Literacy Methods
The focus is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. Candidates will examine models of literacy instruction, as well as commercially published materials and programs.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-652 Dev CritLit Skills thruLit
The emphasis of this course is on the critical examination of literature from multiple perspectives (e.g., linguistic, political, social, multicultural, and psychological). Candidates will use information technology and other resources to help identify and analyze literary elements of diverse texts and illustrations in relation to the varying perspectives and will discuss the implications of these analyses for the teaching of all students.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Level: Graduate

GRDG-658 LiteracyCoaching:Practicum
This course will focus on the application of the skills of a literacy specialist and coach. The candidate will be responsible for observing instructional practice and giving feedback; modeling research-based strategies and instruction; engaging in collaborative analysis of student assessment data and how the data informs instruction; planning and participating in a professional book study group; and providing overall leadership in literacy learning and teaching.

Attributes: TGRD

Prerequisites: GRDG-637 C OR GRDG-638 C

Restrictions: Including: -Major: Literacy Education, Reading

GRDG-670 Thry&Prac Integ Lit Class
This course focuses on literature and the theoretical considerations and practices teachers use to integrate literature into the school curriculum. Candidates are introduced to different reading theories that inform the interpretation of literature (i.e., new criticism, reader response, critical literacy, etc.). Candidates will also have opportunities to enrich and expand their pedagogical knowledge through the introduction of instructional strategies focused on the teaching of literature (i.e., discussion, writing, and technology integration). Graded S/U.

Attributes: TGRD

Restrictions: Including: -Major: Literacy Education, Reading

GRDG-690 Capstone: Action Res Ltrcy
this ia a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate. Candidates will complete an action research project that provides an opportunity to practice the methods and means of collecting data, to engage in the process of analyzing and writing up research, and to formally present research to colleagues. The project will reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate will demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. Graded S/U. Note: For students in a 30 credit Literacy program, a minimum of 21 credits of the program must be completed to register for GRDG 690. For students in the 36 credit Literacy program, a mimimum of 27 credits must be completed to register for GRDG 690.

Attributes: TGRD

Prerequisites: -

Restrictions: Including: -Major: Literacy Education, Reading -Level: Graduate

GRDG-696 Independent Study
Independent study courses are intended to provide candidates with options to further develop their knowledge and skills. Independent Study Authorization form is required.

Attributes: TGRD

Restrictions: Including: -Major: Literacy Education, Reading -Level: Graduate

Courses

GEDU-501 Issues in Health & Safety
This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501.

Graded S/U.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-520 Hist & Phil of Educ
This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling
This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED

Restrictions: Including: -Level: Graduate

Academic Programs

Ed. D. in Executive Leadership

Overview

Dr. Jeannine Dingus-Eason, *Program Director**

*Pending approval by the Board of Trustees

The Education Doctorate (Ed.D.) in Executive Leadership at St. John Fisher College is administered by the Ralph C. Wilson, Jr. School of Education (SoE). The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are 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 educational leadership. As an alternative doctoral model, the program is designed to:

- Provide executives and senior managers with an advanced curriculum that focuses on relevant and current topics and issues in executive leadership.
- Focus on the core leadership competencies, dispositions, and applied research that executives and senior managers need to be effective in various organizational settings.
- Provide opportunities for candidates to focus their dissertation on actual problems in their organization, making the dissertation relevant and practical, and thereby encouraging organizational support.
- Provide candidates with access to a network of successful executives and organizations to support their intellectual, professional, and career development.

Mission

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

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

- Prepare ethically responsible leaders who are committed to improving conditions, opportunities, and outcomes for their clients and employees.
- Prepare highly capable leaders who understand and know how to use research, best practices, and new technologies to guide change and improve individual and organizational performance.
- Prepare confident and compassionate leaders who are committed to improving the quality of life for children and families in underserved communities.
- Prepare socially conscious and morally grounded leaders who respect and embrace diversity and understand the importance of human resource development.

Goals

The goals of the program are:

- To provide a high-quality educational program that prepares candidates for successful careers as executive leaders.
- To provide a program of study that promotes effective organizational and individual performance.
- To maintain a professional environment that promotes an understanding of and appreciation for diversity.
- To provide greater access for groups historically underrepresented in doctoral-level programs and in positions of

executive leadership.
- To provide a rigorous multidisciplinary advanced program of study for working professionals that fosters high rates of completion.

Admission Requirements

Admission is limited to qualified candidates who have:

- A minimum of three years of successful management/administrative-level experience.
- Completed a master's degree program in a related field from a regionally accredited institution of higher education.
- A proven record of excellence in mid-level leadership and management.

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

Candidates for admission are required to submit:

- A completed admissions application.
- Official college transcripts documenting completion of a master's degree.
- Two recommendations from successful leaders currently practicing in the candidate's or a related profession.
- The Applicant Employment History and Supervisor's Performance Appraisal and Recommendation form documenting employment history and performance for the most recent two years.
- Three professional writing samples of no longer than five pages each, with the total not exceeding ten pages.
- A current résumé.
- A concise essay, of no more than one typed page, outlining the candidate's vision of leadership and reasons for applying to the program.

Applicants who meet the requirements will be required to:

- Participate in a formal interview process.
- Provide an on-demand writing sample on the day of the interview.

Locations

The Doctoral Program in Executive Leadership is offered at two locations:

- St. John Fisher College in Rochester, NY
- The College of New Rochelle's Westchester Campus in New Rochelle, NY (Extension Site)

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

For information regarding application and admission to the doctoral program, prospective candidates should contact the St. John Fisher College Office of Graduate Admissions at **(585) 385-8161** or e-mail grad@sjfc.edu.

Learning Outcomes

The program will prepare executive leaders who demonstrate the following:

- Ability to apply and synthesize the essential knowledge, skills, and dispositions required for effective leadership and management in various organizational settings.
- Capability to conduct research and collect, analyze, and interpret data to inform decision-making and improve performance.
- Facility to think and plan strategically and conduct action research that is supported by best practice.
- Understanding of the impact, interactions, and implications of various public sectors on educational systems.
- Integrity to make ethical and fair decisions when facing moral dilemmas.
- Capacity to appreciate and maximize the talents and skills of a diverse workforce.
- Ability to assess and maximize human potential through a process of continuous personal, professional, and intellectual development.

Program Requirements

Degree Requirements

To qualify for the Ed.D. in Executive Leadership, candidates in the program are required to:

- Complete a minimum of 90 credit hours. Up to 30 credit hours from an approved graduate degree program may be considered for transfer.
- Complete the program's core requirements, comprised of a minimum of 60 credit hours, including 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:

- Complete the program's core curriculum, which includes 20 courses totaling 60 credits.
- Register for 9 credits each semester and be continuously enrolled to meet the core requirements, with the exception of the first summer, which requires candidates to register for 6 credits.
- Take the core courses offered in this curriculum; courses taken at other institutions may not be used as substitutes.
- Maintain a minimum cumulative grade point average of 3.00 ('B') or higher each semester to continue in the program.

Ed.D. Executive Leadership Requirements*

DEXL 701	Doctoral Studies Seminar	(3)
DEXL 702	Contemporary Issues in Executive Leadership	(3)
DEXL 703	Research Methods and Design	(3)
DEXL 704	Leadership and Cultural Change	(3)
DEXL 705	Field Experience I	(3)
DEXL 706	Applied and Action Research	(3)
DEXL 707	Qualitative and Quantitative Research Methods	(3)
DEXL 708	Field Experience II	(3)
DEXL 709	Public and Human Relations	(3)
DEXL 710	Assessment, Evaluation, and Organizational Improvement	(3)
DEXL 711	Field Experience III	(3)
DEXL 712	Public Policy, Law, and Ethics	(3)
DEXL 713	Executive Leadership and Shared Governance	(3)
DEXL 714	Field Experience IV	(3)
DEXL 715	Finance and Resource Development	(3)
DEXL 716	Human Resource Development and Continuous Improvement	(3)
DEXL 717	Guided Dissertation Seminar I	(3)

DEXL 718	Leadership and Diversity	(3)
DEXL 719	Guided Dissertation Seminar II	(3)
DEXL 720	Guided Dissertation Seminar III	(3)
Total		**(60)**

*Includes approval of the final dissertation document by the Program Director.

Optional

- DEXL 721 Guided Dissertation Seminar IV (3)
- DEXL 722 Guided Dissertation Seminar V (3)

Courses

DEXL-701 Doctoral Studies Seminar

This course provides candidates with an orientation to the program and the expectations and requirements for doctoral-level study. Candidates will refine their library research, concept development, and academic writing skills. Candidates will be exposed to doctoral-level research and various processes for developing research topics, conceptual frameworks, research ideas, and problem statements relevant to professional practice. Through reading, literature review, class discussion, reflection, and advisement, candidates will develop time management plans and other projects to guide the development of their field experiences and dissertation.

Restrictions: Including: -Major: Executive Leadership

DEXL-702 Contemp Issues Exec Leader

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-703 Research Methods & Design

This course is designed to provide candidates with an understanding of relevant research approaches in education, health, business, and other human service practices to inform decision-making and support organizational change. The course will provide an overview of research paradigms, the identification of researchable problems, and broadly survey research methods, including qualitative, quantitative, and mixed methods approaches. In doing so, the course will explore issues around research ethics and consider the importance of ethics. Additionally, the course will explore how research literatures function as distinct genres with explicit and implicit codes of understanding. Candidates will share their developing understanding of research through oral presentations and literature reviews.

Restrictions: Including: -Major: Executive Leadership

DEXL-704 Leadership&Cultural Change

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-705 Field Experience I

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and

learning outcomes in DEXL 703 and 704, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-706 Applied & Action Research

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-707 Qualit & Quant Methods

This course provides an overview of qualitative and quantitative research methods including their history, traditions, conceptual frameworks, and justifications. Candidates will examine the two approaches to determine distinctions, similarities, practical utility, and problems in the collecting, managing, analyzing, and reporting of qualitative and quantitative data. Candidates also will focus on the distinction between data and evidence, the technical approaches and applications used to determine data validity and reliability, and the substantiating of evidence within the context of research and organizational outcomes. The course project will be aligned with the requirements for Part I of the Comprehensive Exam.

Restrictions: Including: -Major: Executive Leadership

DEXL-708 Field Experience II

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 706 and 707, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-709 Public & Human Relations

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-710 Assess, Eval & Org Improve

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. The course project will be aligned with the requirements for Part II of the Comprehensive Exam.

Restrictions: Including: -Major: Executive Leadership

DEXL-711 Field Experience III
Field Experience III is designed to support the completion of Part III of the Comprehensive Examination, the General Field Examination. Candidates will develop a Field Experience Proposal that covers the required sections outlined in the Comprehensive Exam requirements including sections: (a) a field-based case study; and (b) a portfolio of the candidate's best work. The Field Experience Proposal must be approved by the faculty of record. The faculty of record will provide guidelines outlining the course requirements and specifications for completing the projects. Candidates must maintain a log documenting that a minimum of 50 hours have been dedicated to meeting the requirements of the course. Candidates will meet with faculty at assigned times and on an as-needed basis. Mid-term and end-of-course assessments will be administered and used to evaluate candidate performance on the required projects and determine the final score on the General Field Exam portion of the Comprehensive Exam. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-712 Public Policy, Law &Ethics
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.

Restrictions: Including: -Major: Executive Leadership

DEXL-713 Shared Governance
This course is a critical examination of the relationship between leadership effectiveness and governance, the differences and similarities in the educational system, and the governing structures in public, private, and not-for-profit organizations. The course will combine the study of theory and practice by exploring the major components of organizational governance, including the roles and responsibilities of the executive leader; governing boards; unions; local, state, and federal agencies; and community groups. These components will be examined in the context of contemporary educational issues in the areas of policymaking, administration, collective bargaining, shared decision-making, authority and accountability, and ethical and legal requirements. Through the use of special guest lecturers, case studies, current events, and simulations, candidates will examine the external and internal constraints and the opportunities of shared governance from conceptual, practical, political, ethical, and policy perspectives.

Restrictions: Including: -Major: Executive Leadership

DEXL-714 Field Experience IV
Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 712 and 713, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-715 Finance & Resource Dev
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.

Restrictions: Including: -Major: Executive Leadership

DEXL-716 HR Dev&Cont Improvement

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-717 Guided Dissertation Sem I

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-718 Leadership & Diversity

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 environmental concerns and practices that can positively or negatively impact the recruitment, retention, and success of diverse workforce and learners in various organizational settings.

Restrictions: Including: -Major: Executive Leadership

DEXL-719 Guided Dissertation Sem II

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-720 GuidedDissertation Sem III

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.

Restrictions: Including: -Major: Executive Leadership

DEXL-721 Guided Dissertation Sem IV

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 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 semester. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

DEXL-722 Guided Dissertation Sem V
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 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 semester. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

Restrictions: Including: -Major: Executive Leadership

Academic Programs

M.S. in Special Education and Childhood

Dr. Susan M. Schultz, *Program Director*

Mission

The mission of the Special Education program is to provide a quality educational experience that prepares candidates for distinguished careers in Special Education and for leadership roles in schools and communities. The Special Education programs develop the knowledge, skills, and dispositions special educators need in order to effectively teach all students, including those with exceptional learning needs.

Childhood Options in Special Education (Grades 1-6)

M.S. Special Education Dual Initial Certification

Prepares non-certified graduate candidates who are pursuing childhood initial certification and certification to teach students with disabilities at the same developmental level and results in the M.S. in Special Education degree. (42 credits)

M.S. Special Education Initial/Professional Certification

Prepares teachers who are initially certified in childhood and are pursuing certification to teach students with disabilities at the same developmental level and results in the M.S. in Special Education degree. (30 credits)

Special Education Advanced Certification

Prepares teachers who have completed the master's degree requirement and are pursuing certification to teach students with disabilities in grades 1–6. (18 credits)

Admission Requirements

For information regarding application and admission to a graduate program in Special Education, please contact the Office of Graduate Admissions at **(585) 385-8161** or e-mail grad@sjfc.edu.

The Admissions Committee of the Special Education program and the graduate program director judge applicant qualifications. In addition to the general admissions materials and credentials, applicants may submit results of the Graduate Record Examination (GRE) to strengthen their application.

For specific information regarding the Master of Science in Special Education program, please contact Dr. Susan M. Schultz, program director, through the School of Education office, **(585) 385-7296**, or e-mail sschultz@sjfc.edu.

Learning Outcomes

Upon completion of the programs, candidates will be able to:

- Apply knowledge of the philosophical, historical, pedagogical, and legal foundations of special education to organize and design instruction.
- Use knowledge of human development to appreciate and address learning differences.
- Use a variety of approaches, including technology, to help students increase their understanding and command of essential knowledge and skills.
- Model communication skills to help students access, comprehend, and apply information, as well as to acquire knowledge and develop and maintain interpersonal relationships.
- Create an environment in which fairness and respect for diversity are modeled, taught, and practiced to ensure quality

learning opportunities for all students.

- Utilize a core body of knowledge in the disciplines to establish curricular goals, design instruction, facilitate student learning, and assess student progress.
- Develop a sense of efficacy and independence in students to develop their character, sense of civic and social responsibility, respect for diverse individuals and groups, and the ability to work constructively and collaboratively with others.
- Design and select a variety of assessment strategies to obtain meaningful and timely information about student learning and development and to help students reflect on their own progress.
- Work collaboratively with parents, guardians, and other caregivers to set and achieve educational goals for their children.
- Provide leadership and work collaboratively with colleagues and others to improve schools and advance knowledge, policy, and practice in the field.
- Reflect, evaluate, and strengthen the quality of professional practice.

Program Requirements

Special Education and Childhood Options

- M.S. Special Education Dual Initial Certification
- M.S. Special Education Initial/Professional Certification
- Special Education Advanced Certification

M.S. Special Education Dual Initial Certification

GCED 522	Research in Teaching, Learning, and Motivation in Childhood Education	(3)
GCED 525	Critical Literacy Through Social Studies	(3)
GCED 531	Field Experience I (50 Hours)	(0)
GCED 532	Field Experience II (50 Hours)	(0)
GEDU 501	Issues in Student Health and Safety	(0)
GEDU 520	History and Philosophy of Education	(3)
GEDU 526	Diversity, Social Justice, and Schooling	(3)
GMST 535	Curriculum, Assessment, and Instruction in Mathematics, Science, and Technology	(3)
GRDG 635	Assessment-Based Literacy Instruction: Birth–Grade 6	(3)
GRDG 550	Literacy Instruction for Inclusive Classrooms: Intermediate	(3)
GSED 500	Critical Issues and Trends in Special Education	(3)
GSED 501	Special Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students with Exceptional Learning Needs	(3)
GSED 508	Behavior Management in the Inclusive Classroom: Childhood	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students with Special Needs	(3)
GSED 555	Field Experience III (50 Hours)	(0)
GSED 585	Student Teaching Seminar: Special Education and Childhood	(0)
GSED 590	Student Teaching: Special Education and Childhood	(6)

Total	(42)

Field experiences are required for certification and the master's degree. Candidates must complete 150 hours of field work before student teaching. Student teaching is full-time for 14 weeks and includes two placements—one as a special education teacher and one as a general education teacher in Grades 1–6. One placement will be at the primary level and another will be at the intermediate level. One of the placements will be in a high-needs school. To qualify for student teaching, candidates must:

- Complete all degree requirements with the exception of GCED 522.
- Pass the Liberal Arts and Sciences Test (LAST).
- Pass the A.T.S.-W, Multi-Subject CST, and Students with Disabilities CST.

M.S. Special Education Initial/Professional Certification

GRDG 506	Teaching Reading to Learners with Special Needs: Childhood	(3)
GRDG 626	Language, Literacy and Diversity in American Schools	(3)
GRDG 639	Emergent Literacy	(3)
GSED 500	Critical Issues and Trends in Special Education	(3)
GSED 501	Special Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students With Exceptional Learning Needs	(3)
GSED 508	Behavior Management in the Inclusive Classroom: Childhood	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students with Special Needs	(3)
GSED 555	Field Experience III (50 Hours)	(0)
GSED 595	Research in Special Education and Capstone Project	(3)
GSED 650	Practicum in Special Education: Childhood	(3)
Total		(30)

Special Education Advanced Certification

GSED 500	Critical Issues and Trends in Special Education	(3)
GSED 501	Special Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students with Exceptional Learning Needs	(3)
GSED 508	Behavior Management in the Inclusive Classroom: Childhood	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students with Special Needs	(3)
GSED 650	Practicum in Special Education: Childhood	(3)
Total		(18)

New York State Requirements: Childhood Certificates

Candidates who are seeking the Childhood and Special Education Certificates must have an adequate knowledge base for

teaching to the New York State Learning Standards. This includes coursework in Humanities; Communication; Written Analysis and Expression; History; Social Sciences; Languages Other Than English (LOTE); Scientific Process; Mathematical Process; Health; Physical Education; Family and Consumer Sciences; and Artistic Expression. Transcripts are reviewed prior to admission to determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework prior to student teaching.

Courses

GCED-522 Teach, Learn, Motiv Child

Candidates will study the current research that underlies methods and practices that address the needs of all learners. Candidates will learn how to access a wide range of technology, utilize library services and databases, and conduct research to inform practice. Topics will include but not be limited to excellence and equity in education; cognitive, emotional, and social development; diversity in teaching and learning styles; best practices in research, teaching, and learning; and the use of technology and information literacy to support teaching and learning.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-525 Crit Literacy Soc Studies

Emphasis is on the cyclical components of planning, implementing and assessing effective social studies instruction for a diversely populated technological classroom. Assessment and reflection are underscored as the tools to indicate student learning and inform future instruction. Candidates will make links between and among the National Council for Social Studies themes, New York State Standards in Social Studies and local curricula in order to enhance pedagogy and improve student learning. Candidates will learn to introduce social studies to students with a focus on active citizenship. In addition, because this course will also emphasize the use of critical literacy to aid social studies instruction, the New York State Standards for the English Language Arts will be addressed. The course also will feature best practices in classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-531 Field Exp I-Childhood

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a small group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Graded S/U.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-532 Field Exp II-Childhood

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a whole group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Prescribed courses are to be taken concurrently with the field experience in order to support high-quality field experiences and to help candidates integrate theory and practice and the use of technology experience. Graded S/U.

Attributes: TGCE

Restrictions: Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

GCED-585 Student Tch Sem:Childhood

The Student Teaching Seminar is a required class that meets on a regular basis during the student teaching semester for a minimum equivalent of one and a half hours per week. It provides an opportunity for student teachers to share insights and

experiences, as well as receive feedback and guidance to make the student teaching experience most successful. Specific seminars are designed to provide support for candidates' data collection and analysis in order to complete a research project. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGCE

Restrictions: Including: -Major: Childhood Education -Level: Graduate

GCED-590 Student Teach: Childhood
Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks (two seven-week placements) of full-time work in local schools. One placement will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school district. Both student teaching placements are completed at the developmental level of the certificate. Graded S/U.

Attributes: TGCE

Prerequisites: GCED-585 Y

Restrictions: Including: -Major: Childhood Education -Level: Graduate

Courses

GSED-500 Critical Issues Special Ed
Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-501 Spec Ed in Today's Schools
Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-502 Methods & Strategies
This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-508 Behavior Mgmt - Childhood
This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Prerequisites: GSED-500 C AND GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-512 Behavior Mgmt-Adolescence
This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-516 Assessment Diag & Eval
By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

Attributes: TGSE

Prerequisites: GSED-502 C

Restrictions: Including: -Level: Graduate

GSED-555 Field Exp III: Child SPED
This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED
This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning

needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-557 Field Placement Grades 7-9
This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-558 Field Placement Grde 10-12
This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED
The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-590 Y S

Restrictions: Including: -Level: Graduate

GSED-586 Stu Teach Sem:Adol SPED
The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-591 Y S

Restrictions: Including: -Level: Graduate

GSED-590 Stu Teach:SPED/Childhood

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-585 Y S

Restrictions: Including: -Level: Graduate

GSED-591 Stu Teach:SPED/Adolescence
Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-500 C AND GSED-501 C AND GSED-586 Y C

Restrictions: Including: -Level: Graduate

GSED-595 Research in SPED-Capstone
In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action research. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-601 Exam Inclusive Ed Policies
This is an advanced course in special education policy, laws, and practice. It is designed to deeper a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-601 Foundations & Policy

This is an advanced course in special education policy, laws, and practice. It is designed to deeper a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-650 Practicum SPED:Childhood

This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-651 PracticumSPED:Adolescence

This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-696 Independent Study

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

Courses

GEDU-501 Issues in Health & Safety

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-520 Hist & Phil of Educ
This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling
This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED

Restrictions: Including: -Level: Graduate

Academic Programs

M.S. in Special Education and Adolescence

Dr. Susan M. Schultz, *Program Director*

Mission

The mission of the Special Education program is to provide a quality educational experience that prepares candidates for distinguished careers in Special Education and for leadership roles in schools and communities. The Special Education programs develop the knowledge, skills, and dispositions special educators need in order to effectively teach all students, including those with exceptional learning needs.

Adolescence Options in Special Education (Grades 7-12)

M.S. Special Education Dual Initial Certification

Prepares non-certified graduate candidates who are pursuing adolescence initial certification in English, LOTE—French or Spanish, or Social Studies grades 7–12, and certification to teach students with disabilities at the same developmental level, and results in the M.S. in Special Education degree. (42 credits)

M.S. Special Education Adolescence Education/Special Education Generalist Certification*

Prepares teachers who are initially certified and are pursuing certification to teach students with disabilities and results in the M.S. in Special Education degree. (30 credits)

Note: *As required by the New York State Department of Education, this program has been submitted for approval.*

Special Education Advanced Certification Generalist 7-12

Prepares teachers who have completed the master's degree requirement and are pursuing certification to teach students with disabilities in grades 7–12. (18 credits)

Admission Requirements

For information regarding application and admission to a graduate program in Special Education, please contact the Office of Graduate Admissions at **(585) 385-8161** or e-mail grad@sjfc.edu.

The Admissions Committee of the Special Education program and the graduate program director judge applicant qualifications. In addition to the general admissions materials and credentials, applicants may submit results of the Graduate Record Examination (GRE) to strengthen their application.

For specific information regarding the Master of Science in Special Education program, please contact Dr. Susan M. Schultz, program director, through the School of Education office, **(585) 385-7296**, or e-mail sschultz@sjfc.edu.

Learning Outcomes

Upon completion of the programs, candidates will be able to:

- Apply knowledge of the philosophical, historical, pedagogical, and legal foundations of special education to organize and design instruction.
- Use knowledge of human development to appreciate and address learning differences.
- Use a variety of approaches, including technology, to help students increase their understanding and command of essential knowledge and skills.

- Model communication skills to help students access, comprehend, and apply information, as well as to acquire knowledge and develop and maintain interpersonal relationships.
- Create an environment in which fairness and respect for diversity are modeled, taught, and practiced to ensure quality learning opportunities for all students.
- Utilize a core body of knowledge in the disciplines to establish curricular goals, design instruction, facilitate student learning, and assess student progress.
- Develop a sense of efficacy and independence in students to develop their character, sense of civic and social responsibility, respect for diverse individuals and groups, and the ability to work constructively and collaboratively with others.
- Design and select a variety of assessment strategies to obtain meaningful and timely information about student learning and development and to help students reflect on their own progress.
- Work collaboratively with parents, guardians, and other caregivers to set and achieve educational goals for their children.
- Provide leadership and work collaboratively with colleagues and others to improve schools and advance knowledge, policy, and practice in the field.
- Reflect, evaluate, and strengthen the quality of professional practice.

Program Requirements

Special Education and Adolescence Options

- M.S. Special Education Dual Initial Certification
- M.S. Special Education Initial/Professional Certification
- Special Education Advanced Certification

M.S. Special Education Dual Initial Certification

GAED 528	The Adolescent	(3)
GAED 533	Field Experience I (50 Hours)	(0)
GAED 534	Field Experience II (50 Hours)	(0)
GEDU 501	Issues in Student Health and Safety	(0)
GEDU 520	History and Philosophy of Education	(3)
GEDU 526	Diversity, Social Justice, and Schooling	(3)
GRDG 507	Teaching Reading to Learners with Special Needs: Adolescence	(3)
GRDG 534	Literacy Instruction in the Content Areas	(3)
GSED 501	Special Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students with Exceptional Learning Needs	(3)
GSED 512	Behavior Management in the Inclusive Classroom: Adolescence	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students with Special Needs	(3)
GSED 557	Field Experience III Grades 7-9 (25 Hours)	(0)
GSED 558	Field Experience III Grades 10-12 (25 Hours)	(0)
GSED 586	Student Teaching Seminar: Special Education and Adolescence	(0)
GSED 591	Student Teaching: Special Education and Adolescence	(6)
	GAED 541 Effective Practice in Social Studies Education	

Choose **one** content methods course:	GAED 542 Effective Practice in English Education	(3)
	GAED 543 Effective Practice in LOTE Education	
Choose **one** content methods course:	GAED 537 Curriculum, Instruction, and Assessment in Social Studies Education	(3)
	GAED 538 Curriculum, Instruction, and Assessment in English Education	
	GAED 539 Curriculum, Instruction, and Assessment in LOTE Education	
Choose **one** culminating content-based course:	GAED 561 Research in Social Studies Education	(3)
	GAED 562 Research in English Education	
	GAED 563 Research in LOTE Education	
Total		**(42)**

Field experiences are required for certification and the master's degree. Candidates must complete 150 hours of fieldwork before student teaching.

Student teaching is full-time for 14 weeks and includes two placements—one as a special education teacher and one as a general education teacher in grades 7–12. One of the placements will be in a high-needs school. To qualify for student teaching, candidates must:

- Complete all degree requirements with the exception of GAED 561 or 562 or 563.
- Complete the NYS requirements for the adolescence content area—English, LOTE, or Social Studies.
- Pass the Liberal Arts and Sciences Test (LAST).

Three other tests (i.e., Secondary A.T.S.-W, the CST in the certificate area, and Grades 7–12 Students with Disabilities CST) must be completed before state certification is granted but can be taken before, during, or after student teaching.

M.S. Special Education Adolescence Education/ Special Education Generalist Certification

GRDG 507	Teaching Reading to Learners with Special Needs: Adolescence	(3)
GRDG 626	Language, Literacy, and Diversity in American Schools	(3)
GRDG 634	Literacy Instruction in the Content Areas	(3)
GSED 500	Critical Issues and Trends in Special Education	(3)
GSED 501	Special Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students with Exceptional Learning Needs	(3)
GSED 512	Behavior Management in the Inclusive Classroom: Adolescence	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students with Special Needs	(3)
GSED 556	Field Experience III Adolescence Special Education	(0)
GSED 595	Research in Special Education and Capstone Project	(3)
GSED 651	Practicum in Special Education: Adolescence	(3)
Total		**(30)**

Special Education Advanced Certification Generalist 7–12

GSED 500	Critical Issues and Trends in Special Education	(3)
GSED 501	Special Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students with Exceptional Learning Needs	(3)
GSED 512	Behavior Management in the Inclusive Classroom: Adolescence	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students with Special Needs	(3)
GSED 651	Practicum in Special Education: Adolescence	(3)
Total		**(18)**

New York State Requirements: Adolescence Certificates

Candidates who are seeking the Adolescence and Students with Disabilities 7-12 Generalist Certificate are required to have prior certification in any New York State area (out of state candidates should contact Gradaute Admissions). Candidates who are seeking the Special Education Generalist 7-12 Certificate must have an adequate knowledge base for teaching the New York State Learning Standards. This includes 24 credits of coursework in English Language Arts (6 credits); Social Studies (6 credits); Science (6 credits); and Mathematics (6 credits).

Transcripts are reviewed prior to admission to determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework in these core content areas prior to obtaining certification.

Courses

GAED-528 The Adolescent
This course focuses on the developing adolescent to provide knowledge for teachers who will work with students in late childhood and adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their cognitive and affective development; the relationship to and impact of these variables on learning; and knowledge acquisition and cultural influences on learning. Reviews of psychoanalytic theory, behaviorism, and cognitive theory will be included. Practical application of theories and strategies designed to engage all students will be stressed.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-533 Field Exp I-Adolescence
This 50-hour field experience accompanies GAED 537, 538, or 539 to facilitate the analysis of the relationship between theory and practice. Candidates record their observations and use them in their content-specific methods courses. Candidates have opportunities to work directly with students in grades 7-12 individually and in small groups. Graded S/U.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math/Sci/Technology Education, Special Education -Level: Graduate

GAED-534 Field Exp II-Adolescence
This 50-hour field experience accompanies GAED 541, 542, or 543 to continue/extend the analysis of the relationship between theory and practice. In addition to observing and working with students individually or in small groups, candidates have opportunities to plan and teach whole-class lessons. Graded S/U.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math/Sci/Technology Education, Special Education -Level: Graduate

GAED-537 C, I & A in Social Studies

New York State and National Council for Social Studies (NCSS) learning standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

Attributes: TGAE

Prerequisites: -

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-538 C,I&A in English Educ

The New York State and National Council of Teachers of English (NCTE) learning standards will be presented to enable candidates to select appropriate curricular materials, plan lessons, teach in ways that are culturally relevant, and assess student learning effectively. The focus will be on designing classroom activities to support the development of students' reading, writing, listening, speaking, and viewing skills. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge, integrate instructional theories and best practices in classroom management, and use instructional strategies to enhance teaching and learning for all students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Prerequisites: -

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-539 C,I&A in LOTE

The New York State and American Council on the Teaching of Foreign Languages (ACTFL) learning standards will be presented to enable candidates to select appropriate curricular materials, plan lessons to teach in ways that are culturally relevant, and assess student learning effectively. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge, integrate instructional theories and best practices in classroom management, and use instructional strategies to enhance teaching and learning for all students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Prerequisites: GAED-533 Y S

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-541 Effec Prac: Social Studies

The course is the second methods course focusing on curriculum, instruction, and assessment in social studies education. The purpose of this course is to prepare future social studies teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of social studies education, as defined by the National Council for the Social Studies (NCSS) themes and the New York State learning standards. They will also work collaboratively within a community of learners to become knowledgeable concerning the local community, state, nation, and world, discussing critical issues and the responsibilities of productive citizens living within those arenas. Candidates will identify a wide variety of social studies data sources, materials, and resources and develop plans to teach in ways that are culturally relevant. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GAED-542 Effec Prac: English Educ

This course is the second methods course focusing on curriculum, instruction, and assessment in English education. The purpose of this course is to prepare future English teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of English education, as defined by the National Council of Teachers of English (NCTE) and the New York State learning standards. Candidates have opportunities to enrich and expand their content knowledge and develop instructional theories and practices for the classroom. Candidates will identify a wide variety of materials and resources, including information technologies, and develop plans for use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

Attributes: TGAE

Prerequisites: -

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-543 Effec Prac: LOTE

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

Prerequisites: -

Restrictions: Including: -Major: Adolescence Education, Special Education -Level: Graduate

GAED-550 Capstone Project-ADOL

Graded S/U. Requires permission of Program Director to register.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education -Level: Graduate

GAED-561 Research Social Studies Ed

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 gradaute programs. Appropriate topics in Social Studies education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.
Attributes: TGAE

GAED-562 Research in English Educ

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each.

Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in English education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE

Restrictions: Including: -Program: MS Special Ed & English Cert, MSED Adoles Ed English

GAED-563 Research in LOTE Education
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 gradaute programs. Appropriate topics in LOTE education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

Attributes: TGAE

Restrictions: Including: -Program: MS Special Ed & French Cert, MS Special Ed & Spanish Cert

GAED-586 Student Teach Sem: ADOL
The Student Teaching Seminar is a required class that meets regularly during the student teaching semester. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to enhance the student teaching experience. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues related to the learning needs of all students. Graded S/U.

Attributes: TGAE

Restrictions: Including: -Major: Adolescence Education, Math/Sci/Technology Education, Special Education -Level: Graduate

GAED-591 Student Teach: ADOL
Student teaching is the culminating field experience of the program. Candidates will develop their knowledge, skills, and dispositions gained in courses, field experiences, and their working with diverse students. They will have the opportunity to develop curriculum materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively. Candidates are expected to demonstrate proficiencies that support learning by all students and skills for working with colleagues, parents, families, and communities. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGAE

Prerequisites: GSED-586 Y C

Restrictions: Including: -Major: Adolescence Education, Math/Sci/Technology Education, Special Education -Level: Graduate

Courses

GSED-500 Critical Issues Special Ed
Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-501 Spec Ed in Today's Schools
Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-502 Methods & Strategies
This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-508 Behavior Mgmt - Childhood
This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Prerequisites: GSED-500 C AND GSED-501 C

Restrictions: Including: -Level: Graduate

GSED-512 Behavior Mgmt-Adolescence
This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-516 Assessment Diag & Eval
By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

Attributes: TGSE

Prerequisites: GSED-502 C

Restrictions: Including: -Level: Graduate

GSED-555 Field Exp III: Child SPED
This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-556 Field Exp III: Adol SPED
This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

GSED-557 Field Placement Grades 7-9
This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-558 Field Placement Grde 10-12
This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Restrictions: Including: -Level: Graduate

GSED-585 Stu Teach Sem:Child SPED
The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-590 Y S

Restrictions: Including: -Level: Graduate

[GSED-586 Stu Teach Sem:Adol SPED](#)
The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-591 Y S

Restrictions: Including: -Level: Graduate

[GSED-590 Stu Teach:SPED/Childhood](#)
Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-585 Y S

Restrictions: Including: -Level: Graduate

[GSED-591 Stu Teach:SPED/Adolescence](#)
Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

Attributes: TGSE

Prerequisites: GSED-500 C AND GSED-501 C AND GSED-586 Y C

Restrictions: Including: -Level: Graduate

[GSED-595 Research in SPED-Capstone](#)
In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action research. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

[GSED-601 Exam Inclusive Ed Policies](#)
This is an advanced course in special education policy, laws, and practice. It is designed to deeper a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

[GSED-601 Foundations & Policy](#)
This is an advanced course in special education policy, laws, and practice. It is designed to deeper a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

[GSED-650 Practicum SPED:Childhood](#)
This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

[GSED-651 PracticumSPED:Adolescence](#)
This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

[GSED-696 Independent Study](#)
An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGSE

Prerequisites: -

Restrictions: Including: -Level: Graduate

Courses

GEDU-501 Issues in Health & Safety
This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-520 Hist & Phil of Educ
This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

Attributes: TGED

Restrictions: Including: -Level: Graduate

GEDU-526 Div, Soc Just & Schooling
This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

Attributes: TGED

Restrictions: Including: -Level: Graduate

Wegmans School of Nursing

Overview:

Dr. Dianne Cooney Miner, *Dean*
Dr. Marilyn Dollinger, *Associate Dean*

In March 2006, St. John Fisher College opened the Wegmans School of Nursing, named in honor of Robert and Peggy Wegman, longtime friends and benefactors of the College. The Wegmans School of Nursing houses the undergraduate and graduate programs in nursing and the graduate program in mental health counseling. The mission of the school is to create an individualized teaching and learning environment which supports the special needs and values of students seeking roles in licensed, credentialed, and certified professions. Founded in the Basilian tradition and guided by ethical and professional standards, the school prepares individuals who are committed to lives of service and the values of intellectual engagement, social responsibility, and respect for diversity.

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

- 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 Bachelor of Science (BS) in nursing, the Master of Science (MS) in advanced practice nursing and the Doctor of Nursing Practice (DNP) programs are all accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

The Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Academic Programs

M.S. in Mental Health Counseling

Overview

Dr. Rachel Jordan, *Program Director*

Mission

Building on the mission of St. John Fisher College, the Mental Health Counseling program's mission is to deliver personalized instruction to a diverse student body regarding essential counseling knowledge and skills, as well as to facilitate the development and enhancement of personal qualities and characteristics necessary to become an outstanding professional mental health counselor.

Program Overview

The Mental Health Counseling program at St. John Fisher College educates students to provide therapeutic mental health interventions in the community. The program prepares students for work in community agencies, clinics, hospitals, managed behavioral healthcare organizations, outpatient mental health programs, residential treatment and rehabilitation settings, employee assistance programs, substance abuse treatment programs, colleges, and private practice. The program is designed to emphasize the strengths of individuals and families in order to facilitate recovery and resilience when faced with emotional, mental, or physical challenges. Students will develop a strong understanding of the psychological foundations of mental health and the related developmental issues. Diagnostic assessment, including both its strengths and limitations, is emphasized. The program offers two courses of study: one leads to a Masters in Science (M.S,) in Mental Health Counseling; another leads to a Certificate of Advanced Study (CAS) in Mental Health Counseling.

In accordance with standards recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and New York State requirements for licensure as a mental health counselor, the Master of Science (M.S.) curriculum focuses upon counseling areas such as professional identity, social and cultural diversity, human growth and development, helping relationships, career development, group work, assessment, research, program evaluation, and evidence-based intervention skills used in the practice of mental health counseling. Student learning is facilitated through a variety of teaching methodologies, including class discussions, role playing, small-group work, case-study analysis, community integration activities, and classroom simulations. Students also have the opportunity to apply this knowledge in supervised clinical settings. The Certificate of Advanced Study (CAS) curriculum is intended to build on the educational foundation of persons who already possess a Master's degree in counseling or a related field and employs similar methods of training to help students meet the full educational requirements for licensure as mental health counselors in New York State.

Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements, the following are also required

For the Masters of Science degree program:

- A minimum undergraduate GPA of 3.00. *
    - References from references from individuals acquainted with the applicant's abilities.
    - A satisfactory interview with the Admissions Committee of the Mental Health Counseling program.

(The main goal of the interview process is to determine the suitability of the candidate for the field of mental health counseling and for the specific program at St. John Fisher College.)

Applicants whose GPA is less than 3.00 may be asked to take the GRE and /or provide evidence of ability and motivation to successfully complete graduate-level studies in Mental Health Counseling. Applicants in this category may be admitted on Conditional Matriculated Status.

For the Certificate of Advanced Study program:

- An earned Masters degree, or higher, in Counseling or a related field from a regionally accredited college or university with a minimum GPA of 3.0 (evidenced by an official transcript from the masters-granting institution).
- Completion of Masters- level academic course work that includes: human growth and development; social and cultural foundations of counseling; counseling theory and practice; group dynamics; assessment and appraisal of individuals, couples and groups; research and program evaluation; and lifestyle and career development; and clinical instruction in the form of a supervised practicum or fieldwork experience in a counseling setting as part of their graduate program.
- Work experience in the field of counseling (evidenced by a current resume).
- References from two individuals acquainted with the applicant's professional and/or academic abilities.
- A satisfactory interview with the Admissions Committee of the Mental Health Counseling program.(The main goal of the interview process is to determine the suitability of the candidate for advanced study to include a thorough review of the person's prior master's level course work, relevant counseling experiences and professional goals).

For more information regarding application and admission to the Mental Health Counseling program, please contact the Office of Graduate Admissions at **(585) 385-8161** or by e-mail at grad@sjfc.edu.

For specific questions regarding the Master of Science or the Certificate of Advanced Study in Mental Health Counseling, please contact Dr. Rachel Jordan at rjordan@sjfc.edu or **(585) 899-3858.**

About the program

Program Structure

For the Master of Science degree

Students matriculating in the program leading to a M.S. degree may take courses on a full-time or part-time basis (see recommended sequence of courses). The program begins in the Fall semester only. Students are required to complete 60 credit hours: 48 credits of coursework and 12 credits of fieldwork. The 60-credit program includes a supervised practicum experience with a minimum of 100 clock hours (3 credits) and a supervised internship with a minimum of 900 clock hours (9 credits). This application of counseling skills in community sites will allow students the opportunity to grow into effective mental health counselors while being supervised by experienced mental health practitioners.

As most placement sites provide services to clients during regular weekday business hours, it is important for students to plan ahead for the time commitment that is required to complete the practicum and internship. It is generally not possible to complete these critical program components in the evening or on weekends. The typical internship requires 20 hours per week at the agency site. Each field experience entails working in approved clinical sites under the direction of qualified site supervisors and faculty instructors. Readiness for placement in a clinical setting is based on a student's satisfactory completion of prerequisite academic courses (minimum GPA of 3.00) and the determination by faculty that the student demonstrates personal qualities that are widely accepted in the counseling profession as the foundation of effective counseling. These qualities include, but are not limited to, flexibility, respectfulness, receptivity to feedback, capacity to listen, appropriate self-disclosure, organization, reliability, commitment to excellence and wellness, and professional integrity. They are measurable and observable in the attitudes and behaviors demonstrated by students in written assignments, classroom discussions, peer group projects, role-plays, and interactions with faculty, staff, and other students.

In the semester prior to anticipated placement in a clinical setting, faculty members familiar with the student will evaluate her or his performance on these qualities. Students who meet the criteria will be recommended for placement. Students who demonstrate evidence of deficiencies will have the opportunity to develop and implement a plan, with the aid and support of faculty, to demonstrate improvement. Students who fail to improve will not be allowed to continue in the program but will be encouraged to consult with their faculty advisor regarding alternative educational, training, or employment activities.

For the Certificate of Advanced Study

Students matriculating in the CAS program follow a part-time schedule (see recommended sequence of courses) and begin in the Fall semester only. Because they will have already completed academic and fieldwork courses in counseling at the Masters level, the program is designed to build on that foundation by providing instruction in content areas that are specific to the practice of mental health counseling. The basic program entails a total of 18 credit hours: 12 credits of coursework and 6 credits of supervised internship that require a minimum of 600 clock hours providing mental health counseling services in an approved clinical setting under supervision. Students in the CAS attend classes with students in the Masters cohort. Similar to the Masters- level students, CAS students need to plan ahead to be able to complete their internship requirement at agencies that typically operate during regular weekday business hours. It is generally not possible to complete all hours in the evening or on weekends. The typical internship requires 20 hours per week at the agency site.

Because the Certificate program is intended to prepare students to meet the full educational requirements for licensure as a Mental Health Counselor in New York state, a critical part of the evaluation and admission process is a thorough review of all Masters-level coursework previously taken for the purpose of determining if the applicant has successfully completed

coursework in the content areas described in the Admission Requirements. Applicants who lack the specified requirements, may be admitted with the expectation that they successfully complete ("B" grade or better) coursework that addresses these requirements in addition to the requirements in the CAS curriculum. In the event that the applicant has completed one or more courses included in the CAS curriculum, including having satisfied part or all the internship requirement, these courses will not need to be repeated unless the applicant earned less than a "B" grade (academic courses) or "Satisfactory" grade (internship courses). If the Admissions Committee, working under the direction of the Program Director, cannot determine whether an applicant meets all of the admission requirements as outlined and/or has successfully completed one or more course that is required in the CAS curriculum, the applicant will be advised to submit relevant information to the Office of Professions of the New York State Education Department requesting a formal determination. The resultant determination will be used in establishing a course of studies for the student if he/she meets the other requirements for admission. However, a student will be required to successfully complete a minimum of 15 credit hours in the St. John Fisher College program to be granted the Certificate of Advanced Study. Therefore, if needed, students may select courses from the 60- hour Masters in Mental Health Counseling program that are not equivalent to courses already taken in their Masters program in order to satisfy the 15 credit hour minimum.

Knowledge and Skills

The content areas of knowledge and skill are based on CACREP standards and New York State requirements for licensure as a mental health counselor. We also value, and demonstrate through our pedagogy, these knowledge and skill areas:

- Self-knowledge.
- Clarity of written and oral communication.
- A balance of theory and practice.
- The demonstrated ability to apply knowledge to practice.
- Both the knowledge and use of empirically supported treatment modalities.

Personal Qualities and Characteristics

The Mental Health Counseling program further seeks to facilitate the development and enhancement of personal qualities and characteristics in students which create a foundation for the successful practice of counseling:

- Flexibility and adaptability.
- Respectfulness of others including diverse populations.
- Receptivity to feedback.
- Capacity to listen and attend.
- Appropriate self-disclosure.
- Clarity of communication.
- Capacity for organization.
- Reliability and follow-through.
- Genuineness.
- Empathy, warmth, and caring.
- Confidence balanced with humility.
- Commitment to excellence.
- Professional integrity.
- Ability to balance multiple life expectations and commitment to wellness.
- Sense of humor.

There are numerous specialty areas in the profession of mental health counseling. At the present time, the Mental Health Counseling program at St. John Fisher College has developed a focus on the treatment of adults and children in a variety of community and behavioral health settings. Other elective areas are under consideration.

Professional Standards

The M.S program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, CACREP does not accredit non-degree programs such as certificate programs that are designed to for students seeking to satisfy a state's licensing requirements. In providing counselor training opportunities to all of its students the Mental Health Counseling Program adheres to the professional standards and ethical guidelines of the American Counseling Association, the American Mental Health Counseling Association, and the National Board for Certified Counselors. Both the M.S. and CAS are also registered with the New York State Education Department, Office of Higher Education. Rules of the Board of Regents, such as those defining good moral character and unprofessional conduct, are followed. Thus, decisions about admissions and continued enrollment in this program are consistent with CACREP standards, the ethical guidelines of the profession, the laws of New York State, and the policies of St. John Fisher College.

Professional standards, state rules, and ethical guidelines acknowledge counselors' responsibility to society and are mechanisms for accountability. Personal or professional conduct that is inconsistent with these standards, rules, and ethical guidelines, as well as with those cited in the Student Code of Conduct, may prohibit an applicant from-being admitted into the Mental Health Counseling program. Students enrolled in the Mental Health Counseling program are expected to exhibit personal and professional conduct that is consistent with these standards, rules, ethical guidelines, and/or policies of St. John Fisher College both in the college setting and while working in practicum and internship sites. Students found to be in violation of these standards, rules, or guidelines will face appropriate action, which may include dismissal from the program and/or College.

Learning Outcomes

Learning Objectives

Upon graduation, the successful student in the Mental Health Counseling program will be able to:

- Demonstrate professional skills and personal qualities required for working as an effective clinician in a multidisciplinary healthcare setting providing mental health services.
- Demonstrate a variety of differential diagnostic assessment practices consistent with DSM-IV-TR nomenclature.
- Understand client issues from a bio-psycho-social perspective.
- Demonstrate the ability to use a diverse range of research-based intervention strategies, including strength-based approaches.
- Develop appropriate intervention plans based upon knowledge of culturally relevant variables in client care, including ethnicity, religion, socioeconomic levels, gender, sexual orientation, and disability.
- Demonstrate professional behavior consistent with ethical guidelines articulated by the American Counseling Association, the American Mental Health Counseling Association, and the National Board for Certified Counselors.
- Articulate the value of counseling from both a personal and professional perspective.

Program Requirements

Curriculum

It is recommended that students have completed undergraduate courses in Abnormal Psychology, Developmental Psychology, Research Methods, Theories of Personality, Statistics, and Tests and Measurement.

Required Courses

GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 510	Counseling Theories and Strategies	(3)
GMHC 515	Process of Counseling Clients from Diverse Backgrounds	(3)
GMHC 520	Assessment in Counseling	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 535	Group Theory and Process	(2)
GMHC 536	Group Activity	(1)
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 Abuse Counseling	(3)
GMHC 650	Counseling Internship	(9)
GMHC XXX		(3)
Total		**(60)**

Required Courses for the Certificate of Advanced Study

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)**

Recommended Progression

Full-time Students, Beginning Fall 2012*

YEAR 1

Fall		
GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 510	Counseling Theories and Strategies	(3)
GMHC 520	Assessment in Counseling	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
Spring		
GMHC 515	Process of Counseling Clients from Diverse Backgrounds	(3)
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	(3)
GMHC 535	Group Theory and Process	(2)
GMHC 536	Group Activity	(1)
Summer		

GMHC 603	Human Development in Counseling	(3)
GMHC 550	Counseling Practicum	(3)
Total		**(30)**

YEAR 2

Fall		
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
GMHC 575	Research and Program Evaluation	(3)
GMHC 620	Crisis and Trauma Counseling	(3)
GMHC 650	Counseling Internship	(3)
Spring		
GMHC 600	Family and Partner Counseling	(3)
GMHC 610	Adult Lifestyle and Career Counseling	(3)
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	(3)
GMHC 650	Counseling Internship	(3)
Summer		
GMHC 6XX	Elective	(3)
GMHC 650	Counseling Internship	(3)
Total		**(30)**

Courses are subject to change.

Part-Time Students, Beginning Fall 2012*

YEAR 1

Fall		
GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 510	Counseling Theories and Strategies	(3)
Spring		
GMHC 515	Process of Counseling Clients from Diverse Backgrounds	(3)
GMHC 535	Group Theory and Process	(2)
GMHC 536	Group Activity	(1)

Summer		
GMHC 575	Research and Program Evaluation	(3)
GMHC 603	Human Development in Counseling	(3)
Total		**(18)**

YEAR 2

Fall		
GMHC 520	Assessment in Counseling	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
Spring		
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	(3)
Summer		
GMHC 550	Counseling Practicum	(3)
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
Total		**(18)**

YEAR 3

Fall		
GMHC 600	Family and Partner Counseling	(3)
GMHC 620	Crisis and Trauma Counseling	(3)
GMHC 650	Counseling Internship	
Spring		
GMHC 610	Adult Lifestyle and Career Counseling	
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	
GMHC 650	Counseling Internship	(6)
Summer		
GMHC 6XX	Elective	
GMHC 650	Counseling Internship	(6)
Total		**(24)**

Courses are subject to change.

Recommended Progression for Certificate of Advanced Study

Part-Time only, Beginning Fall 2012*

Fall		
GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
Spring		
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 650	Counseling Internship	(3)
Summer		
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
GMHC 650	Counseling Internship	(3)
Total		**(18)**

Courses are subject to change.

Courses

GMHC-500 Mental Health Counseling
This course examines the historical movement and professional evolution of the mental health counseling profession, including requirements for licensure. Because effective practitioners must maintain currency in the daily implementation of their skills, the course also explores both contemporary and continuing issues such as ethics, legalities, personal values, consultation and accountability. Included in the course will be lectures, videotapes, group discussions, guest speakers, and the sharing of student research projects. A mandatory training session on the identification and reporting of child abuse and neglect is included.
Attributes: TGMH

GMHC-510 Counseling Theories
This course is the first in a series of counseling courses that are intended to lead to a successful placement and experience in an internship site. This course focuses on an introduction to counseling theories and strategies from a variety of theoretical perspectives. The main focus will be on facilitating the new student's awareness of the different evidence-based intervention strategies. Emphasis will be on developing strategies that match the client's needs and are consistent with the therapist's style.
Attributes: TGMH

GMHC-515 Process of Counseling
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.

Attributes: TGMH

Prerequisites: GMHC-510 C

GMHC-520 Assessment in Counseling
This course reviews the basic assessment procedures and tests used in assessment by mental health counselors. Students

will learn how to select, evaluate, and interpret scores on tests of cognitive ability, memory, individual and academic achievement, personality, and social and emotional functioning. In addition, students will learn to administer tests commonly used in the practice of mental health counseling. An introduction to issues and strategies for behavioral assessment, suicide and lethality assessment, psychosocial assessment, and mental status exam through interviewing strategies and practice will also be covered, with emphasis on integrating a variety of assessment tools and culminating in oral and written reports. Additional fees apply.
Attributes: TGMH

GMHC-525 Psychopathology&Diagnosis
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-IV-TR and the methods used in determining the diagnostic classification of a client will be the major focus of the course.
Attributes: TGMH

GMHC-530 Treatment Plan&Interventn
This course integrates assessment and diagnosis of psychological disorders with the development of appropriate treatment plans and interventions to facilitate therapeutic changes in clients. Students will be introduced to several research-based (evidence-based) treatment strategies to treat commonly encountered psychological disorders in settings where mental health counselors work. The course will focus on: (1) integrating evidence-based practices with a relational/humanistic orientation to the client change process; (2) practicing interview methods to identify symptoms (cognitive, emotional, and behavioral) for change, while being sensitive to multicultural differences; (3) identifying appropriate goals, objectives, and specific treatment methods that are consistent with evidence-based practices; (4) describing and demonstrating, as appropriate, the protocols that are used to treat individuals with different diagnoses; and (5) learning about the elements of formal treatment plans and how to review them for efficacy and make relevant changes in response to emerging client needs.

Attributes: TGMH

Prerequisites: GMHC-500 C AND GMHC-510 C AND GMHC-520 C AND GMHC-525 C

GMHC-535 Group Theory & Process
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.

Attributes: TGMH

Prerequisites: GMHC-510 C AND GMHC-536 Y S

GMHC-536 Group Activity
This course is taken simultaneously with Group Theory and Process (GMHC 535). The course will 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. Graded S/U.
Attributes: TGMH

GMHC-550 Counseling Practicum
This course is the first opportunity for students to apply their skills in a mental health setting by providing counseling services to clients under the supervision of a faculty instructor and a site supervisor. The settings offered for practicum will be based on the needs and interests of students and the availability of qualified supervisors. The student will spend 100 clock hours during the semester on-site. It is expected that a minimum of 40 hours will be spent providing direct clinical service in both individual and group counseling sessions. Students will receive at least one hour of weekly individual supervision from a faculty instructor and 1.5 hours of group supervision per week from program faculty. The supervised counseling sessions will facilitate each student?s personal and professional growth. Feedback from the site supervisor and the faculty member will help students to identify strengths and areas needing improvement that will be further developed in their internship. Graded S/U.

Attributes: TGMH

GMHC-575 Research & Prog Eval

This is a hands-on applied research methods course. The purpose of this course is to provide the student with the skills to understand the research process and techniques and to evaluate a program. During this course, students gain in-depth knowledge of evaluation by (a) first reading about it and then (b) conducting their own research/evaluations. Each student will participate in an evaluation project. The goal is to facilitate students' progression from educated researcher to beginning evaluator.

Attributes: TGMH

GMHC-585 Psychopharm Intervention

This course provides an overview of the central nervous system, neural communication, the neurobiology of mental disorders, basic principles of pharmacology, and the pharmacotherapy of mental disorders. Students will learn the use and side effects of the major classes of psychotropic medications and how to combine them with psychosocial interventions. Related topics include herbals and supplements, other somatic treatments, consideration of gender-specific issues in psychopharmacology, and an understanding of basic lab abnormalities. Students will develop a knowledge base and practical skills that will facilitate collaboration with prescribers and other professionals in a multidisciplinary team setting in order to promote the health and recovery of their clients.

Attributes: TGMH

Prerequisites: GMHC-525 Y C

GMHC-590 Child & Adol Disorders

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. Additional fees apply.

Attributes: TGMH

Prerequisites: GPSY-603 C OR GMHC-603 C

GMHC-600 Family&Partner Counseling

This course will introduce students to the history and evolution of the field of family therapy and the various traditional and contemporary models of family therapy used by family and couples counselors. Integrative and evidence-based strategies designed to help families and couples facilitate resolution of their challenges will be presented using a variety of methods, including live demonstration, case study and video analysis. In addition, students will be able to explore a variety of contemporary topics in family therapy, including divorce, cultural issues, substance abuse, and pertinent ethical and professional issues relevant to the practice of family and partner counseling.

Attributes: TGMH

Prerequisites: GMHC-510 C

GMHC-603 Human Dev in Counseling

This course presents an overview of human growth and development based upon a lifespan approach that provides an understanding of the nature and needs of individuals at all developmental levels, from infancy through advanced age. Emphasis is placed upon using developmental theory as a means for understanding the counseling process.
Attributes: TGMH

GMHC-605 Human Sexuality/Counseling

Knowledge of normal sexual development and sexual dysfunctions are important for the professional mental health counselor. This course will cover sociocultural foundations of the study of sexuality, basic anatomy and physiology, major sexual dysfunctions and disorders, diagnosis and treatment, and the counselor's role.

Attributes: TGMH

Prerequisites: GMHC-510 C

[GMHC-610 Adult Career Counseling](#)
This course is designed to focus upon adult development including career choices and family dynamics. The role of work in people's lives often creates challenges in terms of living arrangements and family systems. Students will explore the issues in counseling adults with challenges related to the work setting. Students will learn to identify and use assessment strategies related to career choice, apply counseling theories to issues revolving around careers, and facilitate clients' goals and choice of appropriate career pathways. Additional fees apply.

Attributes: TGMH

Prerequisites: GMHC-510 C

[GMHC-615 Counseling the Older Adult](#)
Students will gain knowledge of the needs of older adults for mental health services and of ways to work successfully with them utilizing basic competencies in gerontological counseling. Students will explore issues faced by older adults and their families and will learn to apply fundamental counseling strategies to this population. We will analyze the lives of older adults within frameworks of social institutions and race, class, and gender. Through practice with older adults, students will have the opportunity to learn by doing.

Attributes: TGMH

Prerequisites: GMHC-510 C

[GMHC-630 Substance Abuse Counsel](#)
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.

Attributes: TGMH

Prerequisites: GMHC-510 C AND GMHC-535 Y C AND GMHC-536 Y S

[GMHC-650 Counseling Internship](#)
The internship is the post-practicum "capstone" clinical experience of the program in which students, under the supervision of a qualified site supervisor, are expected to refine and enhance their assessment and counseling skills in the delivery of evidence-based treatment services to individuals, groups, couples, and families. The 18 credits of internship typically extend over three semesters with students spending a total of 900 clock hours in clinical settings, of which a minimum of 360 hours must be spent in providing direct service. In the typical sequence, students enroll in six credit hours of internship in a semester and spend 300 clock hours at the agency site. Individual supervision sessions conducted by the site supervisor will occur one hour per week, and students will attend group supervision facilitated by a faculty member 1.5 hours per week throughout the internship. The internship will typically be completed in two different settings, one of which will be in the same setting as the practicum, in order to expose students to a broad range of clinical populations and mental health delivery systems. The experience will be designed in a way that students gradually gain the knowledge, skills, and confidence to work more independently so that, upon graduation, they can function autonomously within the mental health setting of their choice. Graded S/U.

Attributes: TGMH

Prerequisites: GMHC-550 S

[GMHC-675 Thesis](#)

This elective course is designed to prepare those students who plan to continue in academic settings. Students will engage in independent research of the topic of their choice. Students will be expected to develop a research question, review the associated literature, conduct an independent investigation into the topic, and prepare a scholarly paper and oral presentation of their results. Permission of the instructor required for registration.

Attributes: TGMH

Prerequisites: GMHC-575 C

Academic Programs

Doctor of Nursing Practice

Overview

Dr. Mary S. Collins, *Program Director*

The Doctor of Nursing Practice program (DNP) is an advanced practice clinical doctorate which reflects the evolution and development of professional nursing. The Doctor of Nursing Practice program is conceived with **two entrance points**. The post-master's entry point is a 48-credit, two-year program. The post-baccalaureate entry point is a minimum 79-credit, three-and-one-half-year program. Students seeking 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 admission at the post-baccalaureate level will be prepared as either a nurse practitioner or clinical nurse specialist as part of their program.

The Wegmans School of Nursing Doctor of Nursing Practice program is registered by the NYS Education Department and accredited by the Commission on Collegiate Nursing Education.

Criteria for Admission

Candidates for the Doctor of Nursing Practice program should:

- Have earned a GPA of 3.30 in graduate work or a GPA of 3.00 from an undergraduate baccalaureate nursing program for the post-baccalaureate entry.
- Submit official transcripts of all undergraduate and graduate work.
- Be a graduate of an accredited advanced practice nursing program. An advanced practice nursing program is defined as a nurse practitioner, clinical nurse specialist, certified registered nurse anesthetist, or nurse midwife program or, for post-baccalaureate entry, a B.S. degree in nursing from an accredited college or university.
- Have a NYS license as a registered nurse, NYS certificate as an advanced practice nurse, or have eligibility and national professional certification in an APN specialty, if eligible. (Students from other states will need to supply appropriate licensure and certification credentials.)
- Provide proof of immunizations.
- Have a minimum of one full-time year of post-master's clinical experience or equivalent prior to entering the DNP clinical courses.
- Have taken an undergraduate statistics course within the last five years or have earned a master's in nursing within the last ten years.
- Currently be practicing as an advanced practice nurse.

The admissions process for the Doctor of Nursing Practice program involves two phases:

Phase #1

Candidates for admission are required to submit:

- Two letters of recommendation from:
    - A doctorally prepared academician or a healthcare provider.
    - A supervisor in an employment setting.
    - A practicing APN familiar with the applicant's intellectual ability, academic achievement, clinical expertise, and professional commitment.

- Current résumé of no more than five pages.
- Copies of all professional licenses and certifications.
- Writing sample with the application in the form of a one-page essay outlining the reasons for applying to the DNP program and the student's short-term and long-term goals after finishing the DNP program.
- One professional writing sample of no more than five pages (i.e., position paper, program proposal, analysis of problem, capstone excerpt).

- An on-site writing exercise.

Applicants who meet the requirements will be invited to participate in a formal interview process.

About the program

Program Design

The program's accelerated weekend format provides both full- and part-time options for study. Four courses will be offered each semester. Two courses will be offered for the first eight weeks, followed by two courses during the last eight weeks. Courses will be held on Friday evenings and Saturdays every other weekend for an eight-week period (one course Friday evening and another course all day Saturday). A student who chooses the full-time option can complete the 48-credit-hour program in four semesters. A part-time student who takes two courses per semester can complete the program in four years. It is expected that each student will complete 1,000 hours of clinical practice in accordance with the American Association of Colleges of Nursing's "DNP Roadmap Task Force Report" (2006). For the post-master's student, coursework in the program will provide the student with the additional clinical practice hours, building upon the practice hours that were part of the student's master's degree to meet the 1,000-hour requirement. For the post-baccalaureate student, the 1,000 clinical practice hours will be completed within the program. Clinical placements will occur in interdisciplinary settings with an expert/mentor. Each setting will provide students with extensive advanced clinical practice experiences and allow students the opportunity to implement emerging science and practice innovations to improve the healthcare system. Each student will undertake a clinical scholarship project reflecting a practice site and population of interest supported by scholarly evidence. There is no dissertation requirement.

Attendance

- Participation in and attendance at all classes is a critical component for successful completion of the DNP program.
- As a future nurse leader, there is an expectation that a candidate's preparation, participation, attendance, and work will reflect the standards, care, and scholarship that are required in a rigorous doctoral-level program.
- One missed weekend session is equivalent to being absent for 25 percent of a course and will adversely impact a candidate's final grade in that course. It is important, therefore, that candidates make every effort to be on time and attend every session. Students may be required to fulfill additional course activities if a class is missed.
- If it is necessary to miss or be late to a class, candidates are required to notify the faculty member teaching the course in advance, if possible.
- Specific details of the attendance policy and requirements will be provided by the faculty at the start of each course.

Learning Outcomes

Purpose, Program Outcomes, and Goals

Purpose

The purpose of the Doctorate of Nursing Practice program is to prepare the graduate as an expert clinician for direct- or indirect-care roles in advanced practice and in clinical leadership.

Program Outcomes

At the completion of the program, the student will enact the following outcomes:

- Implement and evaluate clinical practice based on scientific knowledge.
- Assume advanced practice nursing roles as an expert clinician.
- Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex healthcare organizations.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice.
- Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and healthcare outcomes.
- Use advanced skills to design, develop, and implement the use of contemporary technological information systems.
- Demonstrate expertise in the analysis, formulation, and implementation of healthcare policy.
- Collaborate with interdisciplinary teams necessary to meet healthcare needs of individuals and populations.
- Apply ethical theories, legal and practice standards, and advocacy to decision-making in healthcare issues.
- Apply population-based methodologies for health promotion and disease-prevention in advanced practice.

Goals

The goals of the program are to:

- Provide a high-quality educational program that prepares candidates for successful careers as clinical experts and leaders.
- Implement a program of study that promotes expert clinical practice, continuous practice improvement, effective leadership practices, and clinical scholarship.
- Participate in the evolution, development, and improvement of clinical practice for professional nursing.
- Create and implement a rigorous clinically focused doctoral program which demonstrates the continuous improvement of clinical practice and scholarship.
- Impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.

Program Requirements

Post-Baccalaureate DNP Program | Post-Master's DNP Program

Post-Baccalaureate Doctor of Nursing Practice Program

The post-baccalaureate student will need to elect a functional role in order to determine the curricular plan of study. All students need to meet with the DNP program director to determine his or her individual course of study. At the completion of the program the post-baccalaureate DNP student will be prepared as a Clinical Nurse Specialist or as a Family Nurse practitioner.

Curriculum Plan: Post-Baccalaureate Degree Entry

The curriculum is divided into components which include the:

- Scholarship Core
- Clinical Core
- Electives/Cognates
- Advanced Practicum

Scholarship Core for the Post-Baccalaureate Entry Doctor of Nursing Practice Student		
GNUR 501	Scientific Inquiry I	(4)
GNUR 502	Scientific Inquiry II	(4)
GNUR 518	Advanced Practice in the Care of Families	(3)
GNUR 701	Foundations of Nursing Science	(3)
GNUR 703	Philosophy and Foundations of Evidence-Based Practice	(3)
GNUR 705	Foundations of Nursing Leadership	(3)
GNUR 707	Biostatistics and Epidemiological Supports for Health Services Development	(3)
GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 715	Multiple Research Methods for Program Development	(3)
GNUR 723	Health Policy Implementation for Organizational Development	(3)
Clinical Core		
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2)
GNUR 543	Advanced Pathophysiology	(3)

GNUR 570	Pharmacology	(3)
GNUR 571	Diagnostic Reasoning in Advanced Practice Nursing Assessment	(3)
GNUR 709	Nursing Practice Role Development	(3)
GNUR 713	Clinical Program Development	(3)
GNUR 721	Clinical Practice Development	(3)
GNUR 725	Improving the Health of Populations	(3)
GNUR 740	Advanced Technology in Support of Clinical Management	(3)
Functional Roles		
Choose **one**:	Advanced Practice CNS: Adult Health (*see below*)	(8)
	Advanced Practice CNS: Maternal/Child (*see below*)	
	Advanced Practice FNP: Adult Health (*see below*)	
	Advanced Practice FNP: Maternal/Child (*see below*)	
Electives/Cognates		
Choose **two***:	GNUR 732 International Nursing Practice	(6)
	GNUR 734 The Nurse Educator Role	
	GNUR 738 Health Law for Health Professionals	
Advanced Practicum		
GNUR 741	Clinical Scholarship/Residency/Professional Seminar	(6)
Total		**(78)**

*The DNP program requires six credits of electives/cognates. The School of Nursing offers GNUR 732, 734 and 738 throughout the academic year. Students may choose from these three courses or, with permission of the DNP Program Director, any other graduate level course offered at St. John Fisher College.

Advanced Practice CNS: Adult Health

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 684 Advanced Practice in the Care of Older Adults for CNS (1)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 685 Advanced Practice in the Care of Adults for CNS (1)

Advanced Practice CNS: Maternal/Child

- GNUR 576 Advanced Concepts in the Care of Women (3)
- GNUR 686 Advanced Practice in the Care of Women for CNS (1)
- GNUR 577 Advanced Concepts in the Care of Children (3)
- GNUR 687 Advanced Practice in the Care of Children for CNS (1)

Advanced Practice FNP: Adult Health

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 683 Advanced Practice in the Care of Older Adults for FNP (1)

- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 680 Advanced Practice in the Care of Adults for FNP (1)

Advanced Practice FNP: Child Maternal

- GNUR 576 Advanced Concepts in the Care of Women (3)
- GNUR 681 Advanced Practice in the Care of Women for FNP (1)
- GNUR 577 Advanced Concepts in the Care of Children (3)
- GNUR 682 Advanced Practice in the Care of Children for FNP (1)

Progression Policy

Students matriculating in to the WSON Nursing program in the fall 2012 must achieve a grade of B (84-86) or higher in GNUR 543, GNUR 570, GNUR 571, GNUR 566, GNUR 567, GNUR 576 and GNUR 577 in order to progress to the next course. If a student does not achieve a grade of B on the first attempt, the student may re-take the course once. If the student does not achieve a grade of B on the next attempt, the student will not be allowed to progress.

Students matriculated into the WSON Nursing graduate program prior to fall 2012, will have four semesters to complete these courses with an average of B or better, or be held to this policy.

Post-Master's Doctor of Nursing Practice Program

To receive the Doctor of Nursing Practice degree at St. John Fisher College, post-master's candidates in the program are required to:

- Successfully complete a minimum of 48 credit hours.
- Successfully complete 1,000 hours of clinical scholarship residency. (Master's advanced practice clinical hours will count toward the 1,000 clinical hours.)
- Successfully complete the clinical scholarship project.

Curriculum Plan: Post-Master's Degree Entry

The curriculum is divided into components which include the:

- Scholarship Core
- Clinical Core
- Electives/Cognates
- Advanced Practicum

Scholarship Core for the Post-Master's Entry Doctor of Nursing Practice Student		
GNUR 701	Foundations of Nursing Science	(3)
GNUR 703	Philosophy and Foundations of Evidence-Based Practice	(3)
GNUR 705	Foundations of Nursing Leadership	(3)
GNUR 707	Biostatistics and Epidemiological Supports for Health Services Development	(3)
GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 715	Multiple Research Methods for Program Development	(3)
GNUR 723	Health Policy Implementation for Organizational Development	(3)
Clinical Core		
GNUR 709	Nursing Practice Role Development	(3)
GNUR 713	Clinical Program Development	(3)

GNUR 721	Clinical Practice Development	(3)
GNUR 725	Improving the Health of Populations	(3)
GNUR 740	Advanced Technology in Support of Clinical Management	(3)
Electives/Cognates		
Choose **two***:	GNUR 732 International Nursing Practice	(6)
	GNUR 734 The Nurse Educator Role	
	GNUR 738 Health Law for Health Professionals	
Advanced Practicum		
GNUR 741	Clinical Scholarship/Residency/Professional Seminar	(6)
Total		**(48)**

*The DNP program requires six credits of electives/cognates. The School of Nursing offers GNUR 732, 734 and 738 throughout the academic year. Students may choose from these three courses or, with permission of the DNP Program Director, any other graduate level course offered at St. John Fisher College.

Recommended Progression

Post-Baccalaureate Degree Entry Program Plan

Fall, Year 1

GNUR 501	Scientific Inquiry I	(4)
GNUR 543	Advanced Pathophysiology	(3)
GNUR 571	Diagnostic Reasoning in Advanced Practice Nursing Assessment	(3)
Total		**(10)**

Spring, Year 1

GNUR 502	Scientific Inquiry II	(4)
GNUR 73X	Elective/Cognate	(3)
Choose **one group**:	GNUR 577 Advanced Concepts in the Care of Children (3) GNUR 682 Advanced Practice in the Care of Children for FNP (1)	(4)
	GNUR 566 Advanced Concepts in the Care of Older Adults (3) GNUR 683 Advanced Practice in the Care of Older Adults for FNP (1)	
	GNUR 577 Advanced Concepts in the Care of Children (3) GNUR 687 Advanced Practice in the Care of Children for CNS (1)	
	GNUR 566 Advanced Concepts in the Care of Older Adults (3) GNUR 684 Advanced Practice in the Care of Older Adults for CNS (1)	

Total Credits		**(11)**

Summer, Year 1

GNUR 570	Pharmacology	(3)
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2*)
Total		**(3/5)**

Fall, Year 2

GNUR 701	Foundations of Nursing Science	(3)
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2*)
Choose **one group**:	GNUR 567 Advanced Concepts in the Care of Adults (3) GNUR 680 Advanced Practice in the Care of Adults for FNP (1) GNUR 567 Advanced Concepts in the Care of Adults (3) GNUR 685 Advanced Practice in the Care of Adults for CNS (1) GNUR 576 Advanced Concepts in the Care of Women (3) GNUR 686 Advanced Practice in the Care of Women for CNS (1) GNUR 576 Advanced Concepts in the Care of Women (3) GNUR 681 Advanced Practice in the Care of Women for FNP (1)	(4)
Total		**(7/9)**

*GNUR 529 may be taken Summer, Year 1, or Fall, Year 2.

Spring, Year 2

GNUR 707	Biostatistics and Epidemiological Supports for Health Services Development	(3)
GNUR 73X	Elective/Cognate	(3)
Choose **one group**:	GNUR 577 Advanced Concepts in the Care of Children (3) GNUR 682 Advanced Practice in the Care of Children for FNP (1) GNUR 566 Advanced Concepts in the Care of Older Adults (3) GNUR 683 Advanced Practice in the Care of Older Adults for FNP (1) GNUR 577 Advanced Concepts in the Care of Children (3) GNUR 687 Advanced Practice in the Care of Children for CNS (1) GNUR 566 Advanced Concepts in the Care of Older Adults (3) GNUR 684 Advanced Practice in the Care of Older Adults for CNS (1)	(4)
Total Credits		**(10)**

Summer, Year 2

	GNUR 567 Advanced Concepts in the Care of Adults (3)	

Choose **one group**:	GNUR 680 Advanced Practice in the Care of Adults for FNP (1)	(4)
	GNUR 567 Advanced Concepts in the Care of Adults (3) GNUR 685 Advanced Practice in the Care of Adults for CNS (1)	
	GNUR 576 Advanced Concepts in the Care of Women (3) GNUR 686 Advanced Practice in the Care of Women for CNS (1)	
	GNUR 576 Advanced Concepts in the Care of Women (3) GNUR 681 Advanced Practice in the Care of Women for FNP (1)	
Total		**(4)**

Fall, Year 3

GNUR 703	Philosophy and Foundations of Evidence-Based Practice	(3)
GNUR 705	Foundations of Nursing Leadership	(3)
GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 721	Clinical Practice Development	(3)
Total		**(12)**

Spring, Year 3

GNUR 709	Nursing Practice Role Development	(3)
GNUR 715	Multiple Research Methods for Program Development	(3)
GNUR 723	Health Policy Implementation for Organizational Development	(3)
GNUR 725	Improving the Health of Populations	(3)
Total		**(12)**

Fall, Year 4

GNUR 713	Clinical Program Development	(3)
GNUR 740	Advanced Technology in Support of Clinical Management	(3)
GNUR 741	Clinical Scholarship/Residency/Professional Seminar	(6)
Total		**(12)**

Post-Master's Degree Entry Program Plan

Fall, Year 1

GNUR 701	Foundations of Nursing Science	(3)
GNUR 703	Philosophy and Foundations of Evidence-Based Practice	(3)

GNUR 705	Foundations of Nursing Leadership	(3)
GNUR 707	Biostatistics and Epidemiological Supports for Health Services Development	(3)
Total		**(12)**

Spring, Year 1

GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 715	Multiple Research Methods for Program Development	(3)
GNUR 709	Nursing Practice Role Development	(3)
GNUR 713	Clinical Program Development	(3)
Total		**(12)**

Fall, Year 2

GNUR 723	Health Policy Implementation for Organizational Development	(3)
GNUR 721	Clinical Practice Development	(3)
GNUR 725	Improving the Health of Populations	(3)
GNUR 73X	Elective/Cognate	(3)
Total		**(12)**

Spring, Year 2

GNUR 740	Advanced Technology in Support of Clinical Management	(3)
GNUR 741	Clinical Scholarship/Residency/Professional Seminar	(6)
GNUR 73X	Elective/Cognate	(3)
Total		**(12)**

Courses

GNUR-501 Scientific Inquiry I

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and theories which influence the development of nursing knowledge are explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative research process using descriptive statistics and qualitative research methods are explored.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-502 Scientific Inquiry II

This course builds on the quantitative/qualitative research question identified in Scientific Inquiry I and explores epidemiologic

and research methodologies in designing research proposals. Students will analyze data and examine relationships using inferential statistics. A goal of the course is to enable students to utilize knowledge gained through research to explore clinical phenomena, analyze clinical interventions and clinical outcomes, and evaluate programs to improve nursing practice. In keeping with this goal, students will develop the identified research question into a grant proposal for external funding.

Attributes: TGNU

Prerequisites: GNUR-501 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-512 Hlthcare, Econ, and Policy
This course provides students with an understanding of healthcare policy, organization, and finance in the U.S. in the larger context of a dynamic global environment. Students learn and apply basic principles of finance and economics that impact healthcare delivery from the point of care to healthcare systems. Policy and regulatory processes are studied to analyze their impact of practice and healthcare delivery. Students analyze the organization and delivery of healthcare to determine if it functions effectively and assume a leadership role to effectively advocate for change within organizations and through healthcare policy reform.

Attributes: TGNU

Restrictions: Including: -Major: Management, Advanced Nursing Practice, Nursing

GNUR-518 Adv Pract Care Families
This course focuses on theoretical and evidence-based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to promote optimal family functioning. Students analyze family-focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2010 National Health Goals guides student/family interaction in this course.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing

GNUR-529 Nursing Roles&Leadership
This course focuses on the socialization of the FNP and CNS student into advanced practice. Nursing history, competencies, and roles of advanced nursing practice with an emphasis on role acquisition are investigated. The course focuses on role development in advanced practice, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in today's healthcare system. Development of skills in leadership, advocacy, and facilitating change is emphasized.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing

GNUR-543 Advanced Pathophysiology
This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-566 Adv Con Care Older Adults
This course focuses on the biological and behavioral phenomena of concern in the care of older adults. Health promotion, health maintenance, and health restoration across the continuum of care are considered. Discussion will include current

evidence-based practice addressing common health problems of older adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator students.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-567 Adv Concepts Care Adults
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 family nurse practitioner, clinical nurse specialist, and nursing educator student.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-570 Pharmacology
This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess
This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess
This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-576 Adv Concepts Care of Women
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 practitioner, clinical nurse specialist, and nurse educator student.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-577 Adv Conc Care Children
This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator student.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-596 Independent Study
An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-670 Found of Nursing Education
This course provides a foundation for developing the educator role in academic and practice settings for advanced practice nurses. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. Internal and external forces, standards, and issues that influence curriculum development will be discussed.
Attributes: TGNU

GNUR-671 Teaching Methods
This course provides a comprehensive overview of educational strategies for students who desire to function as a nurse educator. It examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Strategies to promote the development of critical thinking are emphasized.

Attributes: TGNU

Prerequisites: GNUR-670 C

GNUR-672 Teaching Practicum I
In this 150-hour practicum, students experience the educational environment through precepted experiences. They design and implement a variety of teaching strategies appropriate to content, setting, learners' needs, and desired learning outcomes in academic and practice settings. The focus is on classroom and laboratory teaching. Students are introduced to technological tools for instruction such as presentation software, Blackboard and SimMan. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U. Required: 150 hours precepted experiences.

Attributes: TGNU

Prerequisites: GNUR-671 Y C

[GNUR-673 Evaluation Nursing Educ](#)
This course focuses on quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels. Students learn about test construction and analysis as well as evaluation using techniques such as case scenarios. They also study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU

Prerequisites: GNUR-670 Y C

[GNUR-674 Teaching Practicum II](#)
In this 150-hour experience, students develop the educator role in clinical settings. They focus on student-educator interactions, the selection of learning experiences, and clinical performance evaluation in cognitive, affective, and psychomotor domains of learning. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-673 Y C

[GNUR-680 Adv Pract Care Adults FNP](#)
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-681 Adv Prac Care Women FNP](#)
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-682 Adv Prac Care Children FNP](#)
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-577 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-683 AdvPrac Older Adults FNP](#)
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-566 Y C AND GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-684 Adv Prac Older Adults CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide primary care for older adults and their families. This clinical practicum will allow the student to apply the principles of older adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of older adult health, education of patients and staff, and clinical management of patients. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-566 Y C AND GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-685 Adv Pract Care Adults CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. This clinical practicum will allow the student to apply the principles of adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of adult health, education of clients and staff, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-567 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-686 Adv Prac Care Women CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for women and their families in a variety of settings. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals; research in the area of adult health; education of women, families, and staff; and clinical management of women's health needs. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice; Excluding: -Program: MS Adv Practice Nursing: CNS

GNUR-687 Adv Prac Care Children CNS

In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-577 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-688 Synthesis Practicum CNS

This synthesis course focuses on the clinical integration of multiple spheres of influence by the student in the clinical nurse specialist role. These spheres include patient/client, nursing practice, and organizational systems and provide a foundation for specialty competencies and CNS practice. Clinical and system outcomes are analyzed in the context of expert practice. The practicum consists of 150 hours of precepted practice in acute and ambulatory specialty practice settings. Periodic seminars enhance knowledge and integration of the professional role as clinical expert. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND (GNUR-566 C AND GNUR-684 S) OR (GNUR-567 C AND GNUR-685 S) OR (GNUR-576 C AND GNUR-686 S) OR (GNUR-577 C AND GNUR-687 S)

Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adv Practice Nursing: CNS

GNUR-690 Master's Project I

In this first course, the student will build upon learning and content gained in prior coursework and design a project with an identified area of interest: practice or education. Working closely with a faculty advisor, the student will design the project, secure support from the community of interest, and identify and apply for funding. Students will meet periodically throughout the semester in a seminar designed to support the development of their projects and funding proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-691 Master's Project II

In this second course, the student will implement the project designed in GNUR 690, Master's Project I. Working closely with the faculty advisor, the student will implement and evaluate the project. Students will meet periodically throughout the semester in a seminar designed to support the implementation and evaluation of their projects. In order to successfully complete the course, the project implementation and evaluation must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and project director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C AND GNUR-690 S

Restrictions: Including: -Major: Advanced Nursing Practice

[GNUR-692 Master's Thesis I](#)
In this first thesis-related course, the student will work closely with the faculty advisor and refine the plan for implementation and analysis of the research study proposed in GNUR 502, Scientific Inquiry II. During this course, the student is expected to complete the Institutional Review Board process. Students will meet periodically throughout the semester in a seminar designed to support the development of their research proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C

Restrictions: Including: -Major: Advanced Nursing Practice

[GNUR-693 Master's Thesis II](#)
In the second part of the thesis-related course, the student will work with the faculty advisor and complete the research study. The student will collect and analyze data, draw conclusions, and discuss the implications of the study findings for nursing practice, education, policy, and further research. Students will meet periodically throughout the semester in a seminar designed to support the conduct of their research studies. In order to successfully complete the course, the thesis manuscript must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and the Program Director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C AND GNUR-692 C

Restrictions: Including: -Major: Advanced Nursing Practice

[GNUR-694 Comprehensive Exam I](#)
This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in GNUR 501, 502, 512, 518. The associated seminars will review expectations for completion of the written comprehensive case study. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-502 Y C AND GNUR-512 Y C AND GNUR-518 Y C

[GNUR-694 Comprehensive Exam I](#)
This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in GNUR 501, 502, 512, 518. The associated seminars will review expectations for completion of the written comprehensive case study. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-502 Y C AND GNUR-512 Y C AND GNUR-518 Y C

[GNUR-695 Comprehensive Exam II](#)
This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-571 C

[GNUR-695 Comprehensive Exam II](#)

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-571 C

GNUR-696 GNUR Capstone

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU

Prerequisites: (GNUR-501 C OR GNUR-501 C) AND (GNUR-502 C OR GNUR-502 C)

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-697 Capstone Completion

Based on the work done in GNUR 696, the student completes the Capstone guided by their advisor. If the work is not completed at the end of the semester in which the course is taken, the student will receive a grade of IP and MUST register for GNUR 698. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU

Prerequisites: GNUR-696 OR GNUR-696

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-698 Capstone Continuation

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 696 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, both GNUR 697 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 both GNUR 697 and both instances of GNUR 698. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-701 Found of Nursing Science

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course introduction presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory, and research and their effect on the structure of nursing knowledge are discussed. Conceptual models and theories for nursing practice are examined.

Restrictions: Including: -Major: Nursing Practice -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-703 Phil & Found of EBP

This course examines the development of evidence and evidence-based knowledge in healthcare. The effects of the international distribution of healthcare knowledge and the development of a science of application, analysis, distribution and evaluation of practice knowledge is addressed. The use of translational research strategies for clinical practice improvement is reviewed.

Restrictions: Including: -Major: Nursing Practice -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-705 Found of Nur Leadership

This course examines the foundations of both administration and leadership. With a focus on leadership, the course will examine the current and emerging theories of leadership and their application to advanced clinical practice. Those stressors that affect leadership, organizational change, and organizational environments of clinical practice will be discussed. Application of theories in clinical practice will be reviewed.

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-707 Biostatistics and Epi

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-709 Nur Practice Role Develop

This course is designed to broaden and enhance the role development knowledge and skills of the clinical nursing scholar. Students will practice in an appropriate setting under the direction of school faculty while exploring development of components of expert advanced clinical practice. Examining the potential career trajectory of the student, focus will be on the development of skills necessary to attain that goal. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-711 Advanced HCDS

This course examines the American healthcare system, comparing it to other systems of healthcare delivery. Strengths and weaknesses of international systems are explored. Structural indices and organizational analyses of healthcare systems are examined in relation to change. The role of public health;politics and policy development; risk assessment; interest group behavior; and influence and the politics of healthcare reform in rural, urban, and suburban areas are included. Analysis of health care systems in the context of advanced practice nursing and the development of evolutionary and revolutionary changes in the system are explored.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-713 Clinical Prog Development

This course is designed to broaden and enhance the clinical knowledge development of the clinical nursing scholar. Enacting the role of clinical scholar, clinical expert, and clinical resource will be explored. Using a clinical population of patients, the student will have the opportunity to extend and broaden the clinical program of care. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

[GNUR-715 Multiple Research Methods](#)

This course focuses on the application and use of multiple research methods to improve clinical practice outcomes. The course will look beyond the traditional research methods to use action research, community-based research, and translational research methods. Research supports such as power analysis, data management, measurement strategies, epidemiologic designs, and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in conceptualizing a study using different methods. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

Attributes: TGNU

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

[GNUR-721 Clinical Practice Devel](#)

Models of advanced clinical practice will be examined. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management, and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, quality improvement, informatics concepts, and other intervening variables that influence environments of care. Students will have the opportunity to design and develop a nursing practice organization project that pertains to their clinical interests. Graded S/U.

Prerequisites: GNUR-709 C AND GNUR-713 C

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

[GNUR-723 Health Policy Implement](#)

This course analyzes current major U.S. health policy issues and the critical processes and forces that shape them. The health policy issues addressed include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on healthcare, managed care development and regulation, state and federal healthcare reform, and others. In addition, this course will examine international healthcare public policy issues affecting American healthcare policy and advanced practice nursing. Legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, educational and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, public agencies and professional organizations will be covered. Advanced nursing practice issues in a local, regional, state, federal, and global context of public policy influence, formulation, and sustenance will be discussed.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

[GNUR-725 Improve Health Populations](#)

This course will examine the relationship between clinical practice environments and populations of care. Using population-based strategies for health improvement, the student will design and implement clinical projects to effect change. Using theories of public health and community health, students will apply strategies to selected populations. Diversity, access, and socioeconomic factors of specific populations will be discussed.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

[GNUR-732 International Nursing](#)

This course provides an opportunity to learn about the culture, advanced nursing practice, and healthcare of other countries. International healthcare delivery models will be examined. Biostatistical and epidemiological global indicators of health and illness will be assessed. Comparisons of developed and developing countries in regard to health and illness will be reviewed. The student explores the concepts and applications of transcultural nursing and cultural competency. The evolution of

advanced practice nursing throughout the world will be examined through international nursing organizations, journals, and interactions with foreign nurses. With additional credit, the student may elect to analyze, practice in, and study a particular nursing system in a foreign country.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-734 The Nurse Educator

This course provides the student with an overview of the faculty role in higher education or clinical practice. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. An overview of educational strategies examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels are reviewed. Students study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-736 Ad Pharm & Dx

This course is designed to support the student learning in targeted advanced practice roles and practice areas. This focus is on the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common path physiological states and advanced diagnostics support for specific areas. Students will have the opportunity to develop expertise in a specialized area by developing case studies and in-depth simulated rounds with patients within a specific population.

Restrictions: Including: -Major: Nursing Practice

GNUR-738 Health Law for Health Prof

Addresses health care regulation and structural issues including how healthcare institutions are legally organized, accredited, and financed. Fraud and abuse, healthcare transactions, and care distribution are discussed. Healthcare access and financing issues include private health insurance, ERISA, COBRA, HIPAA, Medicare, and other third-party reimbursement. Regulatory issues will be explored focusing on the regulatory environment affecting advanced practice nurses and other healthcare professionals; also included will be licensing, staff privileges, peer review and practice recognition.

Attributes: TGNU

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-740 Advanced Tech Clinical Mgt

This course includes an exploration of the advanced practice nurse's role in healthcare planning using current technologies and information systems. Healthcare informatics on the local, state, and federal levels will be explored. Ethical dimensions of informatics and the access to patient information will be discussed. The application of computer technology in healthcare and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Application of devices, software, and integration in clinical practice will be reviewed. Graded S/U.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-741 Clinical Scholarship Cap

Students will undertake a clinical scholarship project as part of their capstone course in the doctor of nursing practice program. The capstone project will include needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The capstone project will be developed in consultation with the student's capstone project committee.

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 S AND GNUR-715 C AND GNUR-721 S AND GNUR-723 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-796 Independent Study
An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-715 C

Restrictions: Including: -Major: Nursing Practice

Academic Programs

M.S. in Advanced Practice Nursing

Overview

Dr. Cynthia Ricci McCloskey, *Program Director*

Mission of the Wegmans School of Nursing Graduate Program

The mission of the educational programs leading to the Master of Science in Advanced Practice Nursing at St. John Fisher College is to provide a stimulating milieu of academic and clinical excellence that challenges the professional nurse to acquire the theoretical and clinical scholarship needed to assume expanded nursing roles in interdisciplinary health care and/or academic settings upon graduation.

The school offers three degree programs at the master's level:

- [Family Nurse Practitioner (FNP)](#), which qualifies the graduate to seek certification and employment as a Family Nurse Practitioner.
- [Clinical Nurse Specialist (CNS)](#), which qualifies the graduate to seek certification as a Clinical Nurse Specialist in a Maternal/Child or Adult/Gerontology clinical specialty.
- [Nurse Educator (N.E.)](#), which qualifies the graduate to seek certification as a Certified Nurse Educator and practice in faculty roles and staff development.

Post master's certificate programs are also available for the Family Nurse Practitioner (FNP), Clinical Nurse Specialist (CNS), and Nurse Educator (N.E.) tracks.

Study of any of these programs prepares the student to continue on to doctoral study, if that is a career goal. The Wegmans School of Nursing offers the [Doctor of Nursing Practice](#) degree program, which builds upon the FNP and CNS master's programs.

Admission Requirements

Applicants who present satisfactory evidence of their ability to perform at the graduate level are admitted to the graduate nursing program at St. John Fisher College. The Enrollment Management Committee of the graduate nursing program and the graduate program director judge the qualifications of the applicants.

In addition to the materials and credentials outlined in the general admission requirements, the following are required:

- Two letters of recommendation must be submitted by individuals who are **qualified at the master's or higher level.**
- Official transcript showing completion of a baccalaureate degree in nursing from a nationally accredited program. The only exception to this is for students in the B.S./M.S. accelerated program. Applicants who do not possess a baccalaureate degree in nursing should meet with the Graduate Program Director or Program Chair to discuss terms for completion of the degree and the accelerated B.S./M.S. program.
- Evidence of current licensure as a registered professional nurse in New York (copy of the registration certificate from the University of the State of New York Education Department Office of the Professions). The only exception to this is for students in the B.S./M.S. accelerated program.
- Official transcript indicating an undergraduate GPA of a minimum of 3.0 with priority enrollment to those with a GPA of 3.3.
- Official transcript indicating successful completion of undergraduate courses in statistics, nursing research, and undergraduate health assessment (physical examination) with grades of "B" or higher.
- A completed Health History and Immunization form submitted to the College Wellness Center. Health information must be current and valid for the academic year in which the student intends to enter St. John Fisher College. Prior to
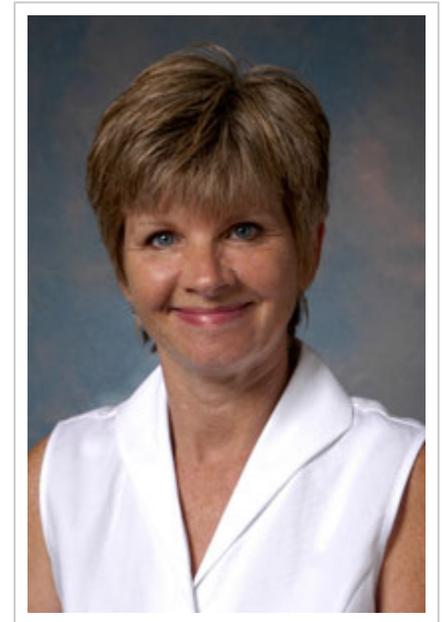
beginning their first clinical course, students must document and maintain current CPR certification and submit the passing score achieved on the hospital R.N. Medication Administration Competency exam. **Students will not be assigned a preceptor until they are in compliance with all of these clinical documentation expectations.**
- Completion of the Graduate Record Examination (GRE) is optional; taking the GRE may strengthen a graduate application.
- Post-master's certificate students must present evidence (official transcript) of completion of a master's degree in nursing from a nationally accredited program.

For more information regarding application and admission to the Advanced Practice Nursing program, please contact the Office of Graduate Admissions at **(585) 385-8161** or by e-mail at grad@sjfc.edu.

For specific information regarding the Master of Science in Advanced Practice Nursing, please contact the Graduate Program Director, Dr. Cynthia Ricci McCloskey, at **(585) 385-8471** or cmccloskey@sjfc.edu.

Scholarships are available for full- or part-time study.

About the program

The rapidly changing health care environment requires increased numbers of master's-prepared nurses who are equipped to creatively participate in multidisciplinary planning for productive practice environments that achieve high-quality measurable outcomes. Master's degree prepared nurses also formulate patient care models that promote professional nurse autonomy and clinical decision-making.

The graduate nursing programs are based on the values of St. John Fisher College, the Wegmans School of Nursing philosophy, and the American Nurses Association Standards of Practice and Code of Ethics. The curriculum is also guided by educational recommendations from the American Association of Colleges of Nursing (AACN), the National Association of Clinical Nurse Specialists (NACNS), the National Organization of Nurse Practitioner Faculties (NONPF), and the National League of Nursing (NLN). The curriculum reflects a commitment to the fundamental nature of nursing, which is professional caring for people by providing compassionate, holistic, evidence-based nursing care to diverse populations.

The faculty of the Wegmans School of Nursing is committed to working with the individual needs of the adult learner in planning a program of study that promotes personal balance while successfully completing requirements for the Master of Science in Advanced Practice Nursing degree. Nursing faculty values students' diversity in perspectives, experiences, and learning styles and anticipates that students will engage in self-directed, interactive learning that is characterized by integrity, initiative, and interpersonal growth. The Master of Science in Advanced Practice Nursing programs build on the students' undergraduate education in the liberal arts, the sciences, and the discipline of nursing. The curriculum affords students the opportunity to broaden their commitment to nursing excellence through the integration of professional and personal values in their new role development.

Graduates of the Advanced Practice Nursing programs are employed in roles consistent with their area of study and are highly respected for their leadership in health care. Students are well prepared for new, expanded roles through dynamic, interactive classroom experiences, as well as through precepted experiences with highly qualified nurses who are certified and practicing in specialties congruent with coursework.

In addition to core course requirements, students in the Family Nurse Practitioner program engage in a total of 600 clinical-precepted hours; students in the Clinical Nurse Specialist program engage in a total of 500 clinical-precepted hours of practice. Students in the Nurse Educator program engage in 300 clinical-precepted hours of practice. The undergraduate and graduate nursing programs are currently accredited by the Commission on Collegiate Nursing Education (CCNE), an affiliate of the American Association of Colleges of Nursing.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, D.C. 20036-1120
Phone: (202) 887-8476
Website: www.aacn.nche.edu

B.S. to M.S. Fast Track Program

Petition for Graduate Study

Current St. John Fisher nursing students may petition to complete graduate-level coursework during their senior year of undergraduate study. This offers an accelerated approach for qualified traditional baccalaureate students who wish to pursue

the [Master of Science in Advanced Practice Nursing](#) degree. The accelerated program allows specific graduate-level courses to be taken and for one course to fulfill a designated undergraduate requirement. This shortens graduate degree requirements without compromising didactic and clinical learning experiences.

Note: *Approval to take graduate courses **does not guarantee** admission to the M.S. program in Advanced Practice Nursing. Students who wish to continue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the [Office of Graduate Admissions](#) for more information.*

Students beginning their study of Nursing at St. John Fisher follow the curriculum of the Traditional Nursing B.S. Program. They may petition to take courses in the graduate program after all 300-level undergraduate courses have been completed with a GPA in Nursing of 3.30 or higher, by submitting the [Petition for Graduate Courses [pdf]](#) form. Application deadline for graduate courses is July 1 for fall admission and January 1 for spring admission. Students interested in an accelerated program should consult with their advisors and the Graduate Program Director during their junior year at St. John Fisher College. Approved traditional baccalaureate students take:

- GNUR 512 Health Care, Economics, and Policy (4) **–OR–**
  GNUR 518 Advanced Practice in the Care of Families (3)

-AND-

- GNUR 529 Advanced Practice Nursing Roles and Leadership (2) *in place of*
  NURS 446 Nursing Leadership & Patient-Centered Care III (3)

Enrollment Status

Either GNUR 512 Health Care, Economics, and Policy (4) –**OR–** GNUR 518 Advanced Practice in the Care of Families (3) is taken along with other required undergraduate nursing courses during the senior year. This course is posted as graduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program.

GNUR 529 Advanced Practice Nursing Roles and Leadership (2) is taken during the senior year. Students who successfully complete GNUR 529 will not take NURS 446 Nursing Leadership and Patient-Centered Care III (3). The graduate course is posted as undergraduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program. The graduate course is added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

R.N./B.S. to M.S. Fast Track Program

Current St. John Fisher R.N. to B.S. nursing students may petition to complete graduate-level coursework during their undergraduate study. This offers an accelerated approach to R.N. baccalaureate students who wish to pursue the [Master of Science degree in Advanced Practice Nursing](#). The program allows specific graduate-level courses to fulfill designated undergraduate requirements. This shortens graduate degree requirements without compromising didactic and clinical learning experiences.

Note: *Approval to take graduate courses **does not guarantee** admission to the M.S. program in Advanced Practice Nursing. Students who wish to pursue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of [Graduate Admissions](#) for more information.*

Students follow the curriculum of the R.N./B.S. program and substitute two graduate courses for undergraduate nursing courses. Students may petition to take graduate courses after completing four undergraduate R.N./B.S. courses, by submitting the [Petition for Graduate Courses [pdf]](#) form. Students interested in an accelerated program should consult with their academic advisor and the Graduate Program Director as early as possible during their studies at St. John Fisher College. Approved students take:

- GNUR 512 Health Care, Economics, and Policy (4)
  in place of NURS 458 Contemporary Professional Issues

–AND–

- GNUR 543 Advanced Pathophysiology(3)
  in place of NURS 459 Capstone Professional Portfolio

Enrollment Status

Both GNUR 512 Health Care, Economics and Policy (4) and GNUR 543 Advanced Pathophysiology (3) are posted as undergraduate credit on the student's academic record, and there is no additional charge for these courses for students in the undergraduate R.N./B.S. 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.

Progression Policy

Students matriculating in to the WSON graduate program beginning in Fall 2012 must achieve a grade of B (84-86) or higher in GNUR 543, 566, 567, 570, 571, 576 and 577 in order to progress to the next course. If a student does not achieve a grade of B on the first attempt, the student may re-take the course once. If the student does not achieve a grade of B on the next attempt, the student will not be allowed to progress.

Note: Students matriculated into the WSON graduate program prior to fall 2012, will have four semesters to complete these courses with an average of B or higher, or be held to this policy.

Clinical Learning Experiences

The graduate student completes all clinical courses as precepted practicum experiences. The FNP program has a total of 600 clinical hours; the CNS program has a total of 500 clinical hours; the Nurse Educator program has a total of 300 clinical hours. Due to the scarcity of preceptors, the WSON 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 will be required to sign a formal attestation form which communicates their understanding of the clinical placement process.

In each clinical course, students must be rated as "competent" by the clinical preceptor and faculty site visitor in order to successfully complete the course. Failure to be rated "competent" at the final clinical evaluation will result in a grade of "F" for the course. Clinical failure can be due to unsatisfactory professional behavior or lack of clinical competence. Earning a grade of "F" in **more than one graduate course** will result in dismissal of the student from the graduate program.

Note: *At least 50 percent of the clinical hours for Family Nurse Practitioner students must be in primary care settings.*

Learning Outcomes

Program Outcomes

Upon completion of the Master of Science in Advanced Practice Nursing program, the graduate is prepared to:

- Synthesize knowledge from nursing and related disciplines to design, implement, and evaluate health services, educational offerings, program resources, and research. (Knowledge)
- Engage in multidisciplinary communication to facilitate intervention systems, scientific inquiry, education, and collaboration/negotiation that will positively influence health care outcomes. (Communication)
- Provide and advocate for compassionate, high-quality, cost-effective, holistic advanced practice nursing care in diverse settings within communities and health systems. (Holism)
- Use evidence-based intervention and educational strategies to promote, maintain, and restore health, or provide end-of-life care. (Praxis)
- Integrate into role implementation the legal principles and the professional and ethical values essential to advanced practice nursing. (Professional Values)
- Serve as a leader in advancing health care by promoting expert nursing practice and education through collegial relationships. (Role)
- Promote practice and education models that are respectful of diversity and pluralism and are based on knowledge of the policies and political issues that influence outcomes of care. (Diversity)
- Develop a personal advanced practice model which incorporates a commitment to lifelong learning and the advancement of the art and science of nursing. (Lifelong Learning)
- Engage in the development of contemporary nursing strategies and models which reflect emerging nursing practice. (Praxis)

Program Requirements

Curriculum

The Master of Science in Advanced Practice Nursing offers three programs of study/practice/role development. All students are required to complete a minimum of 20 credit hours of core coursework, including one of the capstone options. Courses are offered weekday evenings.

M.S. in Advanced Practice Nursing: Clinical Nurse Specialist (CNS)

The Clinical Nurse Specialist program requires 20 credit hours in addition to the core courses. Clinical Nurse Specialist students can choose either an Adult/Gerontologic focus or a Maternal/Child focus. Successful completion of the program requires 39 credits of coursework and 500 hours of precepted clinical practice. The post-master's CNS certificate is a variable-credit program based upon the student's past master's program courses, up to 23 credits in length.

Course	Title	Credits	Lab
GNUR 501	Scientific Inquiry I	(4)	
GNUR 502	Scientific Inquiry II	(4)	
GNUR 512	Healthcare, Economics, and Policy	(4)	
GNUR 518	Advanced Practice in the Care of Families	(3)	
Nursing Capstone			
Choose **one**:	GNUR 696/697 Capstone (Optional GNUR 698)	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
Advanced Practice Core			
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2)	
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning in Advanced Practice Nursing Assessment	(3)	
GNUR 688	Synthesis CNS Practicum	(1)	(180)
Clinical Nurse Specialist Focus Area			
Choose **one**:	Adult Health Focus Area (*see below*)	(8)	(320)
	Maternal/Child Focus Area (*see below*)	(8)	(320)
Total		**(39)**	**(500)**

Adult Health Focus Area

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 684 Advanced Practice in the Care of Older Adults for CNS (1) (160)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 685 Advanced Practice in the Care of Adults for CNS (1) (160)

Maternal/Child Focus Area

- GNUR 576 Advanced Concepts in the Care of Women (3)
- GNUR 686 Advanced Practice in the Care of Women for CNS (1) (160)

- GNUR 577 Advanced Concepts in the Care of Children (3)
- GNUR 687 Advanced Practice in the Care of Children for CNS (1) (160)

M.S. in Advanced Practice Nursing: Family Nurse Practitioner (FNP)

The Family Nurse Practitioner program requires 27 credits in addition to the core courses. The clinical courses focus on acquiring the knowledge and skills associated with providing primary care for populations including children and adolescents, women, adults, and the elderly. Successful completion of the program requires 46 credits of coursework and 600 hours of precepted clinical practice. Graduates are eligible for New York State certification as a Family Nurse Practitioner and national, professional certification. The post-master's FNP certificate is a variable-credit program, based upon the student's past master's program courses, ranging from 12–30 credits in length.

Course	Title	Credits	Lab
GNUR 501	Scientific Inquiry I	(4)	
GNUR 502	Scientific Inquiry II	(4)	
GNUR 512	Healthcare, Economics, and Policy	(4)	
GNUR 518	Advanced Practice in the Care of Families	(3)	
Nursing Capstone			
Choose **one**:	GNUR 696/697 Capstone (GNUR 698 if needed)	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
Advanced Practice Core			
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2)	
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning in Advanced Practice Nursing Assessment	(3)	
FNP Specialty			
GNUR 566	Advanced Concepts in the Care of Older Adults	(3)	
GNUR 683	Advanced Practice in the Care of Older Adults for FNP	(1)	(150)
GNUR 567	Advanced Concepts in the Care of Adults	(3)	
GNUR 680	Advanced Practice in the Care of Adults for FNP	(1)	(150)
GNUR 576	Advanced Concepts in the Care of Women	(3)	(150)
GNUR 681	Advanced Practice in the Care of Women for FNP	(1)	
GNUR 577	Advanced Concepts in the Care of Children	(3)	(150)
GNUR 682	Advanced Practice in the Care of Children for FNP	(1)	
Total		**(46)**	**(600)**

M.S. in Advanced Practice Nursing: Nurse Educator

The Nurse Educator program requires 17 credits in addition to the core, including three education courses. Educator students can choose either an Adult/Gerontologic focus or a Maternal/Child focus. Successful completion of the program requires 36 credits of coursework and 300 hours of precepted clinical practice. The post-master's Nurse Educator certificate is 11 credits in length.

Course	Title	Credits	Lab
GNUR 501	Scientific Inquiry I	(4)	
GNUR 502	Scientific Inquiry II	(4)	
GNUR 512	Healthcare, Economics, and Policy	(4)	
GNUR 518	Advanced Practice in the Care of Families	(3)	
Nursing Capstone			
Choose **one**:	GNUR 696/697 Capstone (GNUR 698 if needed)	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
Nurse Educator Specialty			
GNUR 670	Foundations of Nursing Education	(3)	
GNUR 671	Teaching Methods	(3)	
GNUR 672	Teaching Practicum I	(1)	(150)
GNUR 673	Evaluation in Nursing Education	(3)	
GNUR 674	Teaching Practicum II	(1)	(150)
Content Focus Area			
Choose **one**:	Adult Health Focus Area (*see below*)	(6)	
	Maternal/Child Health Focus Area (*see below*)	(6)	
Total		**(36)**	**(300)**

Adult Health Focus Area

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 Advanced Concepts in the Care of Adults (3)

Maternal/Child Health Focus Area

- GNUR 576 Advanced Concepts in the Care of Women (3)
- GNUR 577 Advanced Concepts in the Care of Children (3)

Post-Master's Certificate Programs

Post-Master's Certificate: Clinical Nurse Specialist

Nurses who hold a master's degree in nursing or a non-clinical master's degree* and wish to become Clinical Nurse Specialists may obtain the CNS Certificate. The post-master's program requires the student to complete coursework in the Clinical Nurse Specialist program. Students who have already completed a master's program in nursing may be eligible for course waivers at the discretion of the Program Director.** Upon completion of this variable-credit program, the nurse will be

eligible for national, professional CNS certification. Students will choose either an adult/gerontology focus or a maternal/child focus.

Students with a non-nursing master's degree may need to take additional courses from the core.

**Required courses will be based on the individual's program review.*

Course	Title	Credits	Lab
GNUR 518	Advanced Practice in the Care of Families	(3)	
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2)	
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning in Advanced Practice Nursing Assessment	(3)	
Clinical Nurse Specialist Focus Area			
Choose **one**:	Adult Health Focus Area (*see below*)	(9)	(500)
	Maternal/Child Health Focus Area (*see below*)	(9)	(500)
Total		**(23)**	**(500)**

Adult Health Focus Area

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 684 Advanced Practice in the Care of Older Adults for CNS (1) (160)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 685 Advanced Practice in the Care of Adults for CNS (1) (160)
- GNUR 688 Synthesis CNS Practicum (1) (180)

Maternal/Child Health Focus Area

- GNUR 576 Advanced Concepts in the Care of Women (3)
- GNUR 686 Advanced Practice in the Care of Women for CNS (1) (160)
- GNUR 577 Advanced Concepts in the Care of Children (3)
- GNUR 687 Advanced Practice in the Care of Children for CNS (1) (160)
- GNUR 688 Synthesis CNS Practicum (1) (180)

Post-Master's Certificate: Family Nurse Practitioner

Nurses who hold a master's degree in nursing and wish to become Family Nurse Practitioners may obtain the FNP certificate. The post-master's program requires the student to complete coursework in the Family Nurse Practitioner program. Students who have already completed a master's program (either NP or non-NP) in nursing may be eligible for course waivers at the discretion of the Program Director. Upon completion of this variable-credit program, the nurse will be eligible for certification as an FNP in New York State and national, professional FNP certification.*

Course	Title	Credits	Lab
GNUR 518	Advanced Practice in the Care of Families	(3)	
GNUR 529	Advanced Practice Nursing Roles and Leadership	(2)	
GNUR 543	Advanced Pathophysiology	(3)	

Course	Title	Credits	Lab
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning in Advanced Practice Nursing Assessment	(3)	
GNUR 566	Advanced Concepts in the Care of Older Adults	(3)	
GNUR 683	Advanced Practice in the Care of Older Adults for FNP	(1)	(150)
GNUR 567	Advanced Concepts in the Care of Adults	(3)	
GNUR 680	Advanced Practice in the Care of Adults for FNP	(1)	(150)
GNUR 576	Advanced Concepts in the Care of Women	(3)	
GNUR 681	Advanced Practice in the Care of Women for FNP	(1)	(150)
GNUR 577	Advanced Concepts in the Care of Children	(3)	
GNUR 682	Advanced Practice in the Care of Children for FNP	(1)	(150)
Total		**(30)**	**(600)**

Required courses will be based on the individual's program review.

Post-Master's Certificate: Nurse Educator

Nurses who hold a master's degree in nursing and wish to become Nurse Educators may obtain the Nurse Educator certificate. The post-master's program requires the student to complete coursework in the Nurse Educator program. Upon completion of this 11-credit-hour certificate program, the nurse will be eligible for certification as a Nurse Educator through the completion of a national certification exam.

Course	Title	Credits	Lab
GNUR 670	Foundations of Nursing Education	(3)	
GNUR 671	Teaching Methods	(3)	
GNUR 672	Teaching Practicum I	(1)	(150)
GNUR 673	Evaluation in Nursing Education	(3)	
GNUR 674	Teaching Practicum II	(1)	(150)
Total		**(11)**	**(300)**

Additional Information

Attendance

Participation in and attendance at all classes is a critical component for successful completion of the master's program.

One missed clinical seminar, Capstone seminar, or hybrid session is equivalent to being absent for a significant portion of a course and will adversely impact a candidate's final grade in that course. It is important, therefore, that candidates make every effort to be on time and attend every session.

If it is necessary to miss or be late to a class, candidates are required to notify the faculty member teaching the course in advance, if possible. At the discretion of the instructor, the student may be assigned additional coursework to make up for the

lost time.

Specific details of the attendance policy and requirements will be provided by the faculty at the start of each course.

Professional Standards

The graduate programs adhere to the standards and guidelines associated with the following organizations: the AACN Essentials of Master's Education (1996), the National Association of Clinical Nurse Specialists (NACNS), the Statement on CNS Practice and Education (Section III), the National Organization of Nurse Practitioner Faculty (NONPF), the American Nurses Association Standards of Clinical Practice, the American Nurses Association Code of Ethics (1996), the American Nurses Association Social Policy Statement (1980), and the National League of Nursing (NLN).

The *New York State Education Department Office of Professions Nursing Handbook* specifies the determination of applicants for authorization to practice a profession. Rules of the Board of Regents, such as those defining good moral character and unprofessional conduct, are followed by the School of Nursing for all undergraduate and graduate nursing students at St. John Fisher College.

Professional standards and state rules acknowledge the nurse's responsibility to society and mechanisms for accountability. Personal or professional conduct that is inconsistent with these standards, rules, and codes, as well as with those of St. John Fisher College, may prohibit an applicant from being admitted to the nursing program or result in course failure or dismissal from the program.

In addition, health care agencies offering clinical learning experiences for students have specific expectations and policies regarding student behaviors in practice. These agencies may also have specific policies regarding the reciprocal obligations among students, faculty, and clinical preceptors. Updated immunizations, current CPR, R.N. license, medication administration competency, and hospital competency packets must be submitted by students as part of the clinical application. (See Graduate Clinical Application form for details). Students will not be assigned a preceptor until they are in compliance with all of these clinical documentation expectations. These policies are described in the *Nursing Graduate Student Handbook*.

Any student enrolled in any nursing program who exhibits personal or professional conduct that violates the standards, rules, codes, and/or policies of the School of Nursing, St. John Fisher College, cooperating health care agencies, the State of New York, or the nursing profession will face investigation, review, and appropriate action, including possible dismissal from the program and/or College.

Courses

GNUR-501 Scientific Inquiry I
This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and theories which influence the development of nursing knowledge are explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative research process using descriptive statistics and qualitative research methods are explored.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-502 Scientific Inquiry II
This course builds on the quantitative/qualitative research question identified in Scientific Inquiry I and explores epidemiologic and research methodologies in designing research proposals. Students will analyze data and examine relationships using inferential statistics. A goal of the course is to enable students to utilize knowledge gained through research to explore clinical phenomena, analyze clinical interventions and clinical outcomes, and evaluate programs to improve nursing practice. In keeping with this goal, students will develop the identified research question into a grant proposal for external funding.

Attributes: TGNU

Prerequisites: GNUR-501 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-512 Hlthcare, Econ, and Policy

This course provides students with an understanding of healthcare policy, organization, and finance in the U.S. in the larger context of a dynamic global environment. Students learn and apply basic principles of finance and economics that impact healthcare delivery from the point of care to healthcare systems. Policy and regulatory processes are studied to analyze their impact of practice and healthcare delivery. Students analyze the organization and delivery of healthcare to determine if it functions effectively and assume a leadership role to effectively advocate for change within organizations and through healthcare policy reform.

Attributes: TGNU

Restrictions: Including: -Major: Management, Advanced Nursing Practice, Nursing

GNUR-518 Adv Pract Care Families

This course focuses on theoretical and evidence-based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to promote optimal family functioning. Students analyze family-focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2010 National Health Goals guides student/family interaction in this course.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing

GNUR-529 Nursing Roles&Leadership

This course focuses on the socialization of the FNP and CNS student into advanced practice. Nursing history, competencies, and roles of advanced nursing practice with an emphasis on role acquisition are investigated. The course focuses on role development in advanced practice, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in today's healthcare system. Development of skills in leadership, advocacy, and facilitating change is emphasized.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing

GNUR-543 Advanced Pathophysiology

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-566 Adv Con Care Older Adults

This course focuses on the biological and behavioral phenomena of concern in the care of older adults. Health promotion, health maintenance, and health restoration across the continuum of care are considered. Discussion will include current evidence-based practice addressing common health problems of older adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator students.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-567 Adv Concepts Care Adults

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 family nurse practitioner, clinical nurse specialist, and nursing educator student.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-570 Pharmacology
This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess
This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-571 Diagnostic Reason-Assess
This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-576 Adv Concepts Care of Women
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 practitioner, clinical nurse specialist, and nurse educator student.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-577 Adv Conc Care Children
This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator student.

Attributes: TGNU

Prerequisites: GNUR-543 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-596 Independent Study
An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Advanced Nursing Practice

GNUR-670 Found of Nursing Education
This course provides a foundation for developing the educator role in academic and practice settings for advanced practice nurses. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. Internal and external forces, standards, and issues that influence curriculum development will be discussed.
Attributes: TGNU

GNUR-671 Teaching Methods
This course provides a comprehensive overview of educational strategies for students who desire to function as a nurse educator. It examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Strategies to promote the development of critical thinking are emphasized.

Attributes: TGNU

Prerequisites: GNUR-670 C

GNUR-672 Teaching Practicum I
In this 150-hour practicum, students experience the educational environment through precepted experiences. They design and implement a variety of teaching strategies appropriate to content, setting, learners' needs, and desired learning outcomes in academic and practice settings. The focus is on classroom and laboratory teaching. Students are introduced to technological tools for instruction such as presentation software, Blackboard and SimMan. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U. Required: 150 hours precepted experiences.

Attributes: TGNU

Prerequisites: GNUR-671 Y C

GNUR-673 Evaluation Nursing Educ
This course focuses on quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels. Students learn about test construction and analysis as well as evaluation using techniques such as case scenarios. They also study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU

Prerequisites: GNUR-670 Y C

GNUR-674 Teaching Practicum II
In this 150-hour experience, students develop the educator role in clinical settings. They focus on student-educator interactions, the selection of learning experiences, and clinical performance evaluation in cognitive, affective, and psychomotor domains of learning. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-673 Y C

GNUR-680 Adv Pract Care Adults FNP
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-681 Adv Prac Care Women FNP
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-682 Adv Prac Care Children FNP
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-577 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

GNUR-683 AdvPrac Older Adults FNP
In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout

the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-566 Y C AND GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-684 Adv Prac Older Adults CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide primary care for older adults and their families. This clinical practicum will allow the student to apply the principles of older adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of older adult health, education of patients and staff, and clinical management of patients. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-566 Y C AND GNUR-570 C AND GNUR-571 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-685 Adv Pract Care Adults CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. This clinical practicum will allow the student to apply the principles of adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of adult health, education of clients and staff, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-567 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-686 Adv Prac Care Women CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for women and their families in a variety of settings. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals; research in the area of adult health; education of women, families, and staff; and clinical management of women's health needs. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice; Excluding: -Program: MS Adv Practice Nursing: CNS

[GNUR-687 Adv Prac Care Children CNS](#)
In this 150-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND GNUR-577 Y C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

[GNUR-688 Synthesis Practicum CNS](#)

This synthesis course focuses on the clinical integration of multiple spheres of influence by the student in the clinical nurse specialist role. These spheres include patient/client, nursing practice, and organizational systems and provide a foundation for specialty competencies and CNS practice. Clinical and system outcomes are analyzed in the context of expert practice. The practicum consists of 150 hours of precepted practice in acute and ambulatory specialty practice settings. Periodic seminars enhance knowledge and integration of the professional role as clinical expert. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-570 C AND GNUR-571 C AND (GNUR-566 C AND GNUR-684 S) OR (GNUR-567 C AND GNUR-685 S) OR (GNUR-576 C AND GNUR-686 S) OR (GNUR-577 C AND GNUR-687 S)

Restrictions: Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adv Practice Nursing: CNS

[GNUR-690 Master's Project I](#)

In this first course, the student will build upon learning and content gained in prior coursework and design a project with an identified area of interest: practice or education. Working closely with a faculty advisor, the student will design the project, secure support from the community of interest, and identify and apply for funding. Students will meet periodically throughout the semester in a seminar designed to support the development of their projects and funding proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C

Restrictions: Including: -Major: Advanced Nursing Practice

[GNUR-691 Master's Project II](#)

In this second course, the student will implement the project designed in GNUR 690, Master's Project I. Working closely with the faculty advisor, the student will implement and evaluate the project. Students will meet periodically throughout the semester in a seminar designed to support the implementation and evaluation of their projects. In order to successfully complete the course, the project implementation and evaluation must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and project director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C AND GNUR-690 S

Restrictions: Including: -Major: Advanced Nursing Practice

[GNUR-692 Master's Thesis I](#)

In this first thesis-related course, the student will work closely with the faculty advisor and refine the plan for implementation and analysis of the research study proposed in GNUR 502, Scientific Inquiry II. During this course, the student is expected to complete the Institutional Review Board process. Students will meet periodically throughout the semester in a seminar designed to support the development of their research proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-693 Master's Thesis II
In the second part of the thesis-related course, the student will work with the faculty advisor and complete the research study. The student will collect and analyze data, draw conclusions, and discuss the implications of the study findings for nursing practice, education, policy, and further research. Students will meet periodically throughout the semester in a seminar designed to support the conduct of their research studies. In order to successfully complete the course, the thesis manuscript must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and the Program Director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

Attributes: TGNU

Prerequisites: GNUR-501 C AND GNUR-502 C AND GNUR-692 C

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-694 Comprehensive Exam I
This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in GNUR 501, 502, 512, 518. The associated seminars will review expectations for completion of the written comprehensive case study. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-502 Y C AND GNUR-512 Y C AND GNUR-518 Y C

GNUR-694 Comprehensive Exam I
This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in GNUR 501, 502, 512, 518. The associated seminars will review expectations for completion of the written comprehensive case study. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-502 Y C AND GNUR-512 Y C AND GNUR-518 Y C

GNUR-695 Comprehensive Exam II
This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-571 C

GNUR-695 Comprehensive Exam II
This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-543 C AND GNUR-571 C

GNUR-696 GNUR Capstone
This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project,

while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU

Prerequisites: (GNUR-501 C OR GNUR-501 C) AND (GNUR-502 C OR GNUR-502 C)

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-697 Capstone Completion
Based on the work done in GNUR 696, the student completes the Capstone guided by their advisor. If the work is not completed at the end of the semester in which the course is taken, the student will receive a grade of IP and MUST register for GNUR 698. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU

Prerequisites: GNUR-696 OR GNUR-696

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-698 Capstone Continuation
This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 696 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, both GNUR 697 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 both GNUR 697 and both instances of GNUR 698. Graded S/U. Permission of Program Director is required to register.

Attributes: TGNU

Restrictions: Including: -Major: Advanced Nursing Practice

GNUR-701 Found of Nursing Science
This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course introduction presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory, and research and their effect on the structure of nursing knowledge are discussed. Conceptual models and theories for nursing practice are examined.

Restrictions: Including: -Major: Nursing Practice -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-703 Phil & Found of EBP
This course examines the development of evidence and evidence-based knowledge in healthcare. The effects of the international distribution of healthcare knowledge and the development of a science of application, analysis, distribution and evaluation of practice knowledge is addressed. The use of translational research strategies for clinical practice improvement is reviewed.

Restrictions: Including: -Major: Nursing Practice -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-705 Found of Nur Leadership
This course examines the foundations of both administration and leadership. With a focus on leadership, the course will examine the current and emerging theories of leadership and their application to advanced clinical practice. Those stressors that affect leadership, organizational change, and organizational environments of clinical practice will be discussed.

Application of theories in clinical practice will be reviewed.

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-707 Biostatistics and Epi
This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-709 Nur Practice Role Develop
This course is designed to broaden and enhance the role development knowledge and skills of the clinical nursing scholar. Students will practice in an appropriate setting under the direction of school faculty while exploring development of components of expert advanced clinical practice. Examining the potential career trajectory of the student, focus will be on the development of skills necessary to attain that goal. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-711 Advanced HCDS
This course examines the American healthcare system, comparing it to other systems of healthcare delivery. Strengths and weaknesses of international systems are explored. Structural indices and organizational analyses of healthcare systems are examined in relation to change. The role of public health;politics and policy development; risk assessment; interest group behavior; and influence and the politics of healthcare reform in rural, urban, and suburban areas are included. Analysis of health care systems in the context of advanced practice nursing and the development of evolutionary and revolutionary changes in the system are explored.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-713 Clinical Prog Development
This course is designed to broaden and enhance the clinical knowledge development of the clinical nursing scholar. Enacting the role of clinical scholar, clinical expert, and clinical resource will be explored. Using a clinical population of patients, the student will have the opportunity to extend and broaden the clinical program of care. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total. Graded S/U.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-715 Multiple Research Methods
This course focuses on the application and use of multiple research methods to improve clinical practice outcomes. The course will look beyond the traditional research methods to use action research, community-based research, and translational research methods. Research supports such as power analysis, data management, measurement strategies, epidemiologic designs, and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in conceptualizing a study using different methods. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of the generation of new knowledge

and practice innovations will be discussed.

Attributes: TGNU

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-721 Clinical Practice Devel

Models of advanced clinical practice will be examined. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management, and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, quality improvement, informatics concepts, and other intervening variables that influence environments of care. Students will have the opportunity to design and develop a nursing practice organization project that pertains to their clinical interests. Graded S/U.

Prerequisites: GNUR-709 C AND GNUR-713 C

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-723 Health Policy Implement

This course analyzes current major U.S. health policy issues and the critical processes and forces that shape them. The health policy issues addressed include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on healthcare, managed care development and regulation, state and federal healthcare reform, and others. In addition, this course will examine international healthcare public policy issues affecting American healthcare policy and advanced practice nursing. Legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, educational and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, public agencies and professional organizations will be covered. Advanced nursing practice issues in a local, regional, state, federal, and global context of public policy influence, formulation, and sustenance will be discussed.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-725 Improve Health Populations

This course will examine the relationship between clinical practice environments and populations of care. Using population-based strategies for health improvement, the student will design and implement clinical projects to effect change. Using theories of public health and community health, students will apply strategies to selected populations. Diversity, access, and socioeconomic factors of specific populations will be discussed.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-732 International Nursing

This course provides an opportunity to learn about the culture, advanced nursing practice, and healthcare of other countries. International healthcare delivery models will be examined. Biostatistical and epidemiological global indicators of health and illness will be assessed. Comparisons of developed and developing countries in regard to health and illness will be reviewed. The student explores the concepts and applications of transcultural nursing and cultural competency. The evolution of advanced practice nursing throughout the world will be examined through international nursing organizations, journals, and interactions with foreign nurses. With additional credit, the student may elect to analyze, practice in, and study a particular nursing system in a foreign country.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-734 The Nurse Educator

This course provides the student with an overview of the faculty role in higher education or clinical practice. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research

in education, and the design of programs of learning in nursing. An overview of educational strategies examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels are reviewed. Students study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

Attributes: TGNU

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-736 Ad Pharm & Dx
This course is designed to support the student learning in targeted advanced practice roles and practice areas. This focus is on the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common path physiological states and advanced diagnostics support for specific areas. Students will have the opportunity to develop expertise in a specialized area by developing case studies and in-depth simulated rounds with patients within a specific population.

Restrictions: Including: -Major: Nursing Practice

GNUR-738 Health Law for Health Prof
Addresses health care regulation and structural issues including how healthcare institutions are legally organized, accredited, and financed. Fraud and abuse, healthcare transactions, and care distribution are discussed. Healthcare access and financing issues include private health insurance, ERISA, COBRA, HIPAA, Medicare, and other third-party reimbursement. Regulatory issues will be explored focusing on the regulatory environment affecting advanced practice nurses and other healthcare professionals; also included will be licensing, staff privileges, peer review and practice recognition.

Attributes: TGNU

Restrictions: Including: -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-740 Advanced Tech Clinical Mgt
This course includes an exploration of the advanced practice nurse's role in healthcare planning using current technologies and information systems. Healthcare informatics on the local, state, and federal levels will be explored. Ethical dimensions of informatics and the access to patient information will be discussed. The application of computer technology in healthcare and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Application of devices, software, and integration in clinical practice will be reviewed. Graded S/U.

Attributes: TGNU

Restrictions: Including: -Major: Nursing Practice, Nursing Practice, Management

GNUR-741 Clinical Scholarship Cap
Students will undertake a clinical scholarship project as part of their capstone course in the doctor of nursing practice program. The capstone project will include needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The capstone project will be developed in consultation with the student's capstone project committee.

Prerequisites: GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 S AND GNUR-715 C AND GNUR-721 S AND GNUR-723 C

Restrictions: Including: -Major: Nursing Practice, Nursing Practice -Program: Doctor of Nursing Practice-PB, Doctor of Nursing Practice-PM

GNUR-796 Independent Study
An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

Attributes: TGNU

Prerequisites: GNUR-701 C AND GNUR-715 C

Restrictions: Including: -Major: Nursing Practice

Wegmans School of Pharmacy

Overview:

Administration
Dr. Scott A. Swigart, *Dean*
Dr. Warren Richards, *Associate Dean, Academic Affairs*
Dr. Richard O'Brocta, *Assistant Dean, Student Affairs*
Dr. Jane Souza, *Assistant Dean, Assessment*

Department of Pharmacy Practice and Administration
Vacant, *Chair*
Dr. Asim Abu-Baker, *Assistant Director of Experiential Education*
Dr. Carlota Andrews, *Pharmacy Practice*
Dr. Lisa Avery, *Pharmacy Practice*
Dr. Gabriela Cipriano, *Pharmacy Practice*
Dr. Kathryn Ann Connor, *Pharmacy Practice*
Mr. Anthony Corigliano, *Pharmacy Practice*
Dr. Keith DelMonte, *Director of Experiential Education*
Dr. Alex DeLucenay, *Pharmacy Practice*
Dr. Mona Gandhi, *Pharmacy Practice*
Dr. David Hutchinson, *Pharmacy Practice*
Dr. Katherine Juba, *Pharmacy Practice*
Dr. Jill Lavigne, *Pharmacy Administration*
Dr. Brooke Lowry, *Pharmacy Practice*
Dr. Angela Nagel, *Pharmacy Practice*
Dr. Elizabeth Phillips, *Pharmacy Practice*
Dr. Anne Schweighardt, *Pharmacy Practice*
Dr. Judianne C. Slish, *Pharmacy Practice*
Dr. Andrea Traina, *Pharmacy Practice*
Mr. Karl G. Williams, J.D., *Pharmacy Administration*
Dr. Ashley Woodruff, *Pharmacy Practice*
*D*r. Melanie Woytowish*, Pharmacy Practice*
Dr. Ashley Zuppelli, *Pharmacy Practice*

Department of Pharmaceutical Sciences
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Dr. Lipika Chablani, *Pharmaceutics*
Dr. Vivek Dave, *Pharmaceutics*
Dr. Melinda Lull, *Pharmacology*
Dr. Jennifer L. Mathews, *Pharmacology*
Dr. Amy L. Parkhill, *Pharmacology*
Dr. Ramil Sapinoro, *Pharmaceutial Sciences*
Dr. Anand Sridhar, *Medicinal Chemistry*
Dr. Fang Zhao, *Pharmaceutics*

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-related 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).

Academic Programs

Joint Degree, Doctor of Pharmacy/MBA

Overview

The Ronald L. Bittner School of Business and the Wegmans School of Pharmacy at St. John Fisher College have established a joint degree program beginning fall 2012. The goal of the cooperative program is to educate students to assume responsibilities of management, executive and administrative positions within the pharmaceutical industry as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

Accreditation and Registration

The Wegmans School of Pharmacy's Doctor of Pharmacy Program is accredited by the Accreditation Council for Pharmacy Education and the Ronald L. Bittner School of Business MBA Program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Both programs are individually registered with NYSED, and now jointly registered as well.

About the program

Degree Requirements

As standalone programs, the Pharmacy degree requires completion of 151 credit hours and the MBA degree requires completion of 30-48 credit hours, depending on previous coursework. Up to 18 credit hours of MBA foundation coursework can be waived through equivalent coursework previously completed at the undergraduate level, reducing the MBA program to the minimum 30 credit hours. Taken separately both programs would require 181-199 credit hours for degree completion depending on previous coursework.

For the Joint Pharm.D./MBA Program up to 18 credit hours can be shared between both degree programs through the MBA concentration (12 credit hours) and Pharmacy electives (6 credit hours) areas. Through this joint program, students will meet the degree requirements for both programs with a maximum of 181 credit hours depending on an applicant's course history. Any course waivers will reduce this maximum number.

The MBA requires 18 credit hours of foundation coursework which can be waived as applicable on a course by course basis. Should an applicant need to take MBA foundation courses, up to 6 credits of those foundation courses can be used as elective credits within the Pharmacy curriculum thus reducing the Pharmacy coursework to 145 credit hours. Additionally, the coursework that a student takes as part of the Pharmacy curriculum will be counted to satisfy the 12 credit hours of concentration coursework required of the MBA curriculum, thus reducing the MBA curriculum to a minimum of 18 (36 maximum) credit hours.

Admissions Requirements

Traditional MBA students have a baccalaureate degree; however, Pharmacy students may or may not have a prior degree, even though all Pharmacy students have at least 64 semester hours of undergraduate credits. Candidates for this joint program must first meet the entrance and admissions requirements for the Doctor of Pharmacy Program. Students may apply to the joint program after successful completion of their first professional year in Pharmacy by completing a Petition for Change of Program through the Office of the Registrar. Pharmacy students who have at least 90 credit hours of coursework may take MBA foundation classes prior to applying to the joint program, consistent with current graduate school policy. Pharmacy students may complete up to 18 credit hours of foundation courses prior to applying to the joint program, provided satisfactory grades are achieved and the student remains in good standing.

Advisement

Pharmacy students wishing to participate in this opportunity will work with their Academic Advisor, Associate Dean for Academic Affairs in the Wegmans School of Pharmacy, and the Director of the MBA Program in the School of Business to choose appropriate coursework. Additionally, questions concerning financial aid and/or billing should be directed to the Financial Aid Office and Bursar's Office, respectively.

Scheduling

The MBA program has three semesters during the calendar year consistent with the College master academic schedule, which include the fall, spring, and summer. Typically, during the fall and spring semesters, any given MBA course will meet one weeknight from 6:00 – 9:05 p.m. During the summer semester courses most commonly meet in a 6-week condensed schedule format, meeting two weeknights from 6:00-10:00 p.m. A sample curriculum for the joint program integrating all coursework including all foundation courses can be found in the section that follows.

Cost of Program

Students will be billed standard tuition costs as associated with the Pharmacy Program which can include up to 6 credit hours of MBA foundation coursework approved to satisfy Pharmacy electives. Students who take 6 credit hours of MBA foundation coursework in satisfaction of Pharmacy elective coursework, will not be billed separately for those 6 credit hours as the courses are included as part of the Pharmacy Program tuition. MBA courses will be billed at the current per credit hour cost of tuition. Students will be billed for these additional courses at the per credit hour graduate tuition rate. It is recommended that students consult with Financial Aid if they have borrowing needs.

Degree Award

Once all degree requirements are met for an individual program, a student may petition for graduation from that particular program. For example, should a student complete all Doctor of Pharmacy degree requirements first, the student can petition for graduation from that program. Any MBA foundation coursework accepted in satisfaction of the 6 required elective credit hours for Pharmacy will appear on the Pharmacy transcript. Once the remaining degree requirements are met, the student will need to petition for graduation from that program. If the latter completed program is MBA, the student will need to petition for graduation from that program once all MBA degree requirements are met. Any coursework accumulated as part of the MBA, including up to the 6 credit hours counted toward the Doctor of Pharmacy, will be available on a separate MBA transcript.

Program Requirements

Course	Title	Credits
PHAR 3117	Top 200 Drugs I	(1)
PHAR 3122	Pharmacy Calculations	(2)
PHAR 3135	Healthcare Delivery	(3)
PHAR 3142	Principles of Pharmaceutical Science	(4)
PHAR 3144	Systems Pharmacology I	(4)
PHAR 3148	Biosystems I	(4)
PHAR 3217	Top 200 Drugs II	(1)
PHAR 3218	Introduction to Diversity	(1)
PHAR 3226	State Pharmacy Law	(2)
PHAR 3227	Drug Information	(2)
PHAR 3240	Biosystems II	(4)
PHAR 3242	Pharmaceutics	(4)
PHAR 3244	Systems Pharmacology II	(4)
PHAR 4112	Applied Pharmaceutics I	(1)
PHAR 4135	Communications and Counseling Skills	(3)
PHAR 4139	Introductory Pharmacy Practice Experience I	(3)
PHAR 4144	Systems Pharmacology III	(4)

PHAR 4157	Applied Pathophysiology and Therapeutics I	(5)
PHAR 4212	Applied Pharmaceutics II	(1)
PHAR 4236	Population-Based Healthcare	(3)
PHAR 4238	Self-Care & Natural Products	(3)
PHAR 4244	Systems Pharmacology IV	(4)
PHAR 4257	Applied Pathophysiology and Therapeutics II	(5)
PHAR 4339	Introductory Pharmacy Practice Experience II	(3)
PHAR 5119	Introductory Pharmacy Practice Experience III	(1)
PHAR 5125	Ethics in Pharmacy Practice	(2)
PHAR 5127	Literature Evaluation	(2)
PHAR 5137	Concepts in Pharmacy Practice I	(3)
PHAR 5144	Systems Pharmacology V	(4)
PHAR 5157	Applied Pathophysiology and Therapeutics III	(5)
PHAR 5219	Introductory Pharmacy Practice Experience IV	(1)
PHAR 5225	Federal Pharmacy Law	(2)
PHAR 5236	Managing Practice and Personnel	(3)
PHAR 5237	Concepts in Pharmacy Practice II	(3)
PHAR 5267	Applied Pathophysiology and Therapeutics IV	(6)
PHAR 6701	Community Pharmacy Rotation	(6)
PHAR 6702	Hospital Pharmacy Rotation	(6)
PHAR 6703	Internal Medicine Pharmacy Rotation	(6)
PHAR 6704	Ambulatory Pharmacy Rotation	(6)
PHAR 6401	Advanced Rotation Elective	(6)
PHAR 6402	Advanced Rotation Elective	(6)
PHAR 6403	Advanced Rotation Elective	(6)
GMGT 573	Financial Accounting Fundamentals	(3)
GMGT 576	Statistics for Managers	(3)
GMGT 579	Organization Structure and Process	(3)
GMGT 580	Economic Foundations and Practice	(3)
GMGT 585	Managerial Finance	(3)

GMGT 590	Operations Management	(3)
GMGT 680	Marketing Concepts and Strategy	(3)
GMGT 681	Business Strategy and Policy	(3)
GMGT 682	Integrated Advanced Financial and Accounting Analysis	(3)
GMGT 683	Process Management (1.5)	(1.5)
GMGT 684	Project Management (1.5)	(1.5)
GMGT 685	The Leadership Development	(3)
GMGT 694	Capstone Project Experience	(3)
Total		**(169-181)**

Additional Information

Application Process

Students who are in good standing in the School of Pharmacy may apply to the Joint Pharm.D. / MBA program after the completion of the spring semester year 1 by completing a Petition for Program Change available through the Office of the Registrar. The Doctor of Pharmacy and Master of Business Administration degrees will be granted when individually as each degree program requirements are met.

At any point, should a student in good standing no longer wish to pursue the joint degree program, he/she will need to petition for a change of program and move to the standalone Pharmacy degree program to complete the degree requirements. After a student completes the Pharmacy degree, should he/she wish to re-enroll in the MBA program, an accelerated application will need to be completed and any new degree requirements met.

Academic Programs

Doctor of Pharmacy

Overview

The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of professional study. Two years (62 semester credits) of pre-professional education is required for admission, followed by four years of professional studies. The curriculum is designed such that courses integrate information, building upon one another, and encompass both didactic and experiential learning. An integrated course model will be used to provide the foundations of drug actions. In this model, physiology, medicinal chemistry, and pharmacology are integrated to allow the student to see a broad view of how the physiochemical properties of medications interact with human physiology. The courses will be taught by system (i.e., cardiovascular, neurological, renal, etc.). Medications and human physiology pertinent to each system will be team-taught by faculty in their respective areas. Starting in the second year, an integrated course will be used to provide the foundations of the application of drug therapy to disease. Also taught by system (i.e., cardiovascular diseases, infectious diseases, etc.), the pathophysiology and application of drug therapy will be team-taught by faculty in their respective areas. Running throughout the first three years of the curriculum will be professional courses intended to provide the student with an opportunity to integrate and apply information and to work in small groups to complete projects and assignments, develop critical thinking skills, and foster collaboration. These courses will also provide early laboratory work in compounding and an opportunity for further development of both verbal and written skills. The curriculum also provides students with a broad range of introductory and advanced pharmacy practice experiences over the last three years of the professional curriculum. These experiences are student-centered, activity-based, outcome-oriented and they are designed to develop attitudes, values, and skills that foster the effective delivery of pharmaceutical care.
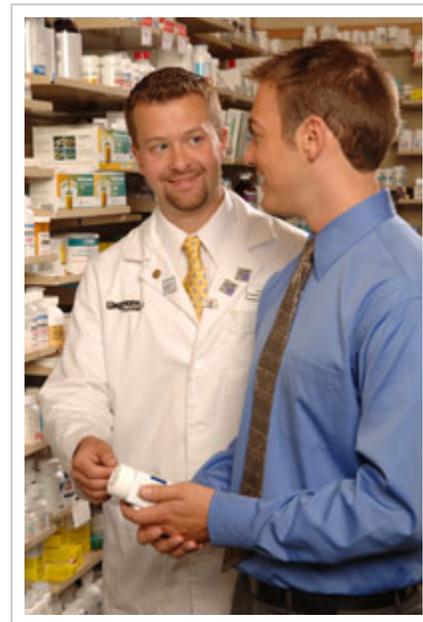
About the program

Admission Requirements

Admission to the Doctor of Pharmacy program requires the equivalent of two years (62 semester hours) of pre-professional education at an accredited college or university. Application may be made after completion of 30 semester hours of coursework. Minimum course requirements are:

English Composition	(3)
Speech	(3)
Literature	(3)
Humanities and Social/Behavioral Science	(12)
Biology (with lab)	(12)
Calculus	(3)
General Chemistry (with lab)	(8)
Organic Chemistry (with lab)	(8)
Physics (with lab)	(4)
Statistics	(3)
Economics (Microeconomics is preferred)	(3)

Grades below "C" cannot be accepted toward completion of these requirements. A minimum grade point average of 2.75 is required for both cumulative and science courses. All science courses (Chemistry, Biology, and Physics) must include a laboratory with each lecture. All pre-professional coursework must be completed prior to matriculating into the School of Pharmacy.

Application Process

Submit Application Through PharmCAS

Submit an online application to [PharmCAS (Pharmacy College Application Service)](#), a centralized application service that offers the convenience of one general application for multiple Pharm.D. programs. Applications must be received by PharmCAS no later than **March 1.** Applicants are encouraged to complete the application process early. Incomplete applications will not be processed by PharmCAS or WSOP.

Your PharmCAS application, PharmCAS fee, PCAT scores, official transcripts from all previously attended institutions, and two letters of recommendation must be submitted directly to PharmCAS for verification.

Complete applications for admission to the Wegmans School of Pharmacy will be processed upon receipt. The Admissions Committee will identify and invite the most qualified candidates to campus for an interview. Interviews will be conducted on a rolling basis. The Admissions Committee will notify applicants of a decision on a rolling basis. **Early completion of the application process is recommended.**

Special Instructions for International Applicants/Foreign Transcripts

WSOP requires [TOEFL](#) scores for non-native English speaking applicants. The minimum acceptable score on the TOEFL is 575 (paper-based), 233 (computer-based), or 80 (internet-based). Foreign transcripts must be sent to an evaluation service for a course-by course report. Send this report directly to PharmCAS. Please see [www.pharmcas.org](#) for a list of approved foreign evaluation services.

Criminal Background Check Requirements

Students accepted to the Wegmans School of Pharmacy are subject to criminal background checks. All accepted students are required to complete this procedure prior to matriculation into the Wegmans School of Pharmacy. It is the students responsibility to assume expenses related to this requirement. Students must follow procedures for completing a criminal background check as instructed by the Wegmans School of Pharmacy.

Read the entire [Criminal Background Check (CBC) Policy [pdf]](#)

Additional Information

- [Additional Requirements for Curriculum Completion [pdf]](#)
- [Professional Standards for Graduation [pdf]](#)
- [Computer Requirements for Accepted Students [pdf]](#)

Program Requirements

Course Sequence

FIRST PROFESSIONAL YEAR

Fall

Course	Title	Credits
PHAR 3117	Top 200 Drugs I	(1)
PHAR 3122	Pharmacy Calculations	(2)
PHAR 3135	Healthcare Delivery	(3)
PHAR 3142	Principles of Pharmaceutical Science	(4)

Course	Title	Credits
PHAR 3144	Systems Pharmacology I	(4)
PHAR 3148	Biosystems I	(4)
Total		**(18)**

Spring

Course	Title	Credits
PHAR 3217	Top 200 Drugs II	(1)
PHAR 3218	Introduction to Diversity	(1)
PHAR 3226	State Pharmacy Law	(2)
PHAR 3227	Drug Information	(2)
PHAR 3240	Biosystems II	(4)
PHAR 3242	Pharmaceutics	(4)
PHAR 3244	Systems Pharmacology II	(4)
Total		**(18)**

SECOND PROFESSIONAL YEAR

Fall

Course	Title	Credits
PHAR 4112	Applied Pharmaceutics I	(1)
PHAR 4135	Communications and Counseling Skills	(3)
PHAR 4139	Introductory Pharmacy Practice Experience I	(3)
PHAR 4144	Systems Pharmacology III	(4)
PHAR 4157	Applied Pathophysiology and Therapeutics I	(5)
Total		**(16)**

Spring

Course	Title	Credits
PHAR 4212	Applied Pharmaceutics II	(1)
PHAR 4236	Population-Based Healthcare	(3)
PHAR 4238	Self-Care & Natural Products	(3)
PHAR 4244	Systems Pharmacology IV	(4)
PHAR 4257	Applied Pathophysiology and Therapeutics II	(5)

Total	(16)

Summer

Course	Title	Credits
PHAR 4339	Introductory Pharmacy Practice Experience II	(3)
Total		(3)

THIRD PROFESSIONAL YEAR

Fall

Course	Title	Credits
PHAR 5119	Introductory Pharmacy Practice Experience III	(1)
PHAR 5125	Ethics in Pharmacy Practice	(2)
PHAR 5127	Literature Evaluation	(2)
PHAR 5137	Concepts in Pharmacy Practice I	(3)
PHAR 5144	Systems Pharmacology V	(4)
PHAR 5157	Applied Pathophysiology and Therapeutics III	(5)
Total		(17)

Spring

Course	Title	Credits
PHAR 5219	Introductory Pharmacy Practice Experience IV	(1)
PHAR 5225	Federal Pharmacy Law	(2)
PHAR 5236	Managing Practice and Personnel	(3)
PHAR 5237	Concepts in Pharmacy Practice II	(3)
PHAR 5267	Applied Pathophysiology and Therapeutics IV	(6)
Total		(15)

In addition to these required courses, all students must also complete six credit hours of electives during the second and third years of the curriculum.

FOURTH PROFESSIONAL YEAR

Advanced practice experientials in the fourth year will consist of seven six-week rotations. Required rotations will include internal medicine, ambulatory care, community practice, and hospital practice. Elective rotations could include pediatrics, drug information, infectious disease, ICU/critical care, emergency medicine, advanced hospital practice, managed care, psychiatry, geriatrics, hospice, nutrition, kinetics, or any other approved elective.

Graduation Requirements

To receive the Pharm.D. degree from St. John Fisher College, a student must:

- Successfully complete all prerequisite coursework for admission.
- Successfully complete all pharmacy coursework and professional requirements (Continuing Professional Development, professional meetings, and volunteerism requirements) at the Wegmans School of Pharmacy.
- Have a minimum 2.00 cumulative grade point average for all classes taken in the School of Pharmacy.
- Satisfy all financial and library obligations to the College.
- Be approved by the faculty for graduation.
- Regardless of academic achievement, a student on disciplinary probation may not graduate from St. John Fisher College until the probation has been removed.

Courses

PHAR-3117 Top 200 Drugs I
A basic overview of the top 200 most frequently prescribed medications for first year Pharmacy students. Important topics such as classification, brand name, generic name, important dosage forms and strengths, clinical pearls and advice for the patient will be covered. An overview of medical terminology will also be covered on a self paced learning system.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-3122 Pharmacy Calculations
This class 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-3135 Healthcare Delivery
This introductory course provides the Pharm.D. student with an overview of the financing, organization, and regulation of healthcare. We begin by covering core concepts of health economics (including the demand and supply of medical care, insurance, and health professionals). Transitioning from a discussion of underinsurance and the uninsured, we begin the topic of public health in pharmacy, including disaster preparedness. Finally, we introduce the concept of 'professionalism' followed by an introduction to the scope of pharmacy practice in specific settings ranging from local hospitals to chain pharmacies.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-3142 Prin Pharmaceutical Sci
This course is intended to provide a foundation of the principles that are fundamental to the study of the pharmaceutical sciences. This basic knowledge will allow the student to integrate physical, chemical, and biological concepts into various practice functions.

PHAR-3144 Systems Pharmacology I
This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents. Pharmacology and its two primary sub-disciplines, pharmacodynamics and pharmacokinetics, are examined extensively. Molecular disease etiologies, pharmacogenomics, and the rational basis of various pharmacotherapeutic and chemotherapeutic strategies are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-3148 Biosystems I
This course examines the hierarchical organization of the human body and how these hierarchical levels interact. Molecular, cellular, and systems anatomy and physiology are the primary themes, but a strong emphasis is placed on integration of physical, chemical, and biological concepts.

PHAR-3217 Top 200 Drugs II
A basic overview of the top 200 most frequently prescribed medications for first year Pharmacy students. Important topics such as classification, brand name, generic name, important dosage forms and strengths, clinical pearls and advice for the patient will be covered. An overview of medical terminology will also be covered on a self paced learning system.

Prerequisites: PHAR-3117 C

Restrictions: Including: -Major: Management, Pharmacy

PHAR-3218 Introduction to Diversity

The goal of this course is to increase student's knowledge and broaden their perception of diverse populations. Differences in race, sexual orientation, culture, religion, and physical ability will be discussed. The course will focus on how diversity influences patients' perceptions of the healthcare system and how healthcare providers can better serve these diverse populations. The class will include guest lecturers, films, group discussion, and reflective writing assignments. Graded S/U for Pharmacy students.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-3226 State Pharmacy Law

This course examines the role of New York State government in the regulation of pharmacists, pharmacy practice, and drug products. Students learn about both the structure and the substance of the pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the NYS Controlled Substances Act, the regulations associated with these, pharmacy "malpractice" law, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-3227 Drug Information

This course will provide a detailed review of the process of providing drug information using the systematic approach of retrieval and dissemination. Students will learn the intended applications of a wide variety of reference materials and gain insight into the appropriate use of such materials in clinical practice. Students will gain experience in utilizing commercial online references and indexing services such as Medline. Students will be given assignments that will provide hands-on experience in locating drug information and preparing written and verbal responses. Students will also learn how to identify valid and credible sources of drug information.

PHAR-3240 Biosystems II

This course examines the critical stages of human ontogenesis and the role that ontogenesis plays in defining the structural and functional features of the adult organism. Two of the most important consequences of ontogenesis: the heterogeneity of cell types and the host defense system are discussed extensively within the context of their natural environments.

PHAR-3242 Pharmaceutics

This course is an introduction to the commonly used pharmaceutical dosage forms, such as oral solids, sterile products, and semi-solids. The students will study the design, composition and proper use of these dosage forms. They will also learn how the dosage forms are manufactured as commercial products for the mass market or compounded extemporaneously for 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 is also provided.

Prerequisites: PHAR-3132 C

PHAR-3244 Systems Pharmacology II

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the nervous system. The relevant anatomy and physiology of the nervous system are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-4112 Applied Pharmaceutics I

This course is a continuation in the pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical solution, emulsion, suspension, semi-solid, and solid dosage forms with emphasis on the selection of excipients for extemporaneous compounding. Prescription reading, pharmacy calculations, and an opportunity for patient counseling in the use of the compounded product will also be implemented.

Prerequisites: PHAR-3242 C

PHAR-4117 Therapeutic Case Study I

This course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmaceutical care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmaceutical care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Prerequisites: PHAR-4147 Y C

PHAR-4135 Comm & Counseling Skills

This course examines the principles of communication with a particular focus on health-related interactions. Effective communication is essential in the practice of pharmacy. Patient-centered care implies accepting responsibility for and reckoning with expectations for proper counseling. Students learn techniques and strategies that can be used by pharmacists to enhance communication with patients, colleagues, health care professionals, and other interested parties. Emphasis is placed on skills that will enable students to develop and maintain constructive interpersonal relationships in a variety of pharmacy practice settings. Coursework consists mostly of didactic lecture/discussion, with some role-play presentations by students. Graded S/U.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-4139 Intro Pharmacy Prac Exp I

This course will provide the student with actual experience in a working community pharmacy for a minimum of eight hours per week for 15 weeks. The students will learn and practice the basics of dispensing medications, counseling patients, and the basics of operating a pharmacy in a safe and legal fashion. In addition, there will be didactic classwork to allow for reflection, student discussion, and critical thinking. The discussions will review student activities that occurred on rotation. Graded S/U.

PHAR-4144 Systems Pharmacology III

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the cardiovascular, renal, and endocrine (pancreatic) systems. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-4147 Pathophys&Therapeutics I

This course presents the prevalence, presentation, diagnosis, natural course and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of pathophysiology, clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of diagnostics and clinical laboratory tests.

PHAR-4157 Pathophys&Therapeutics I

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Restrictions: Including: -Major: Pharmacy

PHAR-4212 Applied Pharmaceutics II

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.

Prerequisites: PHAR-4112 C

PHAR-4217 Therapeutic Case Study II

This course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmaceutical care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmaceutical care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Prerequisites: PHAR-4247 Y D

PHAR-4235 Pharmacy Law

This course examines the role of government in the regulation of pharmacists, pharmacy practice, and drug products. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the federal Food Drug and Cosmetic Act, the Controlled Substances Acts (both NYS and federal), the regulations associated with these, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice and society.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-4236 Population-Based Hlth Care

Pharmacoeconomics, quality improvement and pharmacoepidemiology are core components of this course. Students will learn to distinguish between various pharmacoeconomic methods and their application and interpretation in pharmacy practice. Epidemiological methods for studying drug use and adverse events will be introduced. Finally, we will study the rationale, methods and applications of quality improvement in pharmacy practice.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-4238 Self Care & Nat. Prod.

This course is designed to focus on the therapeutic aspects of self-care (i.e., using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

PHAR-4244 Systems Pharmacology IV

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating endocrine disorders, pain and inflammation, disorders of the pulmonary, gastrointestinal system, and the special senses. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-4247 Pathophys&Therapeutics II

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness

of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

PHAR-4257 Pathophys&Therapeutics II
The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.
The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Restrictions: Including: -Major: Pharmacy

PHAR-4339 Intro Pharmacy Prac Exp II
This Introductory Pharmacy Practice Experience (IPPE) rotation is the second of four introductory rotations offered at the Wegmans School of Pharmacy (WSOP). This course will provide the student with actual experience in a working institutional pharmacy for four consecutive weeks. The student will learn and practice the basics of dispensing medications in a safe and legal fashion. Graded S/U.

PHAR-5117 Therapeutic Case Study III
Students will be given patient scenarios and will work as a team to go through a series of hypotheses regarding the scenario. The team will collect additional information from available sources (e.g., patient, literature), assess the overall situation, and develop a pharmaceutical care plan as a final outcome. Each semester, a number of scenarios will be developed to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will then carry over to real-life settings in the experiential part of the program and in the future as professional pharmacists.

Prerequisites: PHAR-5147 Y D

PHAR-5119 Intr Pharmacy Prac Exp III
This course will provide the student with working experience in a long term care facility, where greater than 80% of the resident population is geriatric (65 years of age or older). The focus of this course is on patient interviews and completing assignments that introduce the student to the provision of pharmaceutical services (F425) in a long term care facility (LTC) as described in the Department of Health and Human Services (DHHS) Centers for Medicare and Medicaid Services (CMS) Manual System. Students will be introduced to the role of the pharmacist as part of a health care team as it relates to providing medication regimen review (F428) to identify unnecessary drugs and manage medications (F329) targeted to older adults and those with debilitating diseases requiring long term placement. Students will use SOAP notes to document information collected during patient interviews and medication regimen review. In addition to on site experience, there will be a class that meets weekly to help the student develop the skills necessary to complete on site tasks and reinforce what is being learned on site through the use of lecture, reflection, student discussion and critical thinking. Graded S/U.

PHAR-5125 Ethics in Pharmacy Pract
This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the morally relevant features of a case, identify the moral options open to a pharmacist faced with a moral problem, provide justification for the best options, consider counter-arguments for one?s position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others. Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial. Graded S/U.

Restrictions: Including: -Major: Management, Pharmacy

PHAR-5127 Literature Evaluation
This course will provide the student with a knowledge base, techniques, and skills for information retrieval, evaluation of

medical and pharmaceutical practice literature, and application to specific patient problems. Students will retrieve appropriate medical information and gain an understanding of appropriate research design and methodology. By applying these principles together with biostatistics, students will critically evaluate medical information in the literature, and apply research findings to patient care situations.

PHAR-5137 Concepts Pharmacy Pract I

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 and 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. All of the activities are closely monitored and evaluated by faculty and staff. Students will gain practical experience in prescription assessment, patient profile review, clinical problem-solving, patient counseling and education and communicating with other health care professionals. They will also learn how to do basic patient screenings such as taking blood pressures, glucose monitoring and the proper use medication delivery devices. Experience based activities will occur in the classroom, study rooms and at the School of Nursing in the simulation laboratory. 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.

Prerequisites: PHAR-4147 D AND PHAR-4247 D

PHAR-5144 Systems Pharmacology V

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents to treat infectious diseases and neoplasms. Relevant aspects of the physiology of microbial, viral and mycotic pathogenic organisms will be discussed. The molecular etiology of cancer and the various stages of tumor development will also be introduced. Those chemotherapeutic agents used for the purpose of eradicating the invading populations will be presented with an emphasis on their chemical characteristics and their mechanistic and systemic actions. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR-5147 Pathophys&Therapeutics III

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions and interpretation of clinical laboratory tests.

PHAR-5157 Pathophys&Therapeutics III

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.
The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Restrictions: Including: -Major: Pharmacy

PHAR-5217 Therapeutic Case Study IV

This course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmaceutical care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmaceutical care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Prerequisites: PHAR-5247 Y D

[PHAR-5219 Intro Pharmacy Prac Exp IV](#)
This Introductory Pharmacy Practice Experience (IPPE) rotation is the fourth and final introductory rotation offered at the Wegmans School of Pharmacy (WSOP). The focus of this rotation is to introduce students to the activities and assignments required to successfully complete Advanced Pharmacy Practice Experience (APPE) rotations. Preceptors will be WSOP faculty. Students may also have the opportunity to work with and learn from a WSOP APPE student. This is a 30-hour rotation that also includes classroom sessions to reinforce on-site learning and allow for reflection. Graded S/U.

[PHAR-5225 Federal Pharmacy Law](#)
This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management, Pharmacy

[PHAR-5225 Federal Pharmacy Law](#)
This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

Restrictions: Including: -Major: Management, Pharmacy

[PHAR-5236 Managing Prac & Personnel](#)
This course covers basic management principles involved in pharmacy practices from manufacturing to the consumer. Management theories, marketing strategies, regulatory issues, contracts, accounting concepts, and pharmacy security are some of the issues covered throughout the course. Drug evaluation, processing, drug acquisition, inventory, and storage will also be discussed. In addition, human resource management, including selection, performance appraisal, and diversity issues, will be covered.

Restrictions: Including: -Major: Management, Pharmacy

[PHAR-5237 Concepts Pharmacy Pract II](#)
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 disorders. The same four domains (practice simulation, health assessment, controversial topics, 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. Graded S/U.

Prerequisites: PHAR-5147 D

[PHAR-5238 Self Care&Natural Products](#)
This course is designed to focus on the therapeutic aspects of self-care (i.e. using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

Restrictions: Including: -Major: Pharmacy

PHAR-5238 Self Care&Natural Products

This course is designed to focus on the therapeutic aspects of self-care (i.e. using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

Restrictions: Including: -Major: Pharmacy

PHAR-5257 Pathophys&Therapeutics IV

The course presents the prevalence, presentation, diagnosis, natural course and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principals of clinical pharmacokinetics, drug interactions, adverse reactions and interpretation of clinical laboratory tests.

Restrictions: Including: -Major: Pharmacy

PHAR-5267 Pathophys&Therapeutics IV

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

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Restrictions: Including: -Major: Pharmacy

PHAR-5501 Intro to Medical Missions

This elective course discusses the philosophy of missions, our responsibility as healthcare professionals to the underserved, and how we as medically trained professionals can use our training to further mission work and serve others. The course will be based on a Christian faith foundation and will contain a service component requirement with opportunities to participate in a short-term medical mission trip.

Restrictions: Excluding: -Level: Undergraduate

PHAR-5502 Introduction to Research

This course will introduce the students to research opportunities in pharmaceutical, clinical, and administrative sciences. Students will interact with individual faculty members to explore their research interests. Students will perform literature searches on current research topics and develop original research projects involving one or more disciplines. This course will also familiarize the students with communication and dissemination of scientific information in written and verbal formats, such as papers and review articles, poster and podium presentations, and seminars.

PHAR-5503 Substances of Abuse

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of substance abuse and chemical dependency. Students will be given an overview of the various substances of abuse that alter mood, level of perception, or brain functioning. The course will also describe procedures for the identification, referral, and treatment of addictions and the support mechanisms for individuals recovering from addictions.

PHAR-5504 Topics in Pharmacy Law

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-5505 Community Pharmacy Mgmt
This is a two-credit-hour course taught by community practitioners. The course will provide the student with the practical information and skills needed to practice in a community pharmacy setting. The content will focus on the gap between what is taught in pharmacy school and the knowledge needed to practice community pharmacy in the 21st century. Practical issues such as customer service, performance evaluations, and job stress will be discussed. In addition, unique pharmacy practice settings, such as compounding pharmacy services, will be presented.

PHAR-5506 Physical Pharmacology
This is a didactic course designed to explain physiological and pharmacological structures and processes in terms of fundamental physical and chemical principles. The course focuses on development and use of unified concepts and models that offer simple descriptions of complicated systems. Permission of the instructor is requried to register.

PHAR-5507 Forensic Toxicology
A lecture course designed to acquaint the student with the science of toxicology. The course will survey the different areas of toxicology and introduce basic toxicological principles but will place special emphasis on the areas of mechanistic toxicology and toxicological modeling.

PHAR-5508 AIDS: Prin, Pract, & Pol
An introduction and overview of the Acquired Immune Deficiency Syndrome (AIDS) for the pharmacy student. This course combines HIV-related presentations and journal club presentations, along with a series of multidisciplinary presentations on the epidemiology, sociology, and psychology of HIV/AIDS. Class will include guest lecturers, films, and group discussion. A service learning component consisting of at least 15 hours of community service will be required of all students.

PHAR-5509 Prof Issue Substance Abuse
This course prepares students to recognize, detect, prevent, and manage the effects of the substance abuse that affects practice from both internal and external sources. Topics include, but are not limited to, signs and symptoms of substance abuse, prevention of diversion of controlled substances, formal and informal substance abuse treatment programs, limitation of the license to practice, and other issues impacting professional practice.

PHAR-5510 Independent Research
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.

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PHAR-5511 Perspectives Public Health
Leadership in population-based approaches to healthcare requires collaboration with a variety of community leaders and providers. A broad-based education in public health issues may provide students with insight into both the complexity and opportunity presented by these issues in our community. This course is designed to give students a framework for understanding the role of pharmacy in public health, to expose them to healthcare leaders and decision-makers across an array of disciplines in our community, and to provide examples of innovative public health programs.

PHAR-5512 Complementary & Alt. Med.
This course will introduce the student to unique aspects of complementary and alternative medical care which is widely used in the U.S. Students will learn to understand the influences of these alternative therapies on western medicine. This course will offer an understanding of the theories and practice of commonly used alternative medical therapies.

PHAR-5513 Conversational Spanish
This is a two-hour-per-week elective course for students interested in refining their Spanish conversational skills in order to engage in more effective and immediate communication with their Spanish-speaking patients on a regular basis. Participants will be guided to produce immediate verbal responses to patient input which enhances listening and comprehension skills. Students who enroll are expected to have successfully completed at least two years of college-level language instruction. Permission of the professor is required to register.

PHAR-5514 Topics in Drug Delivery
Drug delivery systems can be intelligently designed to enhance new and existing drug therapies. This course builds upon the introductory pharmaceutics course and covers current topics in drug delivery. Approximately 5 to 7 topics will be covered entirely through case studies. For each topic, the students will first review the advantages and limitations of existing drug

delivery systems. The students will then perform an in-depth analysis on the new delivery system and/or the related manufacturing technologies. Through these case studies, the students will also be exposed to controversial topics on intellectual properties and regulatory strategies.

PHAR-5515 Advanced Extemp. Compound.
This elective course is designed to build upon the extemporaneous compounding skills learned during the pharmaceutics sequence. The student will assist instructors in the applied pharmaceutics laboratory courses, including development, preparation, and instruction of the compounding experiments. This course will also include a component involving interaction with compounding pharmacists in the community. Graded S/U. Permission of the professor is required to register.

PHAR-5516 Pharmaceutical Biotech
Biopharmaceuticals comprised the fastest-growing category of drugs in recent years. Present and future research efforts are highly concentrated on these compounds. This course will introduce students to various biotechnology-derived drugs and drug products. Students will learn about physicochemical aspects of protein-like compounds and the production, processing, and characterization of these drugs. The unique challenges presented in delivery and pharmacokinetics as well as formulation development of these proteins will be discussed. Some commonly used biotech products will be reviewed. In the end, the issues related to the handling of biopharmaceuticals in the practice setting will be discussed.

PHAR-5517 Pain & Palliative Care
Pain and palliative care are emerging areas of pharmacy practice. This course will provide students with a detailed understanding of pain and symptom management treatments for patients with advanced illness. Students will also learn methods to communicate and provide pharmaceutical care to pain and palliative care patients, caregivers, and interdisciplinary team members.

PHAR-5518 Medication Safety
This course consists of lectures, in-class discussions, and assignments (including fieldwork) designed to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors; the evolution of concern about medication errors, adverse drug events, medical error, and patient safety; and the principles, techniques, and technology for reducing errors and their effect on patients.

PHAR-5518 Medication Errors & Safety
This course consists of lectures, in-class discussions, and assignments (including fieldwork) designed to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors; the evolution of concern about medication errors, adverse drug events, medical error, and patient safety; and the principles, techniques, and technology for reducing errors and their effect on patients.

PHAR-5519 Leadership in Pharmacy Pra
This course will introduce students to the basic concepts of leadership, with a focus on applying these concepts to personal development, professional relationships, and the pharmacy profession. Students will identify personal strengths and values, and engage in reflection and other activities on using their strengths to build their own leadership style. Students will also have the opportunity to interact and learn from local leaders in the profession of pharmacy. Finally, students will draft personal strategic plans for their success in the profession.

PHAR-5519 Strategic Leadership
This course will introduce students to the basic concepts of leadership, with a focus on applying these concepts to personal development, professional relationships, and the pharmacy profession. Students will identify personal strengths and values, and engage in reflection and other activities on using their strengths to build their own leadership style. Students will also have the opportunity to interact and learn from local leaders in the profession of pharmacy. Finally, students will draft personal strategic plans for their success in the profession.

PHAR-5520 Pharmacy Informatics
This course discusses the role of information and technology as they apply to pharmacy practice as well as other health care professions. The objective of the course is not to focus on specific hardware or software systems, but to provide the student with an appreciation of the utility and advancement of these systems, as well as their detractors, as an essential part of the clinical decision-making process. Topics to be covered will include, but are not limited to: information management; technology models and infrastructure; automation in medication dispensing; telecommunications; point-of-care technologies and decision support; data storage and retrieval; e-commerce; electronic prescribing; patient privacy; and security.

PHAR-5521 Geriatric Health Care
With the expected rise in the geriatric population, there will be an increased need for health care professionals with training and expertise in geriatric therapeutics. This course is facilitated by an interdisplinary faculty and focuses on health and quality

of life issues of elders residing in both the community and in long-term care settings. Basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, psychological and social changes that occur as a result of the aging process are reviewed. Concepts of function/dysfunction are addressed in the context of achieving and maintaining health and optimal functioning. Emphasis is placed on appropriate and inappropriate drug therapies, and on tailoring of existing standards and clinical practice guidelines to older adults with attention to intervention and management.

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PHAR-5522 Projects in Pharm Sciences
An elective course for students who wish to pursue professional projects in any discipline within the pharmaceutical sciences under the guidance of a faculty member. The types of professional projects might include tutoring services, community outreach programs, and technologies in education. This course is recommended to students who are interested in academic rotations during the fourth professional year. Graded S/U. Permission of the professor is requried to register.

PHAR-5523 Vaccinology: Design Devel
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 and small-group formats 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 and infectious disease prevention, vaccine economics, and vaccine safety profiles will also be discussed.

PHAR-5524 Drug Interactions in Pract
This is a two-hour elective course designed for Pharm.D. candidates in their 2nd or 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 PPEP program and as a practicing ambulatory care or inpatient pharmacist.

Restrictions: Including: -Class: First Professional Third Year

PHAR-5525 Sign Language Health Prof
Basic American Sign Language signs and linguistic features will be introduced in order to engage in survival-level conversations with deaf patients in various medical settings. Students will learn basic information related to the deaf culture and community.

Restrictions: Including: -Major: Pharmacy

PHAR-5526 Intro Cancer Bio & Treat
This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of cancer and its treatment. Students will be given an overview of cancer biology and the pharmacology of chemotherapeutic drugs and agents used to manage the side effects of those drugs. The focus of the course is on the impact of cancer and cancer treatment on individuals, families, and communities using a multidisciplinary approach. The course will include a service learning component where students will work with a community agency to complete a project.

PHAR-5527 Pediatric Pharmacotherapy
Children are an important segment of the population that pharmacists serve. In the United States, approximately 28% of the total population encompasses children. Providing care for children can be one of the most challenging, but rewarding aspects of pharmacy practice. Although a relatively small portion of health care professionals pursue advanced training in pediatrics, most clinicians will provide care to children of all ages in the community or hospital setting. This course is an elective course designed to provide students with skills necessary to communicate and provide pharmaceutical care for disease states encountered in the pediatric population. The course will consist of both lectures and case discussion sections.

PHAR-5999 Pharmacy Internship Elective

This zero credit course will be offered in the fall, spring, and summer semesters. The Wegmans School of Pharmacy deemed it was necessary to give students an opportunity to gain valuable experience working in a pharmacy while enrolled in this course. The students working hours while enrolled in this course will not count against their eligibility to work after graduation. Permission of the School of Pharmacy required to register.

PHAR-6401 APPE Elective I

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

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

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

Students will perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services in the community setting. The preceptor 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

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

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 SOAP 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

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. SOAP 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.

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- [12-13](#)
- [11-12](#)
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- [07-08](#)

ST. JOHN FISHER COLLEGE

Graduate Catalog
2012-2013

St. John Fisher College is a collaborative community dedicated to teaching and learning in a personalized educational environment. The College is guided by its Catholic heritage, as expressed in the motto of its founders, the Basilian Fathers: "Teach me goodness, discipline, and knowledge." Through an education rooted in the liberal arts, we prepare individuals for lives of intellectual, professional, and civic integrity, in which diversity and service to others are valued and practiced.

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Undergraduate Program Offerings.

Choose from 32 majors in humanities, social sciences, sciences, business, and nursing, as well as 9 pre-professional programs and numerous minors and concentrations.

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With 12 master's programs and 3 doctoral programs in Business, Education, Nursing, Pharmacy, and Arts and Sciences, Fisher has the graduate program you are looking for.

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- 12-13
- 11-12
- 10-11
- 09-10
- 08-09
- 07-08

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Registration Dates and Deadlines

Print the Course schedule worksheet

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ST. JOHN FISHER COLLEGE

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Course Search

Select Term: 2011 - Fall 2011 - Spring 2010 - Fall 2010 - Summer 2009 - Fall

Subject: ACCT - Accounting AFAM - African American Studies Accounting Law AMST - American Studies ANTH - - Applied Information Technology ARTS - Visual & Performing BIOL - Biology CHEM - Chemistry CLST - Classical Communications CSCI - Computer Science DEXL - Leadership ECON - Economics EDU - Education FGEN - First Generation FINA - Corporate Finance Study GAED - Adolescense Education GCED - Chi GEDA - Educational Adminin GEDG - Graduate Ed Human Resourse Development GHSA - Human Service Admin GISE - International Studies GMGT - Management (MBA) Health Counseling GMST - Math/Sci/Technology Ed Advanced Practice Nursing GRDG - Reading/Litera Greek GSED - Special Education HHUM - Health & History HNRS - Honors Program ISPR - Internation Interdisciplinary ITED - Interdisciplinary Educ LATN Classics LEST - Legal Studies LFRN - French LGRM - German LITL - Italian LLIT - Literature In Translation LSPN - Spanish MATH - Mathematics MGMT - Management MSTI - Math/Sci/Tech Integration MUST - Museum Studies NPM - Non Profit Management NURS - Nursing PHAR - Pharmacy PHIL - Philosophy PHYS - Physics POSC - Political Science PSJS - Peace & Social Justice Studies PSYC - Psychology REST - Religious Studies SERV - Service Scholars SOCI - Sociology SPST - Sport Studies SSCH - Science Scholars STAT - Statistics WGST - Women & Gender Studies

Course Title:

Open Courses Closed Courses All Courses

Archived Catalogs

- 12-13
- 11-12
- 10-11
- 09-10
- 08-09
- 07-08

Financial Information

Print the Course schedule worksheet

Registration Dates and Deadlines

St. John Fisher College

Online Graduate Catalog

2009 – 2010

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Open Courses Closed Courses All Courses

Archived Catalogs

- 12-13
- 11-12
- 10-11
- 09-10
- 08-09
- 07-08

Financial
Information

Print the Course
schedule worksheet

Registration
Dates and Deadlines

Undergraduate Catalogs

Archived Catalogs

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Programs

Undergraduate Program Offerings.

Choose from 32 majors in humanities, social sciences, sciences, business, and nursing, as well as 9 pre-professional programs and numerous minors and concentrations.

Graduate Program Offerings.

With 12 master's programs and 3 doctoral programs in Business, Education, Nursing, Pharmacy, and Arts and Sciences, Fisher has the graduate program you are looking for.

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Print the Course schedule worksheet

Registration Dates and Deadlines

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Financial Information

Print the Course
schedule worksheet

Registration
Dates and Deadlines

Archived Catalogs

- 12-13
- 11-12
- 10-11
- 09-10
- 08-09
- 07-08

ST. JOHN FISHER COLLEGE

Online Undergraduate Catalog

2010 – 2011

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Open Courses Closed Courses All Courses

Archived Catalogs

- 12-13
- 11-12
- 10-11
- 09-10
- 08-09
- 07-08

Financial
Information

Print the Course
schedule worksheet

Registration
Dates and Deadlines

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Open Courses Closed Courses All Courses
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Study GAED - Adolescense Education GCED - Chi
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Financial
Information

Print the Course
schedule worksheet

Registration
Dates and Deadlines

Human Resourse Development GHSA - Human Se
International Studies GMGT - Management (MBA)
Health Counseling GMST - Math/Sci/Technology E
Advanced Practice Nursing GRDG - Reading/Litera
Greek GSED - Special Education HHUM - Health &
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Statistics WGST - Women & Gender Studies

- 12-13
- 11-12
- 10-11
- 09-10
- 08-09
- 07-08